

## Winslow Township School District

### Grades 1 – 2 Dance

#### Unit 3 & 4: History of the Arts and Culture, 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 and promoting critical thinking. In addition, dance teaches learners to make independent decisions, build confidence in themselves, and develop a positive self-image.

Overview	Standards for DanceContent	Unit Focus	Essential Questions
<p><a href="#">Unit 3 &amp; 4</a></p> <p><b>The Creative Process, Performance, and Aesthetic Responses</b></p>	<ul style="list-style-type: none"> <li>• 1.1.2.Re7a</li> <li>• 1.1.2.Re7b</li> <li>• 1.1.2.Re9a</li> <li>• 1.1.2.Cr1a</li> <li>• 1.1.2.Cn10a</li> <li>• 1.1.2.Cn10b</li> <li>• 1.1.2.Cn11a</li> <li>• 1.1.2.Cr3a</li> <li>• 1.1.2.Re8a</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize that every student has a cultural background and that dance is part of it.</li> <li>• Analyze how dancers use movement to express artistic concerns such as human emotion, culture, gender.</li> <li>• Execute a variety of movement pathways and shapes.</li> <li>• Compare and contrast dances from various cultures.</li> <li>• Will compare how dance from diverse cultures and historical eras have common characteristics and themes.</li> <li>• Understand that people danced differently in different historical periods (past and present).</li> <li>• Create a dance based on a folk song or world culture.</li> <li>• Learn about folk tales from an authentic culture.</li> <li>• Construct criticism based on observable criteria.</li> <li>• Recognize clues that explain the artist’s intent.</li> </ul>	<ul style="list-style-type: none"> <li>• How is cultural expression represented in dance?</li> <li>• How does societal value affect artistic choice?</li> <li>• How are different body movements used to create or represent dance from different cultures?</li> <li>• How are the values of culture represented in dance?</li> <li>• What determines aesthetic quality?</li> <li>• How can criticism improve artistic quality?</li> </ul>
<p><i>Unit 3 &amp; 4: Enduring Understandings</i></p>	<p>Engaging in safe, efficient and effective movement will develop and maintain a healthy, active lifestyle.</p>		

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Curriculum Unit 3 & 4	Standards		Pacing	
			Weeks	Unit Weeks
Unit 3 & 4: History of the Arts and Culture, Performance, and Aesthetic Responses	1.1.2.Re7a	Demonstrate movements in a dance that develops patterns.	2	18
	1.1.2.Re7b	Observe and describe performed dance movements from a specific genre or culture.	1	
	1.1.2.Re9a	Describe the characteristics that make several movements in a dance interesting. Use basic dance terminology.	2	
	1.1.2.Cr1a	Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.	2	
	1.1.2.Cn10a	Examine how certain movements are used to express an emotion or experience in a dance that is observed or performed.	2	
	1.1.2.Cn10b	Using an inquiry-based set of questions examine global issues, including climate change as a topic for dance.	2	
	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.Cr3a	Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.	1	
	1.1.2.Re8a	Observe a movement from a dance or phrase and explain how the movement captures a meaning or intent using simple dance terminology.	2	
	Assessment, Re-teach and Extension		2	

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<b>Unit 3 &amp; 4 Grades 1 - 2</b>		
<b>Enduring Understanding</b>	<b>Indicator #</b>	<b>Performance Expectations</b>
Dance is perceived and analyzed to comprehend its meaning.	<b>1.1.2.Re7a</b>	Demonstrate movements in a dance that develops patterns.
Dance is perceived and analyzed to comprehend its meaning.	<b>1.1.2.Re7b</b>	Observe and describe performed dance movements from a specific genre or culture.
Criteria for evaluating dance vary across genres, styles and cultures.	<b>1.1.2.Re9a</b>	Describe the characteristics that make several movements in a dance interesting. Use basic dance terminology.
Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.	<b>1.1.2.Cr1a</b>	Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.
As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning.	<b>1.1.2.Cn10a</b>	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.	<b>1.1.2.Cn10b</b>	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.	<b>1.1.2.Cn11a</b>	Observe a dance and relate the movement to the people or environment in which the dance was created and performed.
Choreographers analyze, evaluate, refine, and document	<b>1.1.2.Cr3a</b>	Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.
Dance is interpreted by considering intent, meaning and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.	<b>1.1.2.Re8a</b>	Observe a movement from a dance or phrase and explain how the movement captures a meaning or intent using simple dance terminology.

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##### Unit 3 & 4 Grades 1 - 2

##### 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 ...”
- “I would like to suggest ...”
- [Sample Rubric 1](#)
- [Sample Rubric 2](#)

##### Resources

- [Creative Dance Integration Lesson Plans](#)
- [A Mini History of Dance:](#)
- [History of Dance Part 1:](#)
- [Responding to Dance](#)
- [Blueprint Dance: Teaching Dance to \(PreK-12\)](#)
- [Blueprint Dance: Teaching Dance to Diverse Learners](#)
- [Glossary of Terms](#)

**Diversity, Equity & Inclusion Educational Resources**

<https://www.nj.gov/education/standards/dei/>

##### Activities

- Research, learn and perform simple traditional dances from various cultures ([Ten Dances Around the World](#) [20 Amazing Dances from Around the World](#)). Compare and contrast the elements of dance in each.
- Students will perform and/or watch a dance to identify the theme being expressed. Critique the dance using the performance rubric.
- Find a word or theme that describes an item on the list and let children use it as inspiration. For example, for 4th of July fireworks use explosive movement, for a statue in town square create a high, proud shape. For a town trolley, create linear pathways using walking, skipping, or galloping. However, don't require all the children to do the same movement, let them create their own movement within a certain framework.
- [Angelina Ballerina - Friendship Theme](#))
- Select a famous choreographer. ([Sample book list](#)), Identify characteristics (gender, age, training, style) of the choreographer, Select a work created by the choreographer and identify aesthetic qualities that make it exemplary.

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**Instructional Best Practices and Exemplars**

- |   |  |
|---|--|
| 1. Identifying similarities and differences     | 6. Cooperative learning                      |
| 2. Summarizing and note taking                  | 7. Setting objectives and providing feedback |
| 3. Reinforcing effort and providing recognition | 8. Generating and testing hypotheses         |
| 4. Homework and practice                        | 9. Cues, questions, and advance organizers   |
| 5. Nonlinguistic representations                | 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**

- 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

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.

Additional opportunities to address 9.1, 9.2 & 9.4:

**Philadelphia Mint**

<https://www.usmint.gov/learn/kids/resources/educational-standards>

**Different ways to teach Financial Literacy.**

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

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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: <a href="https://wida.wisc.edu/teach/can-do/descriptors">https://wida.wisc.edu/teach/can-do/descriptors</a></p> <p><input type="checkbox"/> Grades 1, 2-3 WIDA Can Do Descriptors:</p> <ul style="list-style-type: none"><li><input type="checkbox"/> Listening</li><li><input type="checkbox"/> Speaking</li><li><input type="checkbox"/> Reading</li><li><input type="checkbox"/> Writing</li><li><input type="checkbox"/> Oral Language</li></ul> <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"><li>• Speak and display terminology and movement</li><li>• Teacher modeling</li><li>• Peer modeling</li><li>• Develop and post routines</li><li>• Label dance and classroom materials</li><li>• Word walls</li></ul>	<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"><li>• Curriculum compacting</li><li>• Inquiry-based instruction</li><li>• Independent study</li><li>• Higher order thinking skills</li><li>• Adjusting the pace of lessons</li><li>• Interest based content</li><li>• Real world scenarios</li><li>• Student Driven Instruction</li></ul> <p>Additional Strategies may be located at the links:</p> <ul style="list-style-type: none"><li>❖ <a href="#">Gifted Programming Standards</a></li><li>❖ <a href="#">Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy</a></li><li>❖ <a href="#">REVISED Bloom's Taxonomy Action Verbs</a></li></ul>

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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.