

Winslow Township School District
9-12 Dance
Unit 4: 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 DanceContent	Unit Focus	Essential Questions
<u>Unit 4</u> Choreography and Performance	1.1.12adv.Cr1a 1.1.12prof.Cr2b 1.1.12adv.Cr2a	Students will: <ul style="list-style-type: none"> • Self-evaluate to improve performance. • Make appropriate performance choices to support choreographic intent. 	<ul style="list-style-type: none"> • How do we provide appropriate feedback about dance performance? • What is your creative process? • Why is it important to have structure when crafting your work? • How do students learn how to perform by themselves as well as with others? • How does my individual participation benefit and effect the whole ensemble? • What can I do personally to improve my own performance as an individual and as part of an ensemble?
<i>Unit 4: Enduring Understandings</i>	<ul style="list-style-type: none"> • Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression. • Choreographers and dancers analyze, evaluate, and document their work to improve the quality. • Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression. 		

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Curriculum Unit 4	Standards		Pacing	
			Days	Unit Days
Unit 4: Choreography and Performance	1.1.12adv.Cr1a	Synthesize and experiment with content generated from stimulus material to invent movement vocabulary, discover personal voice and communicate artistic intent.	13	45
	1.1.12prof.Cr2b	Choose a theme to develop a dance and create corresponding movements to communicate the theme. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.	13	
	1.1.12adv.Cr2a	Demonstrate fluency and personal voice in designing and choreographing original dances. Articulate an understanding of how choreographic devices and dance structures affect artistic intent. Justify choreographic choices and explain how they are used to intensify artistic intent.	13	
	Assessment, Re-teach and Extension		6	

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Unit 4 Grade 9-12		
Enduring Understanding	Indicator #	Performance Expectations
The elements of dance, dance structures and choreographic devices serve as both a foundation and a departure point for choreographers.	1.1.12adv.Cr1a	Synthesize and experiment with content generated from stimulus material to invent movement vocabulary, discover personal voice and communicate artistic intent.
The elements of dance, dance structures and choreographic devices serve as both a foundation and a departure point for choreographers.	1.1.12prof.Cr2b	Choose a theme to develop a dance and create corresponding movements to communicate the theme. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.
The elements of dance, dance structures and choreographic devices serve as both a foundation and a departure point for choreographers.	1.1.12adv.Cr2a	Demonstrate fluency and personal voice in designing and choreographing original dances. Articulate an understanding of how choreographic devices and dance structures affect artistic intent. Justify choreographic choices and explain how they are used to intensify artistic intent.

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Unit 4 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 	<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"> • The American Dance Guild • NY Times Dance: • Note Tracks: • Blueprint Dance: Teaching Dance to (PreK-12) • Blueprint Dance: Teaching Dance to Diverse Learners • Glossary of Terms 	<ul style="list-style-type: none"> • Use interactive distance learning technology to share and create work. • Create a solo reflecting a distinct personal statement; perform it or set it on another student. • Present a clear and detailed proposal for a dance. • Compare the process used in choreography to that of other creative academic or scientific procedures. • Rehearse, document, evaluate and revise choreography • Create a dance with a beginning, development, elaboration, resolution and ending. • Perform student works, teacher-created works, and works by guest artists • Create a group work for peers based on an abstract concept such as Time. • Create a class-generated evaluation tool based on principles of dance. • Show and discuss dance studies-in-progress, using a standard or class-generated critical protocol. • Meet after performance to hear performance “notes” from teacher and other students. • Read articles and reviews of dance to broaden understanding of criteria used for dance evaluation. • Transfer dance ideas from digital sources to performance. • Evaluate the impact of sharing dance performances online.

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Instructional Best Practices and Exemplars	
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	
<p>9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.</p> <p>9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures</p> <p>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).</p> <p>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).</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:</p> <p>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.
- Work with a peer to develop a shorter choreography routine.
- 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"> • Assign a native language partner. • Provide an outline for documenting choreography. • Use a framework for dance observation notes. 	<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"> • Develop longer movement phrases individually and in collaboration with peers. • Write a report on how technology has impacted the production and presentation of dances. • Create a solo narrative piece that incorporate a wide variety of choreographic techniques and use video technology to self-reflect / evaluate the performance. <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:

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.