

Winslow Township School District
3-5 Dance
Unit 3: Choreography and Performance

Overview: In this unit, students will present a detailed proposal for a dance and will demonstrate appropriate performance choices through practices of reflection, rehearsal, evaluation, and revision. Students will complete an ongoing paper or electronic dance portfolio.

Overview	Standards for Dance Content	Unit Focus	Essential Questions
<p><u>Unit 3</u></p> <p>Choreography and Performance</p>	<p>1.1.5.Cr1a 1.1.5.Re8a 1.1.5.Pr4a 1.1.5.Pr4b 1.1.5.Pr5b 1.1.5.Re9a 1.1.5.Cn10a</p>	<ul style="list-style-type: none"> • Select themes, discuss and plan, and develop movement in collaboration with peers, in partners and in small groups • Create a short dance with peers incorporating several movement phrases with a beginning, middle and end • Understand choreographic devices (repetition) and structures (theme and variation) 	<ul style="list-style-type: none"> • How can the elements of dance be used to express content, emotions, and personal expression? • How can improvisation of movement communicate content emotions and personal expression? • How is dance different from other forms of movement? • How can criticism of aesthetic expression improve an individual’s ability to communicate through the arts?
<p><i>Unit 4: Enduring Understandings</i></p>	<ul style="list-style-type: none"> • Basic choreographed structures employ the elements of dance. • Movement is developed and generated through improvisation. Form and structure are important when interpreting original choreography. • Musical and non-musical forms of sound can affect meaning in choreography and improvisation. • Compositional works are distinguished by the use of various body movements and sources of initiation (i.e., central, peripheral, or transverse). • Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes). • Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts. • 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. • Music can be used as a choice and personal and group spatial relationships should be explored. 	<ul style="list-style-type: none"> • 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? • What are the origins and meanings of different dances throughout history? • What are the cultural influences of certain dances? • 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? • How are aspects of culture expressed through dance? 	

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Curriculum Unit 3	Standards		Pacing	
			Weeks	Unit Weeks
Unit 3: Choreography and Performance	1.1.5.Cr1a	Use a variety of stimuli (e.g., music, sound, text, objects, images, notation, experiences, observed dance, literary forms, natural phenomena, current news) to build dance content.	2	12
	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.Pr4a	Perform planned and improvised movement sequences with increasing complexity in the use of space. Establish relationships with other dancers, increasing spatial awareness and design (e.g., diverse pathways, levels, patterns, focus, near/far).	2	
	1.1.5.Pr4b	Perform planned and improvised movement sequences with increasing complexity in the use of time/rhythm by accurately transferring rhythmic patterns from the auditory to the kinesthetic and responding immediately to tempo changes.	2	
	1.1.5.Pr5b	Recall joint actions, articulations and basic anatomical terms (e.g., muscles, bones, tendons, ligaments) as they relate to dance and apply basic kinesthetic principles (e.g., flexion/extension, inward/outward rotation). Track how basic body organs (e.g., lungs, heart, brain) respond to different intensities of dance movement.	1	
	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.	1	
	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	
	Assessment, Re-teach and Extension		2	

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Unit 3 Grade 3-5		
Content Statement	Indicator #	Indicator
Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.	1.1.5.Cr1a	Use a variety of stimuli (e.g., music, sound, text, objects, images, notation, experiences, observed dance, literary forms, natural phenomena, current news) to build dance content.
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.
Space, time and energy are basic elements of dance.	1.1.5.Pr4a	Perform planned and improvised movement sequences with increasing complexity in the use of space. Establish relationships with other dancers, increasing spatial awareness and design (e.g., diverse pathways, levels, patterns, focus, near/far).
Space, time and energy are basic elements of dance.	1.1.5.Pr4b	Perform planned and improvised movement sequences with increasing complexity in the use of time/rhythm by accurately transferring rhythmic patterns from the auditory to the kinesthetic and responding immediately to tempo changes.
The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.	1.1.5.Pr5b	Recall joint actions, articulations and basic anatomical terms (e.g., muscles, bones, tendons, ligaments) as they relate to dance and apply basic kinesthetic principles (e.g., flexion/extension, inward/outward rotation). Track how basic body organs (e.g., lungs, heart, brain) respond to different intensities of dance movement.
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.
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.

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Assessment Plan	
<ul style="list-style-type: none"> • Quarterly Assessment: Performance- Based • 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.” • Arts Achieve Performance Assessments • Arts Assessment for Learning 	<ul style="list-style-type: none"> • Analyzing primary source documents on the history of dance and the cultures of origin. • Conduct short research projects on the cultural origins of dance to support analysis, reflection, and research • Use technology to create a presentation on the impact of dance on specific groups of people and historical events. • Sample Rubric 1 • Sample Rubric 2
Resources	Activities
<ul style="list-style-type: none"> • Teaching Rhythm in Dance: Ideas and Exercises: • Dancemaker App: • Heartbeat Dances: • The Skeleton Dance: • Contemporary Dancing for Beginners: • Hip Hop Dance Moves for Kids: • Indian Folk Dance: • Latin Folk Dance: • Russian Folk Dance: • Blueprint Dance: Teaching Dance to (PreK-12) • Blueprint Dance: Teaching Dance to Diverse Learners • Glossary of Terms 	<ul style="list-style-type: none"> • Improvise collaboratively on a theme. • Create a dance with peers, using group formations, a variety of locomotor and non- locomotor movements, expressive dynamics and changing spatial paths. • Dance with responsiveness to rhythm, tempo and mood of music. • Work in silence or in relation to text. • Create a set of agreed- upon criteria for evaluating dance with teacher and peers. • Improvise non-metric and breath rhythms alone, with a partner and with a group. Add voice, sound, percussion or music. • Compare and contrast works by choreographers • Improvise movements of the joints in the body. Then create a dance with a partner that is focused on joint action. Perform and analyze the dance. • Create an individual 8 count locomotor and axial movement phrase. Teach the phrase to a partner. Join with another group to combine four movement phrases to create a 32 count phrase. Perform and reflect.

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Instructional Best Practices and Exemplars

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|---|--|
| 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

- 9.1.5.PB.1 Develop a personal budget and explain how it reflects spending, saving, and charitable contributions.
9.2.5.CAP.1 Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

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.

- Choose rhythm, tempo, or theme to focus on when dancing to a particular piece.
- Create a 4-count movement phrase to share with peers.
- Add a simple vocal or percussion phrase to music.

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, neighbors, friends, the school principal and other community members to attend class performances.
- Break choreography into smaller pieces.
- Conference with teacher during the dance planning process.
- Use a framework for dance observation notes.

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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 2-3, 4-5 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>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"> • Display labeled images of dance movements. • Use body movement to respond to theme / emotion in sound • Restate dance steps aloud before performance. 	<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"> • Compare and contrast choreography from two or more dance styles and present findings to peers. • Develop longer movement phrases individually and in collaboration with peers. • Create a movement pattern to respond to a spoken text with emphasis on symbolism and theme. <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

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 words.

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.

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.

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Social Studies:

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

NJSLSA.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.

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

2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.

2.5.4.A.3 Correct movement errors in response to feedback and explain how the change improves performance.

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.