

Winslow Township School District

9-12 Dance

Unit 3: Influence of Dance

Overview: In this unit, students will begin to explore the interaction of artists and communal resources as well as study weight placement, partnering techniques, extended sequences, and cultural, religious, and mythical archetypes in dance. Students will continue to maintain an ongoing paper or electronic dance portfolio.

Overview	Standards for DanceContent	Unit Focus	Essential Questions
<p><u>Unit 3</u></p> <p>Influence of Dance</p>	<ul style="list-style-type: none"> • 1.1.12prof.Cn11 • 1.1.12acc.Re7a • 1.1.12prof.Re8a • 1.1.12.acc.Re8a 	<ul style="list-style-type: none"> • Explore and experience the interaction of artists and community cultural resources through performances in and out of school. • Demonstrate understanding of weight placement and support specific to a dance form. • Demonstrate proficiency in a variety of partnering techniques. • Execute extended sequences in a variety of dance forms with dependable accuracy. • Examine the effect of specific cultural, religious, mythical or archetypal references in dance. 	<ul style="list-style-type: none"> • How are forms of dance influenced by time, place, and people? • How do students develop an understanding on the aesthetic meaning, focus, and literary tone of their repertoire? • How can music and movement evoke emotion? • How does the music affect the performance of the dance? • What makes for a good performance? • How can we improve upon the last performance? • How did your partner reveal her personal uniqueness in that phrase? • What images came alive for you as you watched your partner perform? • When did you experience your own kinesthetic response to your partner’s dancing?
<p><i>Unit 3: Enduring Understandings</i></p>	<ul style="list-style-type: none"> • Choreographers and dancers analyze and evaluate their work to improve the quality. • Dance is perceived and analyzed to comprehend its meaning. • 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. • Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts. 		

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Curriculum Unit 3	Standards		Pacing	
			Days	Unit Days
Unit 3: Influence of Dance	1.1.12prof.Cn11a	Analyze and discuss the role of dance in global society. Examine genres, styles, historical time periods, societal changes and perspectives and how those changes impact dance in relation to the ideas and perspectives of the people from whom the dances originate.	10	45
	1.1.12acc.Re7a	Use genre-specific dance terminology to analyze dance works, recurring patterns of movement and their relationships that create structure and meaning in dance.	10	
	1.1.12prof.Re8a	Distinguish different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, execution of dance movements and context enhance meaning and support using genre specific dance techniques	10	
	1.1.12.acc.Re8a	Analyze and discuss how the elements of dance, execution of dance movements and context contribute to artistic expression in a variety of genres, styles or cultural movement practices using specific terminology.	10	
	Assessment, Re-teach and Extension		5	

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Unit 3 Grade 9-12		
Enduring Understanding	Indicator #	Performance Expectations
Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.	1.1.12prof.Cn11a	Analyze and discuss the role of dance in global society. Examine genres, styles, historical time periods, societal changes and perspectives and how those changes impact dance in relation to the ideas and perspectives of the people from whom the dances originate.
Dance is perceived and analyzed to comprehend its meaning.	1.1.12acc.Re7a	Use genre-specific dance terminology to analyze dance works, recurring patterns of movement and their relationships that create structure and meaning in 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.	1.1.12prof.Re8a	Distinguish different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, execution of dance movements and context enhance meaning and support using genre specific dance techniques.
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	1.1.12.acc.Re8a	Analyze and discuss how the elements of dance, execution of dance movements and context contribute to artistic expression in a variety of genres, styles or cultural movement practices using specific terminology.

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Unit 3 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 Spirit: • Social Dances: • Influential Dancers: • Community Dance: • NY Times Dance: • Blueprint Dance: Teaching Dance to (PreK-12) • Blueprint Dance: Teaching Dance to Diverse Learners • Glossary of Terms 	<ul style="list-style-type: none"> • Analyze the influences that have affected students’ personal dance styles. • Analyze the differences between dance created as theater art and dance created as a participatory experience within a community. • Identify whether a dance form is theatrical, ritual, social or a combination of these, and describe its function. • Observe a partner/dancer perform and evaluate their intent. • Navigate a wide range of dance websites for dance news, and research independently. • Conduct a research project on an influential person in the world of dance such as Katherine Dunham, Pearl Primus, Jean-Léon Destin�, Lavinia Williams, Alvin Ailey and others.

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Instructional Best Practices and Exemplars

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| 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 |
|--|--|

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

- 9.1.12.FP.1: Create a clear long-term financial plan to ensure its alignment with your values.
9.1.12.FP.2: Explain how an individual’s financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed.
9.1.12.PB.1: Explain the difference between saving and investing.
9.1.12.PB.2: Prioritize financial decisions by considering alternatives and possible consequences.

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.

- Use sentence/paragraph frames to assist with writing reports.
- Provide extended time for written responses and reports.
- 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.

- Use a graphic organizer to categorize movements
- Provide an outline for journal entries and research tasks.
- 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: 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">• Use sentence/paragraph frames to assist with writing reports.• Provide extended time for written responses and reports.• 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">• Compare and contrast two influential dancers and the impact they have on the world of dance• Create an annotated bibliography of dance websites and news resources that reflect current social themes in dance.• Interview a professional dancer about their personal influences and reflect upon how this affects their performance style. <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

**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.