

**Winslow Township School District**  
**3-5 Dance**  
**Unit 2: History of the Arts and Culture**

**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 DanceContent	Unit Focus	Essential Questions
<a href="#">Unit 2</a>  <b>History of the Arts and Culture</b>	<b>1.1.5.Cn11a</b>  <b>1.1.5.Cn10a</b>  <b>1.1.5.Cn10b</b>  <b>1.1.5.Re9a</b>  <b>1.1.5.Re7b</b>  <b>1.1.5.Re8a</b>  <b>1.1.5.Cr2a</b>	<ul style="list-style-type: none"> <li>• Describe who dances a dance, and where, when and why it is danced.</li> <li>• Examine the cultural origins of a variety of dance forms from around the world.</li> <li>• Identify clues about history and culture in dance movements, costuming and musical accompaniment.</li> <li>• Identify and research the significant contributions of a cultural social dance and its impact on today’s social dances.</li> <li>• Explore themes, values, and beliefs that are reflected in a dance.</li> <li>• Observe commonalities and differences in group, circle and chain dances in content in relation to societal beliefs and values.</li> <li>• Create and share a group, circle or chain dance influenced by the social practices of a specific culture demonstrating clear content and form.</li> <li>• Perform group, circle, or chain dances from various world cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• How can the elements of dance be used to express content, emotions, and personal expression?</li> <li>• How can improvisation of movement communicate content emotions and personal expression?</li> <li>• How is dance different from other forms of movement?</li> <li>• How can criticism of aesthetic expression improve an individual’s ability to communicate through the arts?</li> <li>• How has the role of dancing been an outlet for expressing feelings of joy in spite of harsh circumstances, and for giving a shared form of sadness?</li> <li>• What are the origins and meanings of different dances throughout history?</li> <li>• What are the cultural influences of certain dances?</li> <li>• What are the similarities and differences among various dances throughout history in relation to the ideas and perspectives of the people from which the dances originate?</li> <li>• How are aspects of culture expressed through dance?</li> </ul>
<b>Unit 2: Enduring Understandings</b>	<ul style="list-style-type: none"> <li>• Basic choreographed structures employ the elements of dance.</li> <li>• Movement is developed and generated through improvisation. Form and structure are important when interpreting original choreography.</li> <li>• Musical and non-musical forms of sound can affect meaning in choreography and improvisation.</li> <li>• Compositional works are distinguished by the use of various</li> </ul>		

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	<p>body movements and sources of initiation (i.e., central, peripheral, or transverse).</p> <ul style="list-style-type: none"><li>• Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes).</li><li>• Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.</li><li>• Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts.</li><li>• Music can be used as a choice and personal and group spatial relationships should be explored.</li></ul>	
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Curriculum Unit 2	Standards		Pacing	
			Weeks	Unit Weeks
<b>Unit 2: History of the Arts and Culture</b>	1.1.5.Cn11a	Observe and describe how the movements of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.	2	12
	1.1.5.Cn10a	Describe feelings and ideas evoked by a dance that are observed or performed and examine how they relate to personal points of view and experiences.	1	
	1.1.5.Cn10b	Use an inquiry base to investigate global issues, including climate change, expressed through a variety of dance genres, styles and cultural lenses.	2	
	1.1.5.Re9a	Develop an artistic criterion as it relates to the elements of dance in specific genres, styles, or cultural movement practices. Use dance terminology to describe, discuss and compare characteristics that make a dance communicate effectively.	2	
	1.1.5.Re7b	Compare and contrast qualities and characteristics to another dance genre or culture. Use basic dance terminology and elements of dance to describe the qualities and characteristics.	1	
	1.1.5.Re8a	Interpret meaning or intent in a dance or phrase based on its movements. Explain how the movements communicate the main idea of the dance using basic dance terminology.	1	
	1.1.5.Cr2a	Select a choreographic device to expand movement possibilities, create patterns and structures and develop a main idea. Use dance terminology to explain movement choices.	1	
	Assessment, Re-teach and Extension		2	

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Unit 2 Grade 3-5		
Content Statement	Indicator #	Indicator
Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.	1.1.5.Cn11a	Observe and describe how the movements of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.
As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.	1.1.5.Cn10a	Describe feelings and ideas evoked by a dance that are observed or performed and examine how they relate to personal points of view and experiences.
As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.	1.1.5.Cn10b	Use an inquiry base to investigate global issues, including climate change, expressed through a variety of dance genres, styles and cultural lenses.
Criteria for evaluating dance vary across genres, styles, and cultures.	1.1.5.Re9a	Develop an artistic criterion as it relates to the elements of dance in specific genres, styles, or cultural movement practices. Use dance terminology to describe, discuss and compare characteristics that make a dance communicate effectively.
Dance is perceived and analyzed to comprehend its meaning.	1.1.5.Re7b	Compare and contrast qualities and characteristics to another dance genre or culture. Use basic dance terminology and elements of dance to describe the qualities and characteristics.
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.	1.1.5.Re8a	Interpret meaning or intent in a dance or phrase based on its movements. Explain how the movements communicate the main idea of the dance using basic dance terminology.
The elements of dance, dance structures and choreographic devices serve as both a foundation and a departure point for choreographers.	1.1.5.Cr2a	Select a choreographic device to expand movement possibilities, create patterns and structures and develop a main idea. Use dance terminology to explain movement choices.

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Unit 2 Grade 3-5	
Assessment Plan	
<ul style="list-style-type: none"> <li>• Formative and Summative: Assessments will be used for each activity outlined for each lesson.</li> <li>• Maintain a dance portfolio over time (paper or digital) with journal reflections, research ideas, notation, videos, photographs, clippings about dance from magazines and newspapers, dance resources and performance “notes.”</li> <li>• Evaluate written reflections on dance principles, including reports and journal responses, using a student-created rubric.</li> <li>• <a href="#">Arts Achieve Performance Assessments</a></li> <li>• <a href="#">Arts Assessment for Learning</a></li> </ul>	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> <li>• Analyzing primary source documents on the history of dance and the cultures of origin.</li> <li>• Conduct short research projects on the cultural origins of dance to support analysis, reflection, and research</li> <li>• Use technology to create a presentation on the impact of dance on specific groups of people and historical events.</li> <li>• <a href="#">Sample Rubric 1</a></li> <li>• <a href="#">Sample Rubric 2</a></li> </ul>
Resources	Activities
<ul style="list-style-type: none"> <li>• <a href="#">Dance Texts:</a></li> <li>• <a href="#">Dance Artifacts:</a></li> <li>• <a href="#">The Evolution of Dance:</a></li> <li>• <a href="#">Article: What is Hip Hop?</a></li> <li>• <a href="#">PBS Resources:</a></li> <li>• <a href="#">TED Talk: Why Do We Dance?</a></li> <li>• <a href="#">Navajo Bow and Arrow Dance</a></li> </ul> <p>Core Instructional/supplemental materials:</p> <ul style="list-style-type: none"> <li>• <a href="#">Teaching Dance:</a></li> <li>• <a href="#">Locomotor Skills with Locomotion Dance</a></li> <li>• <a href="#">Shake it Senora</a></li> <li>• <a href="#">The Funky Chipmunk Dance</a></li> <li>• <a href="#">Blueprint Dance: Teaching Dance to (PreK-12)</a></li> <li>• <a href="#">Blueprint Dance: Teaching Dance to Diverse Learners</a></li> <li>• <a href="#">Glossary of Terms</a></li> </ul>	<ul style="list-style-type: none"> <li>• Maintain a dance journal that includes responses to performances, vocabulary lists, drawings and notation.</li> <li>• Learn a dance from one’s heritage and teach it to the class, explaining when and by whom the dance is performed, and its cultural significance.</li> <li>• Learn elements of a dance style (e.g., Tap, Modern Dance) and examine its roots.</li> <li>• Research the originator of a technique.</li> <li>• Research a specific dancer/choreographer with a guided group using appropriate websites, in addition to creating a summary.</li> <li>• Watch a live performance or video of ritual or ceremonial dance.</li> <li>• Learn and perform an authentic ceremonial or ritual dance (e.g. Ve David from Israel, Troika from Russia or Hasapikos from Greece).</li> <li>• Create a simple ritual or ceremonial dance by studying a particular culture. Use the elements based on that culture to create the movement for the dance.</li> </ul>

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<b>Instructional Best Practices and Exemplars</b>	
1. Identifying similarities and differences 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Nonlinguistic representations	6. Cooperative learning 7. Setting objectives and providing feedback 8. Generating and testing hypotheses 9. Cues, questions, and advance organizers 10. Manage response rates
<b>9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, And Preparation and Training 9.4 Life Literacies and Key Skills</b>	
<p>9.1.5.EG.4 Describe how an individual’s financial decisions affect society and contribute to the overall economy.            9.1.5.FP.1 Illustrate the impact of financial traits on financial decisions.            9.2.5.CAP.1 Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.</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 &amp; 9.4:  <b>Philadelphia Mint</b>  <a href="https://www.usmint.gov/learn/kids/resources/educational-standards">https://www.usmint.gov/learn/kids/resources/educational-standards</a>  <b>Different ways to teach Financial Literacy.</b>  <a href="https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/">https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/</a></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.

- Provide extended time for written responses and reports.
- Create a world wall with cultural dance names/vocabulary.
- Leveled texts for analyzing primary and secondary sources

**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.

- Invite parents/guardians to participate in sharing cultural themes and dances.
- Provide an outline for journal entries and study guides.
- Provide extended time for written responses and reports.

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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 2-3, 4-5 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>This particular unit has 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>• Use sentence/paragraph frames to assist with writing reports.</li> <li>• Create a word wall with cultural dance names/vocabulary.</li> <li>• Work with a partner to develop written reports and journal entries.</li> <li>• Provide extended time for written responses and reports.</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>• Create an original dance based on the cultural themes and dance elements of a particular style.</li> <li>• Incorporate multiple types of resources, including text, video, interviews, etc., into a report on a dancer or choreographer from specific time period or culture.</li> <li>• Write detailed reflections to live and/or video performances</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**

**ELA - NJSL/ELA:**

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

**NJLSA.R7.** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in word

**NJLSA.SL1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**NJLSA.SL2.** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

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

**NJLSA.R10.** Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

**NJLSA.W4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task.

**RI.3.1.** Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**RI.3.2.** Determine the main idea of a text; recount the key details and explain how they support the main idea.

**W.3.6.** With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

**SL.3.5.** Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

**SL.3.6.** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

**RI.4.1.** Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

**RI.4.2.** Determine the main idea of a text and explain how it is supported by key details; summarize the text.

**W.4.6.** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

**SL.4.5.** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

**SL.4.6.** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

**RI.5.1.** Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

**RI.5.2.** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

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W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

**Social Studies:**

**6.1.4.A.14** Describe how the world is divided into many nations that have their own governments, languages, customs, and laws.

**6.1.4.D.13** Describe how culture is expressed through and influenced by the behavior of people.

**Integration of Computer Science and Design Thinking**

**8.1.5.CS.2** Model how computer software and hardware work together as a system to accomplish tasks.

**8.1.5.CS.3** Identify potential solutions for hardware and software problems using common troubleshooting strategies.

**8.1.5.AP.6** Develop programs using an iterative process, implement the program design, and test the program to ensure it works as intended.

**8.1.5.IC.2** Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.