

Winslow Township School District
6-8 Dance
Unit 2: History of the Arts and Culture

Overview: In this unit, students will study the origins of dance forms within a historical and cultural context, as well as aesthetic movements, spatial patterning, contrasting dance style, and technological advancements and influences. Students will continue to maintain an ongoing paper or electronic dance portfolio.

Overview	Standards for DanceContent	Unit Focus	Essential Questions
<p><u>Unit 2</u></p> <p>History of the Arts and Culture</p>	<p>1.1.8.Cr1b 1.1.8.Cn11a 1.1.8.Re7a 1.1.8.Re7b 1.1.8.Cn10a 1.1.8.Cr1a 1.1.8.Cr3b</p>	<ul style="list-style-type: none"> • Analyze the impact of the advent of video technology and its influence on dance innovations (e.g., dance in movies; dance in music videos; dance on TV; dance in reality shows). • Compare and contrast the use of spatial patterning and relationships in past and contemporary dance works from world cultures (e.g., French Baroque verses Alwin Nikolais’s illusionary space). • Observe how social and cultural values, from past and contemporary choreographers (e.g., Ruth St. Denis- exoticism, Katherine Dunham-Afro-Caribbean dance heritage, Erik Hawkins- examination of native American culture, Bill T. Jones-contemporary African-American condition etc.), influenced the dynamics of their works. • Trace the social and political impact on the culture of the arts and as well as artists impact on culture in the 20th and 21st centuries (e.g., Jazz Dance; Musical Theatre; Tap Dance; Hip Hop; Ballroom Dance etc.). • Research and perform dances that illustrate similar and/or contrasting styles associated with technological advances, world dance styles, and the socio-political impact of artists on cultures. 	<ul style="list-style-type: none"> • How do new social dances and variations on social dance steps arise? • What impact has dance had on culture and society throughout history? • What are the similarities and differences among dances of various cultures? • What role does dance play in the culture of a specific country or region? • What are dance styles and how are they categorized in genres? • What are the technical demands of the various styles of dance? • How is dance language used to describe specific aesthetic differences and similarities between styles and artists? • How is music and style connected? • How are forms of dance influenced by time, place and people?
<p><i>Unit 2: Enduring Understandings</i></p>	<ul style="list-style-type: none"> • Technological advances have influenced the way we see dance on television and screen. • Spatial patterning can influence cultural performances. • Culture can have a social and political impact on dance. 		

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Curriculum Unit 2	Standards		Pacing	
			Weeks	Unit Weeks
Unit 2: History of the Arts and Culture	1.1.8.Cr1b	Explore various movement genres through the elements of dance. Identify and select personal preferences to create an original dance study.	2	12
	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 from whom the dances originate.	1	
	1.1.8.Re7a	Use genre specific terminology to compare and contrast recurring patterns of movement and their relationships in dance in the context of artistic intent.	2	
	1.1.8.Re7b	Use genre specific dance terminology. Explain how the elements of dance are used and how they differ in a variety of genres, styles, or cultural movement practices to communicate intent. Use genrespecific dance terminology.	2	
	1.1.8.Cn10a	Explain how the perspectives expressed by the choreographer impact personal interpretation. Consider how personal background and experiences influence responses to dance works.	1	
	1.1.8.Cr1a	Implement movement created from a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current views, social events) to develop an original dance study.	1	
	1.1.8.Cr3b	Record changes in a dance sequence through writing and/or drawing (e.g., directions, spatial pathways, relationships) using dance notations symbols, or forms of media technology.	1	
	Assessment, Re-teach and Extension		2	

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Unit 2 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.	1.1.8.Cr1b	Explore various movement genres through the elements of dance. Identify and select personal preferences to create an original dance study.
Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.	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 from whom the dances originate.
Dance is perceived and analyzed to comprehend its meaning.	1.1.8.Re7a	Use genre specific terminology to compare and contrast recurring patterns of movement and their relationships in dance in the context of artistic intent.
Dance is perceived and analyzed to comprehend its meaning.	1.1.8.Re7b	Use genre specific dance terminology. Explain how the elements of dance are used and how they differ in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-specific dance terminology.
As dance is interpreted, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning.	1.1.8.Cn10a	Explain how the perspectives expressed by the choreographer impact personal interpretation. Consider how personal background and experiences influence responses to dance works.
Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.	1.1.8.Cr1a	Implement movement created from a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current views, social events) to develop an original dance study.
Choreographers analyze, evaluate, refine, and document their work to communicate meaning.	1.1.8.Cr3b	Record changes in a dance sequence through writing and/or drawing (e.g., directions, spatial pathways, relationships) using dance notations symbols, or forms of media technology.

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Unit 2 Grade 6-8

Assessment Plan

- Formative and Summative: Assessments will be used for each activity outlined for each lesson.
- 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.”
- Evaluate written reflections on dance principles, including reports and journal responses, using a student-created rubric.
- [Arts Achieve Performance Assessments](#)
- [Arts Assessment for Learning](#)

Alternative Assessments:

- 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.

[Grade 6 Assessment Sample 1](#) [Grade 6 Assessment Sample 2](#)
[Grade 6 Assessment Sample 3](#) [Grade 6 Rubric Sample 1](#)
[Grade 6 Rubric Sample 2](#) [Grade 6 Rubric Sample 3](#)

[Grade 7-8 Assessment Sample 1](#) [Grade 7-8 Assessment Sample 2](#)
[Grade 7-8 Assessment Sample 3](#) [Grade 7-8 Rubric Sample 1](#)
[Grade 7-8 Rubric Sample 2](#) [Grade 7-8 Rubric Sample 3](#)

- [Sample Rubric 1](#)
- [Sample Rubric 2](#)

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Activities	
<ul style="list-style-type: none"> • Dance Texts: • Dance Artifacts: • The Evolution of Dance: • Article: What is Hip Hop? • PBS Resources: • Interpreting Mythology Through Dance: • Video: How to Dance Through Time- The Elegance of Baroque • 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"> • Maintain a dance journal that includes responses to performances, vocabulary lists, drawings and notation. • 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. • Learn elements of a dance style and examine its roots. • Research the originator of a technique. • Research a specific dancer/choreographer with a guided group using appropriate websites, in addition to creating a summary. • Watch a live performance or video of ritual or ceremonial dance. • Learn and perform an authentic ceremonial or ritual dance (e.g. Ve David from Israel, Troika from Russia or Hasapikos from Greece). • 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.
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

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9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, And Preparation and Training
9.4 Life Literacies and Key Skills

- 9.1.8.FP.4 Analyze how familial and cultural values influence savings rates, spending and other financial decisions
9.2.8.CAP.10 Evaluate how careers have evolved regionally, nationally, globally and national labor market statistics

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/>

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
- Use sentence/paragraph frames to assist with writing reports.

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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.

English Language Learners

<https://wida.wisc.edu/teach/can-do/descriptors>

Grades 6-8 WIDA Can Do Descriptors:

- Listening Speaking
- Reading Writing
- Oral Language

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.

- Use sentence/paragraph frames to assist with writing reports.
- Create a word wall with cultural dance names/vocabulary.
- Work with a partner to develop written reports and journal entries.
- Provide extended time for written responses and reports.

Modifications for Gifted Students

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:

- Create an original dance based on the cultural themes and dance elements of a particular style.
- Incorporate multiple types of resources, including text, video, interviews, etc., into a report on a dancer or choreographer from specific time period or culture.
- Write detailed reflections to live and/or video performances

Additional Strategies may be located at the links:

- ❖ [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 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.

RL.6.1. Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

W.6.6. 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 three pages in a single sitting.

SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

RI.8.1. Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

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RI.8.2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

W.8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

SL.8.5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

SL.8.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Integration of Computer Science and Design Thinking

8.2.8.ED.2 Identify the steps in the design process that could be used to solve a problem

8.2.8.ED.3 Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch

8.2.8.ITH.4 Identify technologies that have been designed to reduce the negative consequences of other technologies and explain the change in impact

8.2.8.ETW.3 Analyze the design of a product that negatively impacts the environment or society and develop possible solutions to lessen its impact