

Winslow Township School District
6-8 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 |
|--|--|---|--|
| <u>Unit 3</u> Choreography and Performance | 1.1.8.Cr1a 1.1.8.Cr2b 1.1.8.Pr4b 1.1.8.Cr3b 1.1.8.Cn10b 1.1.8.Re8a 1.1.8.Re9a | <ul style="list-style-type: none"> • Interpret the characteristics of imagery and representation in various dance works and apply symbolism to a short original choreographic work. • Differentiate the elements of style and design of a traditional and non- traditional dance work and apply conventional and non-conventional elements of style to express new ideas in self- generated choreography. • Objectively assess observable criteria regarding content, form, technical proficiency and formal structures in various self and peer generated works of dance using rubrics and holistic scoring guides. | <ul style="list-style-type: none"> • How do our individual styles affect a group performance? • How can I recognize this dance to enhance its expressiveness? • How can I use music more effectively to support my theme? |
| <i>Unit 4: Enduring Understandings</i> | <ul style="list-style-type: none"> • Symbolism and imagery enhance the substance and quality of dance. • Traditional and non-traditional elements can generate new ideas and expressions in dance. • Objective observation of dance can aid dancers and choreographers in improving their work. | | |

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| Curriculum Unit 3 | Standards | | Pacing | |
|---|------------------------------------|---|--------|------------|
| | | | Weeks | Unit Weeks |
| Unit 3: Choreography and Performance | 1.1.8.Cr1a | Implement movement created from a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) to develop an original dance study. | 2 | 12 |
| | 1.1.8.Cr2b | Establish criteria to choreograph a dance that communicates personal, historical, socio-political, or cultural meaning. Articulate how the criteria clarify or intensify the artistic intent. | 1 | |
| | 1.1.8.Pr4b | Perform planned and improvised movement sequences of varying lengths with increasing complexity in the use of metric, kinesthetic and breath phrasing | 2 | |
| | 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. | 2 | |
| | 1.1.8.Cn10b | Employ a variety of research methods to inform the development of original dances about global issues, including climate change. Articulate ways the research deepened understanding of the topic and how big ideas are expressed metaphorically through dance. | 1 | |
| | 1.1.8.Re8a | Examine a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique, and context. Interpret using genre specific dance terminology. | 1 | |
| | 1.1.8.Re9a | Examine artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, and/or cultural movement practice to comprehend artistic expression. Use genrespecific dance terminology. | 1 | |
| | Assessment, Re-teach and Extension | | 2 | |

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| Unit 3 Grade 6-8 | | |
|--|-------------|---|
| Enduring Understanding | Indicator # | Performance Expectations |
| Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression. | 1.1.8.Cr1a | Implement movement created from a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) to develop an original dance study. |
| The elements of dance, dance structures and choreographic devices serve as both a foundation and a departure point for choreographers. | 1.1.8.Cr2b | Establish criteria to choreograph a dance that communicates personal, historical, socio-political, or cultural meaning. Articulate how the criteria clarify or intensify the artistic intent. |
| Space, time and energy are basic elements of dance. | 1.1.8.Pr4b | Perform planned and improvised movement sequences of varying lengths with increasing complexity in the use of metric, kinesthetic and breath phrasing. |
| 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. |
| As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning. | 1.1.8.Cn10b | Employ a variety of research methods to inform the development of original dances about global issues, including climate change. Articulate ways the research deepened understanding of the topic and how big ideas are expressed metaphorically through dance. |
| 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. | 1.1.8.Re8a | Examine a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique, and context. Interpret using genre specific dance terminology. |
| Criteria for evaluating dance vary across genres, styles and cultures. | 1.1.8.Re9a | Examine artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, and/or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology. |

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Assessment Plan

- 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](#)

- 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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| Resources | Activities |
|---|---|
| <ul style="list-style-type: none"> • Telling a Story Through Dance: • Playbook Dance • Magisto • 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"> • Create a work with peers using original movement material devices to manipulate phrases, and a clear choreographic structure. • Take video footage of only classmates’ feet and legs as they are rehearsing a dance; repeat with only the upper body; use to revise performance. • With peers, create a video of students dancing to weave into a performance. • Interpret a dance in terms of content (narrative, themed or abstract) and context (theatrical, ritual or social). • Analyze a dance’s content and social/cultural context. • Produce a performance with peers, taking various roles, and analyze the skills needed for such jobs. |
| 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

- 9.2.8.CAP.3 Explain how career choices, educational choices, skills, economic conditions and personal behavior affect income
9.2.8.CAP.15 Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power

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.

- 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.
- Work with a peer to develop a short choreography routine.

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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, 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.

English Language Learners

All WIDA Can Do Descriptors can be found at this link:

<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.

- Display labeled images of dance movements.
- Use body movement to respond to theme / emotion in sound
- Restate dance steps aloud before performance.

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:

- 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.

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

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.

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.

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.

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.

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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