

CURRICULUM

FOR

INTRO TO DANCE

GRADE 7

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

**Joseph Elefante, Program Supervisor of Fine & Performing Arts, Family & Consumer Science, and
Business**

The Board acknowledges the following who contributed to the preparation of this curriculum.

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Subject/Course Title:
Intro to Dance
Grade 7

Date of Board Adoption:
September 21, 2021

RAHWAY PUBLIC SCHOOLS CURRICULUM

Intro to Dance: Grade 7

PACING GUIDE

Unit	Title	Pacing
1	Hip Hop and Jazz	2 weeks
2	Ballet and Anatomy	2 weeks
3	Modern and Choreography	2 weeks

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide student with rest breaks. ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining agenda book. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. ● Offer more rigorous materials/tasks/prompts. ● Increase number and complexity of sources. ● Assign group research and presentations to teach the class. ● Assign/allow for leadership roles during collaborative work and in other learning activities. 	<p>ELL Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign peer buddy who the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc. . .). ● Have student repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information. ● Repeat directions. ● Increase one-on-one conferencing. ● Allow student to listen to an audio version of the text. ● Give directions in small, distinct steps. ● Allow copying from paper/book.

- Give student a copy of the class notes.
- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

UNIT 1 OVERVIEW

Content Area: Dance

Unit Title: Hip Hop and Jazz

Target Course/Grade Level: Grade 7

Unit Summary: Students are introduced to Hip Hop and Jazz dance. This unit explores the differences and similarities of the two dance styles. Students will start by exploring Hip Hop dance and its current culture. Through this, students will understand the etiquette of a dance class and the routines. As students move to the next style of dance, Jazz, students will build on their dance knowledge with dance terminology.

Approximate Length of Unit: 2 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.1.8.Cr1a.** Implement movement created from a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) to develop an original dance study.
- 1.1.8.Pr4a.** Perform planned and improvised movement sequences with increasing complexity in the use of floor and air pathways, including various spatial designs for movement interest and contrast to sculpt the body in space.
- 1.1.8.Pr6b.** Apply specific feedback in rehearsal to refine performance accuracy, consistency, and expressiveness. Clarify the execution of complex patterns, sequences and formations.
- 1.1.8.Re7a.** Use genre-specific terminology to compare and contrast recurring patterns of movement and their relationships in dance in context of artistic intent.
- 1.1.8.Re8a.** Examine a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique and context. Interpret using genre specific dance terminology.
- 1.1.8.Cn10a.** Explain how the perspectives expressed by the choreographer impacts personal interpretation. Consider how personal background and experiences influence responses to dance works.
- 1.1.8.Cn11a.** Research and analyze how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people of which the dances originate.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.8.Cl3.** Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
- 9.4.8.TL3.** Select appropriate tools to organize and present information digitally.

Interdisciplinary Connections and Standards:

Comprehensive Health and Physical Education

2.5.12.A.3 Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance).

Unit Understandings:

Students will understand that...

- The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.
- Dance class has a culture and a structure.
- Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.
- Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.

Unit Essential Questions:

- How does a dance class operate?
- How is the body used as an instrument for technical and artistic expression?
- Does dance change depending where you are in the world?
- How has dance developed through time?
- What must a dancer do to prepare the mind and body for artistic expression?

Knowledge and Skills:

Students will know...

- The technical ability necessary to dance in a multiple of styles.
- How to critique various Hip Hop and Jazz dance performances using the correct vocabulary.
- The fundamentals of Hip Hop dance: Popping, Locking, Tutting, etc.
- Available technology to enhance performance and effective practice.
- Appreciation for dance through various cultures and historical periods.

Students will be able to...

- Create freestyle or improvisational dance phrases.
- Develop an understanding and appreciation of current dance artist and their choreography.
- Perform basic Jazz and Hip Hop dance movement.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Formative

- Students are evaluated periodically for performance assessment to test knowledge of movement comprehension and memorization.
- Students are evaluated on dance terminology used in jazz dance.
- Students are evaluated on the ability to perform movement specific to the style of dance.

Summative

- Students are evaluated on their execution of dance choreography in Jazz and or Hip Hop.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

A variety of strategies will be utilized in dance including, but not limited to the following:

- Using dance journals to notate dance vocabulary, choreographic ideas, and dance information that can be used in class. A tangible notebook and digital notebook can both be used.
- Discussions involving small groups and or whole class settings to explain information or problem solve.
- Using students and or teacher to demonstrate new and or difficult moves.
- Cued response to define the procedures in a dance class.

RESOURCES

Teacher Resources:

- Donna H. Krasnow, M. Virginia Wilmerding (2015). *Motor Learning and Control for Dance*.
- Anne Green Gilbert (2015). *Creative Dance for All Ages: A Conceptually Approach*.
- Gail Grant (1982). *Technical Manual and Dictionary of Classical Ballet*.
- Stephanie Burrige, Charlotte Svendler Nielsen (2017). *Dance, Access and Inclusion*.
- Brenda Pugh McCutchen (2006) *Teaching Dance as Art in Education*.
- Elizabeth Gibbons (2007). *Teaching Dance: The Spectrum of Style*.

Equipment Needed:

- Mirrors
- Ballet barres
- White board
- Pencils
- Markers
- Music/Speakers
- Tech devices/Computers/Tablets

UNIT 2 OVERVIEW

Content Area: Dance

Unit Title: Ballet and Anatomy

Target Course/Grade Level: Grade 7

Unit Summary: Students are introduced to Ballet. This unit explores the codified dance style with an emphasis on anatomy. Students will learn the routines of a ballet class. They will develop ballet vocabulary as well as technique used at the barre and in center. While exploring the movements of ballet students will understand the anatomical mechanics of their body in a dance class.

Approximate Length of Unit: 2 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.1.8.Cr1a.** Implement movement created from a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) to develop an original dance study.
- 1.1.8.Pr4a.** Perform planned and improvised movement sequences with increasing complexity in the use of floor and air pathways, including various spatial designs for movement interest and contrast to sculpt the body in space.
- 1.1.8.Pr5a.** Examine how healthful strategies (e.g., nutrition, injury prevention emotional health and overall functioning) and safe body-use practices are essential for the dancer.
- 1.1.8.Pr5b.** Examine how kinesthetic principles and various body systems (e.g., cardiovascular, respiratory, musculoskeletal) relate to the dancing body.
- 1.1.8.Pr6b.** Apply specific feedback in rehearsal to refine performance accuracy, consistency, and expressiveness. Clarify the execution of complex patterns, sequences and formations.
- 1.1.8.Pr6d.** Differentiate technical and production elements and terminology to communicate with performers and backstage personnel to enhance the artistic intent of the dances.
- 1.1.8.Re8a.** Examine a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique and context. Interpret using genre specific dance terminology.
- 1.1.8.Cn11a.** Research and analyze how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people of which the dances originate.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.8.Cl.3.** Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

9.4.8.TL.3. Select appropriate tools to organize and present information digitally.

Interdisciplinary Connections and Standards:

Comprehensive Health and Physical Education

2.5.12.A.3 Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance).

Unit Understandings:

Students will understand that...

- Dancers train in technique as a tool to develop the body for artistry and artistic expression.
- Recognizing risk factors and applying risk reducing strategies can prevent health consequences.
- Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.
- Dance class has a culture and a structure.
- The way the body is developed, execution of movement, and movement quality vary in different dance styles, genres, and traditions

Unit Essential Questions:

- What injury preventing strategies do dancers use?
- What is the purpose of training in various dance genres?
- How has dance developed through time?
- How does a dance class operate?
- How is the body used as an instrument for technical and artistic expression?

Knowledge and Skills:

Students will know...

- The correct order of a ballet warm up, including barre exercise and center work.
- Injury prevention techniques and injury modifications as it relates to dance.
- Major muscles for evaluating and critiquing.
- Ballet vocabulary specific to barre and center work.
- Appreciation for dance through various cultures and historical periods.

Students will be able to...

- Create exercises to prepare muscles or muscle groups that require attention before performances.
- Perform a ballet combination using the correct terminology
- Critique ballet performances by famous ballet choreographers using anatomical terminology and ballet vocabulary.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Formative

- Students are evaluated periodically for performance assessment to test knowledge of movement comprehension and memorization.
- Students are evaluated on dance terminology used in ballet.
- Students are evaluated on knowledge of proper alignment.
- Students are evaluated on the uses and locations of major muscles.
- Students are evaluated on the ability to perform movement specific to the style of dance.

Summative

- Students are evaluated on their use of modifications in choreography, using anatomical principles to execute correct mobility and alignment.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

A variety of strategies will be utilized in dance including, but not limited to the following:

- Using dance journals to notate our dance vocabulary, choreographic ideas, and dance information that can be used in class. A tangible notebook and digital notebook can both be used.
- Discussions involving small groups and or whole class settings to explain information or problem solve.
- Using students and or teacher to demonstrate new and or difficult moves.
- Cued response to define the procedures in a dance class.

RESOURCES

Teacher Resources:

- Donna H. Krasnow, M. Virginia Wilmerding (2015). *Motor Learning and Control for Dance*.
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Equipment Needed:

- Mirrors
- Ballet barres
- White board
- Pencils
- Markers
- Music/Speakers
- Tech devices/Computers/Tablets

UNIT 3 OVERVIEW

Content Area: Dance

Unit Title: Modern and Choreography

Target Course/Grade Level: Grade 7

Unit Summary: Students are introduced to Modern Dance. This unit explores Modern Dance and dance creation. Students will learn the routines of a Modern class. They will develop Modern Dance vocabulary. They will be introduced to choreographic tools to encourage creativity and exploration. Students will create their own dances using all the previously learned styles of dance. Students will use all their knowledge of dance to create a performance-ready choreography.

Approximate Length of Unit: 2 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 1.1.8.Cr1a.** Implement movement created from a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) to develop an original dance study.
- 1.1.8.Cr3a.** Revise choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback of others. Explain movement choices and revisions and how they impact the artistic intent.
- 1.1.8.Pr4a.** Perform planned and improvised movement sequences with increasing complexity in the use of floor and air pathways, including various spatial designs for movement interest and contrast to sculpt the body in space.
- 1.1.8.Pr6b.** Apply specific feedback in rehearsal to refine performance accuracy, consistency, and expressiveness. Clarify the execution of complex patterns, sequences and formations.
- 1.1.8.Pr6d.** Differentiate technical and production elements and terminology to communicate with performers and backstage personnel to enhance the artistic intent of the dances.
- 1.1.8.Re8a.** Examine a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique and context. Interpret using genre specific dance terminology.
- 1.1.8.Re9a.** Examine artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, and /or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.
- 1.1.8.Cn10a.** Explain how the perspectives expressed by the choreographer impacts personal interpretation. Consider how personal background and experiences influence responses to dance works.

1.1.8.Cn11a. Research and analyze how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people of which the dances originate

Career Readiness, Life Literacies, and Key Skills:

9.4.8.Cl.3. Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).

9.4.8.TL.3. Select appropriate tools to organize and present information digitally.

Interdisciplinary Connections and Standards:

Comprehensive Health and Physical Education

2.5.12.A.3 Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance).

Unit Understandings:

Students will understand that...

- The way the body is developed, execution of movement, and movement quality vary in different dance styles, genres and traditions.
- Dance class has a culture and a structure.
- Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.
- Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.
- Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.
- Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.

Unit Essential Questions:

- How is the body used as an instrument for technical and artistic expression?
- How does a dance class operate?
- What must a dancer do to prepare the mind and body for artistic expression?
- How does a dancer heighten artistry in a public performance?
- What is the purpose of training in various dance genres?
- Where do choreographers get ideas for dances?

Knowledge and Skills:

Students will know...

- Specific vocabulary for critiques and feedback to improve choreography.
- Modern Dance pioneers and choreographers, what they have done for dance, and how it has changed because of them.

- What influences choreography and what can be used to influence choreography.
- What choreographic tools are and how they can be used to create movement.

Students will be able to...

- Create choreography that uses a variety of stimuli.
- Rehearse created choreography to implement modifications and or improvements.
- Perform Modern Dance movement from codified styles of dance.
- Interpret choreography through physical technique and context.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

Formative

- Students are evaluated periodically for performance assessment to test knowledge of movement comprehension and memorization.
- Students are evaluated on dance terminology used in modern dance.
- Students are evaluated on the ability to create useful critiques using dance vocabulary.

Summative

- Students are evaluated on their creation of dance choreography, using a variety of stimuli developed through the class.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

A variety of strategies will be utilized in dance including, but not limited to the following:

- Using dance journals to notate our dance vocabulary, choreographic ideas, and dance information that can be used in class. A tangible notebook and digital notebook can both be used.
- Discussions involving small groups and or whole class settings to explain information or problem solve.
- Using students and or teacher to demonstrate new and or difficult moves.
- Cued response to define the procedures in a dance class.

RESOURCES

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- Ballet barres
- White board
- Pencils
- Markers
- Music/Speakers
- Tech devices/Computers/Tablets