

Winslow Township School District

Grade 1 & 2 Dance

Unit 1 & 2: The Creative Process, Performance, and Aesthetic Responses

Overview: Combining dance with other curriculum areas is an instructional approach that supports kinesthetic learners to understand and deepen their learning through experiential opportunities. Through dance, learners can experience music and art from different cultures, periods, and techniques. Dance can be used as a tool to teach curriculum, while at the same time stimulating creativity. In addition, dance can promote critical thinking, teach learners to make independent decisions, and build confidence in themselves as well as a positive self-image.

Overview	Standards for Dance Content	Unit Focus	Essential Questions
<p>Unit 1 & 2</p> <p>The Creative Process, Performance, and Aesthetic Responses</p>	<p>1.1.2.Cr1b</p> <p>1.1.2.Cr.2a</p> <p>1.1.2.Cr.2b</p> <p>1.1.2.Cr.3a</p> <p>1.1.2.Pr.4a</p> <p>1.1.2.Pr.4b</p> <p>1.1.2.Pr.4c</p> <p>1.1.2.Pr.5e</p> <p>1.1.2.Cn.10a</p> <p>1.1.2.Cn.10b</p> <p>1.1.2.Cn.11a</p> <p>1.1.2.Re.8a</p>	<ul style="list-style-type: none"> • Explore the joy of moving. • Listen to signals and respond to movement directions. • Listen to a story and dance the words and move to the rhythm of the words. • Engage in a collaborative discussion about improvised dances. • Explore stopping and going, tempos of fast and slow, and simple rhythms. • Improve duration, tempos, rhythms of words, rhythms using various stimuli, and objects. • Research and identify tempos of animals, people and machines. • Move to the rhythm of words (syllables) and investigate rhythm of word phrases. • Explore opposites in shapes, levels, sizes, and moving in and through space. • Demonstrate how music can change the way they move. • Develop original choreography and improvisation of movement sequences using basic understanding of the elements of dance. • Music can be used as a choice and personal and group spatial relationships should be explored. • Demonstrate a variety of movements generated through improvisational skills and techniques. This will include the elements of dance time, space, and energy. • Will be able to identify and judge the differences between pedestrian movements and formal training in dance. • Demonstrate and understand that dynamic alignment of the body is associated with coordination and isolation of different body parts. This will include locomotor and non- locomotor movements. • Express constructive criticism to communicate useful evaluation of both personal work and the work of others. 	<ul style="list-style-type: none"> • Where do choreographers get ideas for dances? • What influences choice-making in creating choreography? • How do choreographers use self-reflection, feedback from others and documentation to improve the quality of their work? • How do dancers work with space, time and energy to communicate artistic expression? • How is the body used as an instrument for technical and artistic expression? • How is dance interpreted? • How does dance deepen our understanding of ourselves, other knowledge and events around us? • How does knowing about societal, cultural, historical, and community experiences expand dance literacy?

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<i>Unit 1: Enduring Understandings</i>	Engaging in safe, efficient and effective movement will develop and maintain a healthy, active lifestyle.	
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Curriculum Unit 1 & 2	Standards		Pacing	
			Weeks	Unit Weeks
Unit 1 & 2: The Creative Process, Performance, and Aesthetic Responses	1.1.2.Cr1b	Demonstrate movements using the elements of dance to solve a movement problem.	2	18
	1.1.2.Cr.2a	Create a movement sequence with a beginning, middle and end. Incorporate the use of a choreographic device.	1	
	1.1.2.Cr2b	Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates nonverbally.	1	
	1.1.2.Cr3a	Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences	1	
	1.1.2.Pr4a	Perform planned and improvised movement sequences, with variations in direction (e.g., forward/backward, up/down, big/small, sideways, right/left diagonal), spatial level (e.g., low, middle, high), and spatial pathways (e.g., straight, curved, circular, zigzag), alone and in small groups.	2	
	1.1.2.Pr4b	Perform planned and improvised movement sequences, with variations in tempo, meter, and rhythm, alone and in small groups.	1	
	1.1.2.Pr4c	Demonstrate contrasting dynamics and energy with accuracy (e.g., loose/tight, light/heavy, sharp/smooth).	2	
	1.1.2.Pr5e	Explore locomotor action vocabulary (e.g, gallop, hop, slide, skip) and non-locomotor action vocabulary (e.g., bending, stretching, twisting) and execute codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition (e.g., breath control, body part initiations, body sequencing.	1	
	1.1.2.Cn10a	Examine how certain movements are used to express an emotion or experience in a dance that is observed or performed.	1	
	1.1.2.Cn10b	Using an inquiry-based set of questions examine global issues, including climate change as a topic for dance.	1	
	1.1.2.Cn11a	Observe a dance and relate the movement to the people or environment in which the dance was created and performed.	2	
	1.1.2.Re8a	Observe a movement from a dance or phrase and explain how the movement captures a meaning or intent using simple dancer terminology.	1	
Assessment, Re-teach and Extension			2	

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Unit 1 & 2 Grades 1-2		
Enduring Understanding	Indicator #	Performance Expectations
Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.	1.1.2.Cr1b	Demonstrate movements using the elements of dance to solve a movement problem.
The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.	1.1.2.Cr.2a	Create a movement sequence with a beginning, middle and end. Incorporate the use of a choreographic device.
The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.	1.1.2.Cr2b	Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates nonverbally.
Choreographers analyze, evaluate, refine, and document their work to communicate meaning.	1.1.2.Cr3a	Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences
Space, time and energy are basic elements of dance.	1.1.2.Pr4a	Perform planned and improvised movement sequences, with variations in direction (e.g., forward/backward, up/down, big/small, sideways, right/left diagonal), spatial level (e.g., low, middle, high), and spatial pathways (e.g., straight, curved, circular, zigzag), alone and in small groups.
Space, time and energy are basic elements of dance.	1.1.2.Pr4b	Perform planned and improvised movement sequences, with variations in tempo, meter, and rhythm, alone and in small groups.
Space, time and energy are basic elements of dance.	1.1.2.Pr4c	Demonstrate contrasting dynamics and energy with accuracy (e.g., loose/tight, light/heavy, sharp/smooth).

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The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.	1.1.2.Pr5e	Explore locomotor action vocabulary (e.g. gallop, hop, slide, skip) and non-locomotor action vocabulary (e.g., bending, stretching, twisting) and execute codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition (e.g., breath control, body part initiations, body sequencing).
As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning.	1.1.2.Cn10a	Examine how certain movements are used to express an emotion or experience in a dance that is observed or performed.
As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning.	1.1.2.Cn10b	Using an inquiry-based set of questions examine global issues, including climate change as a topic for dance.
Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.	1.1.2.Cn11a	Observe a dance and relate the movement to the people or environment in which the dance was created and performed.
Dance is interpreted by considering intent, meaning, artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.	1.1.2.Re8a	Observe a movement from a dance or phrase and explain how the movement captures a meaning or intent using simple dancer terminology.

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Unit 1 & 2 Kindergarten

Assessment Plan

- Quarterly Assessment: Performance- Based
- Formative and Summative Assessments will be used for each activity outlined for each lesson.
- Homework, classwork and exit materials will all be used as data to assess student learning
- Written or Drawn Work (using technology when appropriate)
- Sharing feelings, dreams, and wishes about dance and dancing
- Planning and documenting choreographic process (sketching or collecting ideas for a dance)
- Personal responses to performances
- [Arts Achieve Performance Assessments](#)
- [Arts Assessment for Learning](#)

- Peer Critique/ Assessment: When students engage in peer assessment or critique, they can use rubrics, checklists, and protocols (using technology) to focus their feedback on the criteria for the task, and should use protocols for constructive peer- to-peer feedback, such as
- “I noticed ...”
 - “I like the way ... because ...”
 - “Have you thought of ...?”
 - “I would like to suggest ...”
 - [Sample Rubric 1](#)
 - [Sample Rubric 2](#)

Resources

- [Alphabet movement cards](#)
- [Creative Dance Integration Lesson Plans](#)
- [Core Instructional/ supplemental materials: Teaching Dance](#)
- [Locomotor Skills with Locomotion Dance](#)
- [Shake it Senora](#)
- [The Funky Chipmunk Dance](#)
- [The Snowflake Dance](#)

Activities

- Use locomotor steps and axial movements with prepositions (near, far, over, under, through etc.).
- Planned Dance Sequence Video: [Go Noodle - Sherlock Gnomes Move and Groove](#)
- Improvised Dance Sequences: [Freeze Dance](#) [Freeze Dance Colors Listen and Move](#) [Freeze Dance](#)
- Select a song, text, or poem that includes rhythm of words and have students create a dance based on the words.
- Teaching pantomime for elementary students https://www.youtube.com/watch?v=g7Wjl_9x4N3U
- Connect a simple sequence using opposites incorporating shape and axial or locomotor movement. [Cupid Shuffle](#)
- Create a short dance using two opposite energy qualities, emotions, and senses (ex: happy/sad). Use an appropriate selection of music.

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<ul style="list-style-type: none"> • Blueprint Dance: Teaching Dance to (PreK-12) • Blueprint Dance: Teaching Dance to Diverse Learners • Glossary of Terms <p>Diversity, Equity & Inclusion Educational Resources https://www.nj.gov/education/standards/dei/</p>	<ul style="list-style-type: none"> • Students will share a story demonstrating an emotion or feeling through dance. • Students will record a performance (using an iPad, Video Recorder, etc...) and use peer-critique strategies to assess.
Instructional Best Practices and Exemplars	
<ol style="list-style-type: none"> 1. Identifying similarities and differences 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Nonlinguistic representations 	<ol style="list-style-type: none"> 6. Cooperative learning 7. Setting objectives and providing feedback 8. Generating and testing hypotheses 9. Cues, questions, and advance organizers 10. Manage response rates
9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, And Preparation and Training, 9.4 Life Literacies and Key Skills	
<p>9.1.2.FP.2 Differentiate between financial needs and wants. 9.2.2.CAP.1 Make a list of different types of jobs and describe the skills associated with each job. 9.2.2.CAP.3 Define entrepreneurship and social entrepreneurship</p> <p>The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.</p> <p>Additional opportunities to address 9.1, 9.2 & 9.4: Philadelphia Mint https://www.usmint.gov/learn/kids/resources/educational-standards</p> <p>Different ways to teach Financial Literacy. https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/</p>	

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Modifications for Special Education/504

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.

- Utilize modifications & accommodations delineated in the student's IEP
- Work with paraprofessional
- Use multi-sensory teaching approaches. Pictures, scarves, hula hoops, hats balloons, rhythmic instruments, and other props provide helpful visual, auditory, and tactile reinforcement of ideas.
- Work with a partner
- Provide concrete examples and relate all new movements to previously learned moves or to typical life skills at home (i.e., open and close a door for a pulling or pushing movement).
- Solidify and refine concepts through repetition.
- Change movement requirements to reduce activity time

Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time will be made available with a certified instructor to aid students in reaching the standards.

- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Peer Support
- Increase one on one time
- Teachers may modify instructions by modeling what the students is expected to do
- Instructions may be printed out in large print and displayed for the student to see during the time of the lesson.
- Review behavior expectations and make adjustments for personal space or other behaviors as needed.
- Oral prompts can be given

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English Language Learners	Modifications for Gifted Students
<p>All WIDA Can Do Descriptors can be found at this link: https://wida.wisc.edu/teach/can-do/descriptors</p> <p><input type="checkbox"/> Grades 1, 2-3 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"><input type="checkbox"/> Listening<input type="checkbox"/> Speaking<input type="checkbox"/> Reading<input type="checkbox"/> Writing<input type="checkbox"/> Oral Language <p>These particular units have limited language barriers due to the physical nature of the curriculum. The following can be utilized: Review previously learned dance terminology. Include terms for human emotions. Students will use their bodies to express a series of emotions. Give a secret cue card to each student with an emotion written on it. Use a variety of cues from strong to subtle, e.g., fear or shyness. Instruct students to mime their word and have the class guess the emotion. When expressed, write the name of the emotion on the board. Write a brief scene on the board. Students in pairs will dance to relate the emotions created by the scene.</p> <ul style="list-style-type: none">• Speak and display terminology and movement• Teacher modeling• Peer modeling• Develop and post routines• Label dance and classroom materials• Word walls	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the Dance requirements. This will include allowing more opportunities to demonstrate creativity and the design of original choreography. In addition, the following can be utilized:</p> <ul style="list-style-type: none">• Curriculum compacting• Inquiry-based instruction• Independent study• Higher order thinking skills• Adjusting the pace of lessons• Interest based content• Real world scenarios• Student Driven Instruction <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none">❖ Gifted Programming Standards❖ Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy❖ REVISED Bloom's Taxonomy Action Verbs

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Interdisciplinary Connections

Interdisciplinary

Connections: ELA -

NJSLS/ELA:

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RI.1.1. Ask and answer questions about key details in a text.

RI.1.2. Identify the main topic and retell key details of a text.

SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

RI.2.1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Integration of Computer Science and Design Thinking

8.2.2.ITH.3 Identify how technology impacts or improves life.

8.2.2.ITH.4 Identify how various tools reduce work and improve daily tasks.

8.1.2.NI.1 Model and describe how individuals use computers to connect to other individuals, places, information, and ideas through a network.

8.1.2.NI.2 Describe how the internet enables individuals to connect with others worldwide.

8.1.2.CS.3 Describe basic hardware and software problems using accurate terminology.