

Winslow Township School District

9-12 Dance

Unit 1: Elements of Dance and Kinesthetic Movement

Overview: In this unit, students will begin to develop vocabulary related to various styles of movement and begin their study of dance posture and alignment, spatial awareness and movement pathways and shapes. Students will also maintain ongoing paper or digital dance portfolios throughout the unit.

Overview	Standards for DanceContent	Unit Focus	Essential Questions
<p><u>Unit 1</u></p> <p>Elements of Dance and Kinesthetic Movement</p>	<p>1.1.12prof.Cr2a 1.1.12acc.Pr5b 1.1.12acc.Pr5d</p>	<ul style="list-style-type: none"> • Develop a vocabulary of words and symbols for dance in various styles of movement. • Apply correct dance posture/alignment to movement. • Implement spatial awareness when performing a phrase of movement. • Execute a variety of movement pathways and shapes. 	<ul style="list-style-type: none"> • How do we execute proper dance technique? • How do I develop an understanding of the proper use of their instrument in creating art? • How do I utilize, identify and develop the different possibilities of movement and imagery with my body?
<p><i>Unit 1: Enduring Understandings</i></p>	<ul style="list-style-type: none"> • Basic dance technique can be found in all genres of dance. • A dancer’s skill includes execution, rhythm, tempo, technique, and body control. • Dance is a form of communication. • Choreography is the creation of movement most often set to music. • Tempo and rhythm are essential components of choreography. 		<ul style="list-style-type: none"> • How do I blend the breaks/changes between movements? • What is the characteristic tone for my dance? • How do I manipulate my instrument in order to develop that tone? • How do I develop an understanding of the proper maintenance of the “healthy body”? • How do I keep my instrument in the best possible condition? • What are the indicators and treatment/management of the unhealthy body? • How do the elements of dance influence dance creation? • How do the elements of dance effect dance performance? • How do we observe and speak about the elements of dance?

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Curriculum Unit 1	Standards		Pacing	
			Days	Unit Days
Unit 1: Elements of Dance and Kinesthetic Movement	1.1.12prof.Cr2a	Manipulate a variety of choreographic devices and dance structures to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to explain how the dance structures clarify the artistic intent.	13	45
	1.1.12acc.Pr5b	Investigate how kinesthetic principles and various body systems relate to the dancing body. Examine how the muscles and bones animate the dancer's moving structure.	13	
	1.1.12adv.Pr5d	Analyze personal patterns of misalignment and develop prescribed conditioning practices and corrective exercises to enhance optimal alignment in performance.	13	
	Assessment, Re-teach and Extension		6	

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Unit 1 Grade 9-12		
Content Statement	Indicator #	Indicator
The elements of dance, dance structures and choreographic devices serve as both a foundation and a departure point for choreographers.	1.1.12prof.Cr2a	Manipulate a variety of choreographic devices and dance structures to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to explain how the dance structures clarify the artistic intent.
The way the body is developed, execution of movement, and movement quality vary in different dance styles, genres and traditions.	1.1.12acc.Pr5b	Investigate how kinesthetic principles and various body systems relate to the dancing body. Examine how the muscles and bones animate the dancer's moving structure.
The way the body is developed, execution of movement, and movement quality vary in different dance styles, genres and traditions.	1.1.12adv.Pr5d	Analyze personal patterns of misalignment and develop prescribed conditioning practices and corrective exercises to enhance optimal alignment in performance.

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Unit 1 Grade 9-12	
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 	<p>Alternative Assessments:</p> <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"> • Dance Sense: • Dance Warm Ups: • Dance Warm Ups: • Video - Repetition and Retrograde: • The Kennedy Arts Edge • 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"> • Integrate codified movement vocabulary from a variety of dance genres using the American Ballet Theater National Training Curriculum ten principles of dance. • Observe group improvisations and discuss how dance elements are used in combination or isolation. • Improvise using text and/or sounds while moving. • Analyze the effects of repetition and variation. • Evaluate the effects of open-ended structures (e.g., chance) and closed structures (e.g., palindrome). • Deconstruct a dance, webbing movement, musical and design elements to analyze their combined effects. • Apply choreographic devices such as repetition, call and response, echoing, accumulation, retrograde, inversion, etc. • Construct a dance warm-up, demonstrating safe and sound physical principles

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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
9.1 Personal Financial Literacy, 9.2 Career Awareness, Exploration, And Preparation and Training 9.4 Life Literacies and Key Skills	
<p>9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.</p> <p>9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.</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 & 9.4: Philadelphia Mint https://www.usmint.gov/learn/kids/resources/educational-standards</p> <p>Different ways to teach Financial Literacy. https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/</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 adequate space for movement
- Provide alternative movements/ oral response choices.
- Utilize graphic responses to dance reflections / evaluations.

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 9-12 WIDA Can Do Descriptors: <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Oral Language</p> <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.• Assign a native language partner.	<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">• Alternate Learning Activities/Units: Opportunities to pursue alternate activities permit students to engage in new learning and avoid the boredom of repeating instruction or unnecessary practice in skills already mastered.• Create and lead the class in a warm up focusing on body alignment, balance, strength, and coordination.• Create a detailed report on observations of other students and professional dancers.• Deconstruct a longer dance performance that includes multiple themes and movements. <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

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.

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RI.11-12.2. Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.

Integration of Computer Science and Design Thinking

8.1.12.CS.1 Describe ways in which integrated systems hide underlying implementation details to simplify user experiences

8.1.12.IC.1 Evaluate the ways computing impacts personal, ethical, social, economic, and cultural practices

8.1.12.IC.3 Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources

8.2.12.ED.1 Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.