



ELMWOOD PARK PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

Visual and Performing Arts: Dance

Grade(s): 9 - 12

Prerequisite(s): Grades 6 - 8 Dance

5 credits

ABSTRACT

As an art, dance is a conduit of expression and communication. At every level dancers will learn how to dance with joy, passion, and a respect for technique and history. Students in all grades will explore the diversity of the dance world through learning various dance styles, techniques, and genres. This will be accomplished through opportunities to learn about the history and context of each style, genre-specific terminology and skills, viewing and critiquing the aesthetics of dance, and creating and performing works in each genre. All of these elements culminate with opportunities for students to perform in a variety of environments. The mission of this dance program is to produce contributing members of society with an appreciation for the arts.

High School Dance
Unit 1: Elements of Dance and Kinesthetic Movement
Time Allotted: Approximately 10 Weeks
New Jersey Student Learning Standards (NJSLS)
1.1.12prof.Cr1a: Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement.
1.1.12acc.Cr1a: Synthesize content generated from stimulus materials to choreograph dance studies or dances using original or codified movement.
1.1.12adv.Cr1a: Synthesize and experiment with content generated from stimulus material to invent movement vocabulary, discover personal voice and communicate artistic intent.
1.1.12prof.Cr1b: Analyze the elements of dance to expand personal movement vocabulary and ascertain new movement possibilities through the creation of choreographic works.
1.1.12acc.Cr1b: Manipulate movement vocabulary from various dance genres using the elements of dance to create new choreographic works.
1.1.12adv.Cr1b: Expand personal movement preferences and strengths to discover unexpected solutions that communicate the artistic intent of an original dance. Analyze the unexpected solutions and explain why they were effective in expanding artistic intent.
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.
1.1.12acc.Cr2a: Work individually and collaboratively to design dance studies that integrate and recombine movement vocabulary, choreographic devices and dance structures drawn from a variety of dance genres. Explain how the dance vocabulary and structures clarify the artistic intent.
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.
1.1.12prof.Pr4b: Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing.
1.1.12acc.Pr4b: Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing.
1.1.12adv.Pr4b: Modulate time factors for artistic interest and expressive acuity. Apply multiple and complex rhythms (e.g., contrapuntal, polyrhythmic). Work with and against the rhythm of accompaniment or sound environments.
1.1.12prof.Pr4c: Perform planned and improvised movement sequences and dance combinations with variations that accurately demonstrate contrasting dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose).
1.1.12acc.Pr4c: Perform planned and improvised movement sequences and dance combinations while self-monitoring and adjusting dynamics and energy to the choreographic intent.
1.1.12adv.Pr4c: Perform planned and improvised movement sequences and dance combinations while self-monitoring and adjusting dynamics and energy to the choreographic intent.
1.1.12prof.Pr5a: Evaluate and apply healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) and safe body-use practices that are essential for the dancer.

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1.1.12acc.Pr5a: Research healthful strategies essential for dancers and modify personal practice based on findings.
1.1.12adv.Pr5a: Develop and implement healthful strategies for nutrition, injury prevention and psychological wellness related to dance activities and everyday life.
1.1.12prof.Pr5b: Demonstrate joint articulations and basic anatomical terms (e.g., muscles, bones, tendons, ligaments) as they relate to dance. Apply kinesthetic principles and various body systems.
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.
1.1.12adv.Pr5b: Examine the muscular-skeletal system (e.g., attachments, origin, function) and manipulate kinesthetic principles to enhance technical execution of dance movements.
1.1.12prof.Pr5c: Demonstrate body coordination while moving (e.g., elongated spine, vertical alignment, release of tension from shoulders; use of vertical, off center, non-vertical alignment) the body through space.
1.1.12acc.Pr5c: Maintain optimal alignment and adjust the placement and shifting energy of the body while traveling through space, both preceding and following jumps.
1.1.12adv.Pr5c: Adjust oppositional pulls/tensions of the body while moving through vertical, off center, and non-vertical alignment. Maintain optimal alignment preceding and following floor and air patterns. Modulate the placement and shifting of energy in the body.
1.1.12prof.Pr5d: Explore movement that develops a wide range of motion, muscular flexibility, strength, and endurance. Explore different body conditioning techniques (e.g., yoga, weight training, aerobics, Pilates).
1.1.12acc.Pr5d: Develop personal conditioning practices, using different body conditioning techniques, that improve range of motion, muscular flexibility, strength, and endurance to enhance performance.
1.1.12adv.Pr5d: Analyze personal patterns of misalignment and develop prescribed conditioning practices and corrective exercises to enhance optimal alignment in performance.
1.1.12prof.Pr5e: Demonstrate style/genre specific vocabulary and codified movements with style/genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing.
1.1.12acc.Pr5e: Execute clarity of movement intention during complex movement sequences. Use style/genre specific vocabulary and execute codified movements with style/genre specific alignment and characteristics, through focused practice and repetition.
1.1.12adv.Pr5e: Articulate clarity of codified movement and intention through the execution of prescribed vocabulary and techniques within styles/genres.
1.1.12prof.Pr6d: Demonstrate a variety of technical elements (e.g., costumes, lighting, sound, performance cues) of a dance performance. Utilize production and technical terminology to communicate with performers and backstage personnel.
1.1.12acc.Pr6d: Select and organize, alone and with others, technical and production elements necessary to fulfill the artistic intent of dance works in alternative performance venues.
1.1.12adv.Pr6d: Design and organize the technical and production elements to collaboratively produce and fulfill the artistic intent of dance works in a variety of performance venues.
1.1.12prof.Cn10a: Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer impact personal interpretation. Consider how personal background and experiences influence responses to dance works.
1.1.12acc.Cn10a: Evaluate personal choreography and how personal experiences and exposure to various cultures influences individual, emotional, intellectual,

and kinesthetic responses to dance works.

1.1.12adv.Cn10a: Formulate personal choreography with respect to its content and context. Reflect and analyze the variables that contributed to the personal perspectives presented in the dance work, and examine how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to dance works.

Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<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? - 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? 	<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"> - 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. - Research on the internet which foods are classed as dancer friendly snacks. - Apply choreographic devices such as repetition, call and response, echoing, accumulation, retrograde, inversion, etc. - Construct a dance warm-up, demonstrating safe and sound 	<ul style="list-style-type: none"> - Participation in classroom discussions - Individual conferencing - Performance on classroom assignments - Teacher observations - Evaluate informal in-class performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics. - 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.” <p>Sample Rubric 1</p>

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- How do we observe and speak about the elements of dance?		physical principles.	
Resources/Materials	<ul style="list-style-type: none">- Dance Sense: https://www.ket.org/education/resources/dancesense/- Dance Warm Ups: https://dance.lovetoknow.com/dance-warm-ups- Dance Warm Ups: http://users.rowan.edu/~conet/rhythms/warmup-social-cultural-creative-dances.html- Video - Repetition and Retrograde: https://www.youtube.com/watch?v=q90cM7fqpvY- http://artsedge.kennedy-center.org/educators.aspx- Glossary of Terms		
Interdisciplinary Connections	<p>ELA:</p> <p>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.</p> <p>SL.9-10.1, SL.11-12.1</p> <p>NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.9-10.2, SL.11-12.2</p> <p>Comprehensive Health and Physical Education:</p> <p>2.5.12.A.1 Explain and demonstrate ways to apply movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball).</p> <p>2.5.12.A.3 Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance).</p>		
Career Readiness, Life Literacy, and Key Skills	<p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).</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>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</p>		
Technology Standards	<p>8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p>		
Modifications			
English Language Learners	Special Education/504	At-Risk	Gifted and Talented
<ul style="list-style-type: none">• Display labeled images of dance movements.• Use body movement to respond to theme / emotion in sound	<ul style="list-style-type: none">• Provide adequate space for movement• Provide alternative movements/ oral response	<ul style="list-style-type: none">• Incorporate student choice• Invite parents, neighbors, friends, the school principal and other community members to attend	<ul style="list-style-type: none">• Create and lead the class in a warm up focusing on body alignment, balance, strength, and coordination.

<ul style="list-style-type: none"> ● Restate dance steps aloud before performance. ● Assign a native language partner. 	<p>choices.</p> <ul style="list-style-type: none"> ● Utilize graphic responses to dance reflections / evaluations. 	<p>class performances.</p> <ul style="list-style-type: none"> ● Provide peer mentoring to improve techniques 	<ul style="list-style-type: none"> ● Create a detailed report on observations of other students and professional dancers. ● Deconstruct a longer dance performance that includes multiple themes and movements.
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High School Dance
Unit 2: History of the Arts and Culture
Time Allotted: Approximately 10 Weeks
New Jersey Student Learning Standards (NJSLS)
<p>1.1.12prof.Cr1a: Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement.</p> <p>1.1.12acc.Cr1a: Synthesize content generated from stimulus materials to choreograph dance studies or dances using original or codified movement.</p> <p>1.1.12adv.Cr1a: Synthesize and experiment with content generated from stimulus material to invent movement vocabulary, discover personal voice and communicate artistic intent.</p>
<p>1.1.12prof.Cr1b: Analyze the elements of dance to expand personal movement vocabulary and ascertain new movement possibilities through the creation of choreographic works.</p> <p>1.1.12acc.Cr1b: Manipulate movement vocabulary from various dance genres using the elements of dance to create new choreographic works.</p> <p>1.1.12adv.Cr1b: Expand personal movement preferences and strengths to discover unexpected solutions that communicate the artistic intent of an original dance. Analyze the unexpected solutions and explain why they were effective in expanding artistic intent.</p>
<p>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.</p> <p>1.1.12acc.Cr2a: Work individually and collaboratively to design dance studies that integrate and recombine movement vocabulary, choreographic devices and dance structures drawn from a variety of dance genres. Explain how the dance vocabulary and structures clarify the artistic intent.</p> <p>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.</p>
<p>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.</p> <p>1.1.12acc.Cr2b: Develop an artistic statement that reflects a personal aesthetic for an original dance study or dance. Select and demonstrate movements that support the artistic statement.</p> <p>1.1.12adv.Cr2b: Develop artistic statements that reflect personal aesthetics of self-generated dance studies.</p>

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<p>1.1.12prof.Re7a: Use genre-specific terminology to analyze recurring patterns of movement and their relationships in dance in context of artistic intent.</p> <p>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.</p> <p>1.1.12adv.Re7a: Use genre-specific dance terminology to analyze dance works from a variety of dance genres, reflecting on recurring patterns of movement and their relationships in well-structured and meaningful choreography.</p>
<p>1.1.12prof.Re7b: Analyze the use of elements of dance in a variety of genres, styles or cultural movement practices within the cultural context to communicate intent. Use genre-specific dance terminology to compare and contrast.</p> <p>1.1.12acc.Re7b: Analyze and compare the movement patterns and their relationships in a variety of genres, styles, or cultural movement practices and explain how their differences impact communication and intent within a cultural context. Use genre-specific dance terminology.</p> <p>1.1.12adv.Re7b: Explain how dance communicates aesthetic and cultural values in a variety of genres, styles and/or cultural movement practices. Use genre-specific dance terminology.</p>
<p>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 intent using genre specific dance techniques.</p> <p>1.1.12acc.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 genre specific terminology.</p> <p>1.1.12adv.Re8a: Analyze and interpret how the elements of dance, execution of dance movements and context contribute to artistic expression across different genres, styles or cultural movement practices. Use genre specific dance terminology.</p>
<p>1.1.12prof.Cn10a: Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer impact personal interpretation. Consider how personal background and experiences influence responses to dance works.</p> <p>1.1.12acc.Cn10a: Evaluate personal choreography and how personal experiences and exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to dance works.</p> <p>1.1.12adv.Cn10a: Formulate personal choreography with respect to its content and context. Reflect and analyze the variables that contributed to the personal perspectives presented in the dance work, and examine how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to dance works.</p>
<p>1.1.12prof.Cn10b: Research global issues, including climate change, using multiple research methods to inform original dances expressed through multiple genres, styles, and varied cultural perspectives.</p> <p>1.1.12acc.Cn10b: Collaboratively investigate global issues, including climate change, to inform the development of an original dance project. Evaluate and present ways in which critical concepts are communicated metaphorically through dance.</p> <p>1.1.12adv.Cn10b: Investigate and present ways in which dance can be used to communicate new perspectives and/or realizations about global issues, including global warming.</p>
<p>1.1.12prof.Cn11a: Analyze and discuss the role of dance in a 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.</p> <p>1.1.12acc.Cn11a: Analyze how the role of dance in a global society has influenced various cultures, societies and historical periods throughout history. Examine how innovations in the arts have impacted dance-making in these communities in relation to the ideas and perspectives of the people from whom the dances</p>

originate.

1.1.12adv.Cn11a: Analyze the role of dance in a global society. Examine various genres, styles, historical time periods, societal changes, and perspectives. Evaluate how dance movement, characteristics, techniques, and artist criteria relate to the ideas and perspectives of the people from whom the dances originate.

Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<ul style="list-style-type: none"> - How have dancers today been influenced by dancers of the past? - How will students develop an appreciation and understanding of the importance of the arts within culture? - How do the arts represent the culture, time period that it comes from? - What is the impact of the arts on culture and history? - How do the traits of different cultures influence the art that they produce? - How will students develop the ability to think critically about the elements, performance and aesthetic effect of the arts? 	<ul style="list-style-type: none"> - Explore and distinguish the origins and history of Ballet, Modern, Jazz, Hip Hop, Improvisation, and various Ethnic Dance forms. - Actively participate in Dance activities representing various historical periods and world cultures. - Reflect an understanding of dance history and cultural context in dance study, creation, performance and critical response. 	<ul style="list-style-type: none"> - Research, write about and perform dances of celebration from two continents. - Research an aesthetic movement in dance such as: German Expressionism and Mary Wigman, or Postmodernism and the Judson Dance Theater. - Create a “family tree” of dance forms, tracking influences and interrelationships. - Write a critique on dance masterworks by comparing and contrasting two different genres that are from the same time period. - Analyze a dance in reference to the spectrum of dance, synthesizing historical, cultural and stylistic information. 	<ul style="list-style-type: none"> - Participation in classroom discussions - Individual conferencing - Performance on classroom assignments - Teacher observations - Quarterly Assessment - 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.” - Research project consisting of both written and performative elements concerning a historical dance.
Resources/Materials	<ul style="list-style-type: none"> - https://danceinteractive.jacobspillow.org/ - http://artsedge.kennedy-center.org/educators.aspx - Dance Timeline: http://www.danceconsortium.com/features/dance-resources/dance-timeline/ - World Cultural Dance: http://www.fitforafeast.com/dance_cultural.htm - Video - Evolution of Dance: https://www.youtube.com/watch?v=uqHt2VeYJN4 - Glossary of Terms 		
Interdisciplinary Connections	ELA:		

[Sample Rubric 1](#)

	<p>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. SL.9-10.1, SL.11-12.1</p> <p>NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. SL.9-10.2, SL.11-12.2</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. SL.11-12.2</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. RL.9-10.10, RL.11-12.10, RI.9-10.10, RI.11-12.10</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. W.9-10.4, W.11-12.4.</p>		
Career Readiness, Life Literacy, and Key Skills	<p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).</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>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</p>		
Technology Standards	<p>8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p>		
Modifications			
English Language Learners	Special Education/504	At-Risk	Gifted and Talented
<ul style="list-style-type: none">● Use sentence/paragraph frames to assist with writing reports.● Assign a native language partner.● Provide extended time for written responses and reports.● Create a world wall with cultural dance names/vocabulary.	<ul style="list-style-type: none">● 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	<ul style="list-style-type: none">● Provide an outline for journal entries and research tasks.● Provide extended time for written responses and reports.● Encourage student choice of topics / genres.	<ul style="list-style-type: none">● Create an original dance based on the cultural themes and dance elements from related historical dance movements.● Compare and contrast historical / cultural dances from different time periods and geographic regions.● Become an expert on one dance style and teach the history,

			influence, and performance of this style to peers.
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High School Dance
Unit 3: Influence of Dance
Time Allotted: Approximately 10 Weeks
New Jersey Student Learning Standards (NJSLS)
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.
1.1.12acc.Cr2a: Work individually and collaboratively to design dance studies that integrate and recombine movement vocabulary, choreographic devices and dance structures drawn from a variety of dance genres. Explain how the dance vocabulary and structures clarify the artistic intent.
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.
1.1.12prof.Pr4a: Develop partner and ensemble skills that enable contrasting level changes while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases.
1.1.12acc.Pr4a: Expand partner and ensemble skills. Execute floor and air pathways while maintaining relationships with spatial focus and intentionality. Dance alone and with others with spatial intention.
1.1.12adv.Pr4a: Modulate and use the broadest range of movement in space for artistic and expressive clarity. Use inward and outward focus to clarify movement and intent. Establish and break relationships with other dancers and audience as appropriate to the dance.
1.1.12prof.Pr6a: Investigate visualization, motor imagery, and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill.
1.1.12acc.Pr6a: Embody the use of the senses and create imagery to envision a particular outcome, projecting and completing movements to enhance dance performance.
1.1.12adv.Pr6a: Research, develop and apply personal strategies of visualization, motor imagery, and breath to become more aware of the relationships that exist between the body and mind.
1.1.12prof.Pr6b: Rehearse a dance and apply specific feedback to refine performance accuracy, consistency, and expressiveness. Demonstrate group awareness and develop personal rehearsal strategies.
1.1.12acc.Pr6b: Apply rehearsal strategies to refine ensemble skills, performance accuracy, consistency, and expressiveness. Develop personal rehearsal strategies to enhance artistry and achieve performance goals.
1.1.12adv.Pr6b: Initiate, plan and direct rehearsals with attention to technical details applying rehearsal strategies for individual and ensemble work that enhance artistry, incorporate self-analysis, and are solutions oriented to achieve performance excellence.
1.1.12prof.Re7a: Use genre-specific terminology to analyze recurring patterns of movement and their relationships in dance in context of artistic intent.

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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.			
1.1.12adv.Re7a: Use genre-specific dance terminology to analyze dance works from a variety of dance genres, reflecting on recurring patterns of movement and their relationships in well-structured and meaningful choreography.			
1.1.12prof.Re7b: Analyze the use of elements of dance in a variety of genres, styles or cultural movement practices within the cultural context to communicate intent. Use genre-specific dance terminology to compare and contrast.			
1.1.12acc.Re7b: Analyze and compare the movement patterns and their relationships in a variety of genres, styles, or cultural movement practices and explain how their differences impact communication and intent within a cultural context. Use genre-specific dance terminology.			
1.1.12adv.Re7b: Explain how dance communicates aesthetic and cultural values in a variety of genres, styles and/or cultural movement practices. Use genre-specific dance terminology.			
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 intent using genre specific dance techniques.			
1.1.12acc.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 genre specific terminology.			
1.1.12adv.Re8a: Analyze and interpret how the elements of dance, execution of dance movements and context contribute to artistic expression across different genres, styles or cultural movement practices. Use genre specific dance terminology.			
1.1.12prof.Cn10a: Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer impact personal interpretation. Consider how personal background and experiences influence responses to dance works.			
1.1.12acc.Cn10a: Evaluate personal choreography and how personal experiences and exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to dance works.			
1.1.12adv.Cn10a: Formulate personal choreography with respect to its content and context. Reflect and analyze the variables that contributed to the personal perspectives presented in the dance work, and examine how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to dance works.			
1.1.12prof.Cn11a: Analyze and discuss the role of dance in a 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.			
1.1.12acc.Cn11a: Analyze how the role of dance in a global society has influenced various cultures, societies and historical periods throughout history. Examine how innovations in the arts have impacted dance-making in these communities in relation to the ideas and perspectives of the people from whom the dances originate.			
1.1.12adv.Cn11a: Analyze the role of dance in a global society. Examine various genres, styles, historical time periods, societal changes, and perspectives. Evaluate how dance movement, characteristics, techniques, and artist criteria relate to the ideas and perspectives of the people from whom the dances originate.			
Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
- How are forms of dance influenced by time, place, and	- Explore and experience the interaction of artists and	- Attend performances by a range of large and small contemporary	- Quarterly Assessment - Classroom discussion

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<p>people?</p> <ul style="list-style-type: none"> - How do students develop an understanding of 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>community cultural resources through performances in and out of school.</p> <ul style="list-style-type: none"> - 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. 	<p>dance companies working in different styles and genres, and report to the class.</p> <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. - Evaluate specific artist's intent through. - 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 Destiné, Lavinia Williams, Alvin Ailey and others. 	<ul style="list-style-type: none"> - Individual conferencing - Participation in classroom assignments - Teacher observations - Evaluate informal in-class performances and video evidence of student performances using observation, discussions, drawings, video, and student-created rubrics - Portfolio: 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." <p>Sample Rubric 1</p>
<p>Resources/Materials</p>	<ul style="list-style-type: none"> - Bergen PAC: https://www.bergenpac.org/ - Dance Spirit: https://www.dancespirit.com/ - Social Dances: http://users.rowan.edu/~conet/rhythms/SocialDances/social-dance-resources-6-12.html - Influential Dancers: https://www.dancemagazine.com/the-most-influential-people-in-dance-today-2440965004.html - Community Dance: https://www.communitydance.org.uk/DB/animated-editions/spring-2018 		

	<ul style="list-style-type: none">- NY Times Dance: https://www.nytimes.com/section/arts/dance- Glossary of Terms		
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. SL.9-10.1, SL.11-12.1 NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. SL.9-10.2, SL.11-12.2		
Career Readiness, Life Literacy, and Key Skills	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1). 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).		
Technology Standards	8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources. 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.		
Modifications			
English Language Learners	Special Education/504	At-Risk	Gifted and Talented
<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.	<ul style="list-style-type: none">● 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	<ul style="list-style-type: none">● Use a graphic organizer to categorize movements● Provide an outline for journal entries and research tasks.● Provide extended time for written responses and reports.	<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.

High School Dance

Unit 4: Choreography and Performance

Time Allotted: Approximately 10 Weeks

New Jersey Student Learning Standards (NJSLS)

1.1.12prof.Cr1a: Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement.

1.1.12acc.Cr1a: Synthesize content generated from stimulus materials to choreograph dance studies or dances using original or codified movement.

1.1.12adv.Cr1a: Synthesize and experiment with content generated from stimulus material to invent movement vocabulary, discover personal voice and communicate artistic intent.

1.1.12prof.Cr1b: Analyze the elements of dance to expand personal movement vocabulary and ascertain new movement possibilities through the creation of choreographic works.

1.1.12acc.Cr1b: Manipulate movement vocabulary from various dance genres using the elements of dance to create new choreographic works.

1.1.12adv.Cr1b: Expand personal movement preferences and strengths to discover unexpected solutions that communicate the artistic intent of an original dance. Analyze the unexpected solutions and explain why they were effective in expanding artistic intent.

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.

1.1.12acc.Cr2a: Work individually and collaboratively to design dance studies that integrate and recombine movement vocabulary, choreographic devices and dance structures drawn from a variety of dance genres. Explain how the dance vocabulary and structures clarify the artistic intent.

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.

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.

1.1.12acc.Cr2b: Develop an artistic statement that reflects a personal aesthetic for an original dance study or dance. Select and demonstrate movements that support the artistic statement.

1.1.12adv.Cr2b: Develop artistic statements that reflect personal aesthetics of self-generated dance studies.

1.1.12prof.Cr3a: Revise a movement study based on self-reflection and feedback of others to improve the quality of a planned movement sequence. Articulate movement choices and revisions. Analyze and evaluate the impact of choices made in the revision process.

1.1.12acc.Cr3a: Clarify the artistic intent of a dance using established artistic criteria, self-reflection and the feedback of others. Analyze and evaluate the impact of choices made in the revision process. Justify the reasons for revisions.

1.1.12adv.Cr3a: Refine the artistic intent of a dance by manipulating choreographic devices, dance structure, and artistic criteria (e.g., production elements, music/sound, props, costumes). Evaluate self-reflection and feedback from others and apply when warranted. Document choices made in the revision process and justify how the refinements support artistic intent.

1.1.12prof.Cr3b: Compare recognized notation systems to document a section of a dance using writing, symbols, or media technologies (e.g., graphic symbols and figures, path mapping, numerical systems, letter and word notations).

1.1.12acc.Cr3b: Develop a strategy to record a dance using recognized systems of dance documentation (e.g., writing, a form of notation symbols, using media

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technologies).
1.1.12adv.Cr3b: Create a portfolio of original dances using recognized systems of dance documentation (e.g., writing, a form of notation symbols, using media technologies), providing a complete picture of the creative process and product.
1.1.12prof.Pr6b: Rehearse a dance and apply specific feedback to refine performance accuracy, consistency, and expressiveness. Demonstrate group awareness and develop personal rehearsal strategies.
1.1.12acc.Pr6b: Apply rehearsal strategies to refine ensemble skills, performance accuracy, consistency, and expressiveness. Develop personal rehearsal strategies to enhance artistry and achieve performance goals.
1.1.12adv.Pr6b: Initiate, plan and direct rehearsals with attention to technical details applying rehearsal strategies for individual and ensemble work that enhance artistry, incorporate self-analysis, and are solutions oriented to achieve performance excellence.
1.1.12prof.Pr6c: Adapt movements to performance area. Demonstrate performance etiquette and performance practices during class, rehearsal and performance. Accept notes from the choreographer and apply corrections to future performances. Document the rehearsal and performance process using dance and production terminology. Analyze and evaluate the success of a performance.
1.1.12acc.Pr6c: Implement performance strategies to enhance projection. Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, cooperation) and model performance etiquette and performance practices during class, rehearsal and performance. Accept notes from the choreographer and apply corrections to future performances. Document the rehearsal and performance process using dance and production terminology. Analyze and evaluate the success of a performance.
1.1.12adv.Pr6c: Refine performance skills using a broad repertoire of strategies for dynamic projection. Demonstrate and model leadership qualities, performance etiquette and performance practice during class, rehearsal and performance. Develop a professional portfolio (e.g., resume, head shot, social media platforms) that documents the rehearsal and performance process with fluency in professional dance and production terminology. Analyze and evaluate the success of a performance.
1.1.12prof.Pr6d: Demonstrate a variety of technical elements (e.g., costumes, lighting, sound, performance cues) of a dance performance. Utilize production and technical terminology to communicate with performers and backstage personnel.
1.1.12acc.Pr6d: Select and organize, alone and with others, technical and production elements necessary to fulfill the artistic intent of dance works in alternative performance venues.
1.1.12adv.Pr6d: Design and organize the technical and production elements to collaboratively produce and fulfill the artistic intent of dance works in a variety of performance venues.
1.1.12prof.Re9a: Analyze 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.
1.1.12acc.Re9a: Differentiate artistic criteria to determine what makes an effective performance and justify the point of view. Consider content, context, genre, style, and/or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.
1.1.12adv.Re9a: Define personal artistic preferences to critique dance and justify the point of view. Consider content, context, genre, style, and/or cultural movement practice to formulate artistic expression.
1.1.12prof.Cn10a: Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer impact personal interpretation. Consider how personal background and experiences influence responses to dance works.

1.1.12acc.Cn10a: Evaluate personal choreography and how personal experiences and exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to dance works.			
1.1.12adv.Cn10a: Formulate personal choreography with respect to its content and context. Reflect and analyze the variables that contributed to the personal perspectives presented in the dance work, and examine how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to dance works.			
1.2.12prof.Re7a: Analyze the qualities of and relationships between the components, style and preferences communicated by media artworks and artists.			
1.2.12acc.Re7a: Analyze and synthesize the qualities and relationships of the components in a variety of media artworks and how they impact an audience.			
1.2.12adv.Re7a: Analyze and synthesize the qualities and relationships of the components and audience impact in a variety of media artworks.			
Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<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 affect the whole ensemble? - What can I do personally to improve my own performance as an individual and as part of an ensemble? 	<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"> - 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. 	<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." - Individual conferencing - Participation in general classroom assignments - Evaluate informal in-class performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics. - Self-assessments to use for future performances

		<ul style="list-style-type: none"> - 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 the performance to hear performance “notes” from the 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. - Students positively contribute to every team, whether formal or informal. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings. 	Sample Dance Rubric 1.docRubric 1
Resources/Materials	<ul style="list-style-type: none"> - http://americandanceguild.org/ - NY Times Dance: https://www.nytimes.com/section/arts/dance - https://www.dance.com/ - Note Tracks: https://itunes.apple.com/us/app/notetracks-collaborative-platform/id869456352?mt=8 - Glossary of Terms 		

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. SL.9-10.1, SL.11-12.1 NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. SL.9-10.2, SL.11-12.2 Comprehensive Health and Physical Education: 2.5.12.A.1 Explain and demonstrate ways to apply movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball). 2.5.12.A.3 Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance).		
Career Readiness, Life Literacy, and Key Skills	9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1). 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). 9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).		
Technology Standards	8.1.12.E.2 Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers. 8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.		
Modifications			
English Language Learners	Special Education/504	At-Risk	Gifted and Talented
<ul style="list-style-type: none">Assign a native language partner.Provide an outline for documenting choreography.Use a framework for dance observation notes.	<ul style="list-style-type: none">Provide adequate space for movement.Work with a peer to develop a shorter choreography routine.Utilize graphic responses to dance reflections / evaluations.	<ul style="list-style-type: none">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.	<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

		<ul style="list-style-type: none"> • Use a framework for dance observation notes. 	that incorporates a wide variety of choreographic techniques and use video technology to self-reflect / evaluate the performance.
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