



West Windsor-Plainsboro Regional School District Dance I

Unit 1: Dance Fundamentals	
Content Area: Dance	
Course & Grade Level: Dance I, Grades 9-12	
Summary and Rationale	
<p>“Dance is student centered art education that furthers aesthetic education, emphasizes artistic techniques, and strengthens other core curriculum areas of study.” (McCutchen, 2006)</p> <p>Dance fundamentals are the building blocks of dance including content language, culture and classroom etiquette, applicable music theory, safe performance practices and conditioning. Dance fundamentals introduces performance knowledge and practices used to mechanically produce art safely and heighten the appreciation of dance for beginner movers. This unit is designed to provide the basic dance knowledge and tools for beginner movers. Students will embody and be introduced to the common dance and music terminology used to communicate between instructor and students. Students will learn basic codified skills to develop an understanding of body mechanics, body placement, and movement for performance.</p>	
Recommended Pacing	
20 days	
New Jersey Student Learning Standards for Visual & Performing Arts	
Creating	
CPI #	Cumulative Progress Indicator (CPI)
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.
1.1.12prof.Cr1b	Analyze the elements of dance to expand personal movement vocabulary and ascertain new movement possibilities through the creation of choreographic works.
1.1.12prof.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.
Performing	
CPI #	Cumulative Progress Indicator (CPI)
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.
1.1.12prof.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.
1.1.12prof.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).
1.1.12prof.Pr5a	Evaluate and apply healthful strategies (e.g., nutrition, injury prevention and emotional health and overall functioning) and safe body-use practices that are essential for the dancer.
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.

1.1.12prof.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).
1.1.12prof.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.
1.1.12prof.Pr6c	Adapt movements to performance area. Demonstrate performance etiquette and performance practices during class, rehearsal and performance. Accept notes from 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.
1.1.12prof.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.
Responding	
CPI #	Cumulative Progress Indicator (CPI)
1.1.12prof.Re8	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.
Connecting	
CPI #	Cumulative Progress Indicator (CPI)
1.1.12prof.Cn10a	Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer impacts personal interpretation. Consider how personal background and experiences influence 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 which the dances originate.
New Jersey Student Learning Standards for English Language Arts Companion Standards	
Standard: Integration of Knowledge and Ideas	
CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
New Jersey Student Learning Standards for Technology	
CPI #	Cumulative Progress Indicator (CPI)
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
Interdisciplinary Standards (Social Studies)	
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture
Instructional Focus	

Unit Enduring Understandings

- Dance is an art created and performed as means of communication and expression.
- Dance is a study of art that requires understanding of fundamentals, history, practices and techniques.
- Body, action, space, time, and energy are the elements which are needed to create dance.
- All bodies are different and produce unique actions according to their abilities.
- Studio maintenance, safe-body practices, healthy eating and emotional health practices are vital for the longevity of performance.
- Body movements and gestures are not universal across cultures which can create various interpretations.

Unit Essential Questions

- What is dance?
- Why do we dance?
- What is the relationship between dance and other disciplines?
- How is the body used as an instrument for technical expression?
- How can I enhance movement proficiency, range and body maintenance in daily learning practices?
- How do dancers work with their body, action, space, time and energy to communicate artistic expression?
- How is dance perceived and regarded by different art industries and cultures?
- How is dance artistry achieved and evaluated?
- How does the classroom environment affect the progression of artistic growth?

Objectives

When CREATING, students will know and be able to:

- Understand that movement can be sourced from various mediums.
- Understand the elements of dance.

When PERFORMING, students will know and be able to:

- Explore kinesthetic awareness through improvised and structural movement sentences.
- Explore kin-aesthetic awareness through movement sequences.
- Apply breathing patterns and breath within sequential performance skills.
- Know what syncopation, accents, different tempi, meter, phrases and rhythmic cues.
- Remember short planned phrases of movement choreography for performance.
- Embody movement actions with the correct movement energies.
- Distinguish the dynamics of movement and energy.
- Apply movement energies within planned and/or improvised movement for sequential phrases.
- Identify what is healthy eating, emotional health, injury prevention, safe-body practices, and studio management.
- Construct a design for studio management, safe-body practices, healthy eating and emotional health practices.
- Compare the impact of poor decision-making to proper maintenance of healthy body strategies and functioning.
- Apply healthy learning strategies in daily practices.
- Define the structural system of the body.
- Understand that there are various pathways and ranges of motion the body can create.
- Recognize that all bodies have different ranges of motion, flexibility, and strength.
- Show range of motor and locomotor performance actions that exist within the dance elements.
- Understand vocabulary and terminology differ across dance styles and studies.
- Define terminology across multiple disciplines of movement.
- Recognize the cultures of rehearsal and performance practices.
- Understand technical elements within the dance arts performance sector.

When RESPONDING, students will know and be able to:

- Understand that dance can be created to express an idea, emotion or reflect on social/political issues.

When CONNECTING, students will know and be able to:

- Understand that dance can be abstract and have multiple interpretations based on one's personal background and experience.
- Understand that dance can be created and performed as a means of communication.

Evidence of Learning

Assessment

Teacher created assessments

Resources

Core Text:

- Kimmerle, M., & Laurence, P. (2003). *Teaching dance skills: a motor learning and development approach*. Andover, N.J.: J. Michael Ryan Pub.
- McCutchen, B. P. (2006). *Teaching dance as art in education*. (pp.156-168). Champaign, IL: Human Kinetics.
- The Elements of Dance Graph Organizer
http://www.elementsofdance.org/uploads/1/2/6/3/12634389/elementsofdance_b-w.pdf
- The Elements of Dance Slide Show Presentation
<http://www.artsconnected.org/collection/158105/the-elements-of-dance>
- Elements of Dance. <https://youtu.be/UGuD9Geeb2k>

Unit 2: Dance Techniques (Language & Anatomy)**Content Area: Dance****Course & Grade Level: Dance I, Grades 9-12****Summary and Rationale**

The appreciation of movement as an art begins with awareness and is cultivated through extensive knowledge. Learners will begin integrating dance element concepts and language to interpret and perform accurate and qualitative movement. Through this, students will experience various sequences of movement phrases that will encompass a range of elements such as body, action, space, time and energy. Students will learn how the components in each element create forms of expression that will enrich their movement vocabulary and language use when talking about dance.

Recommended Pacing

25 days

New Jersey Student Learning Standards for Visual & Performing Arts**Creating**

CPI #	Cumulative Progress Indicator (CPI)
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.
1.1.12prof.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.
1.1.12prof.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).

Performing

CPI #	Cumulative Progress Indicator (CPI)
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.
1.1.12prof.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.
1.1.12prof.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).
1.1.12prof.Pr5a	Evaluate and apply healthful strategies (e.g., nutrition, injury prevention and emotional health and overall functioning) and safe body-use practices that are essential for the dancer.
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.
1.1.12prof.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.
1.1.12prof.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).

1.1.12prof.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.
1.1.12prof.Pr6a	Investigate visualization, motor imagery, and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill
1.1.12prof.Pr6c	Adapt movements to performance area. Demonstrate performance etiquette and performance practices during class, rehearsal and performance. Accept notes from 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.
1.1.12prof.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.
Responding	
CPI #	Cumulative Progress Indicator (CPI)
1.1.12prof.Re8	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.
1.1.12prof.Re9	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.
New Jersey Student Learning Standards for English Language Arts Companion Standards	
Standard: Integration of Knowledge and Ideas	
CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
New Jersey Student Learning Standards for Technology	
CPI #	Cumulative Progress Indicator (CPI)
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
Interdisciplinary Standards (Social Studies)	
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Each style/genre of dance has language specific terminology to codify movement and meaning. ● The elements of dance are used to describe and assess performance actions. ● The elements of dance, action and energy, vary across stylistic studies and genres of movement. ● Performance actions require specific criteria to maintain movement safety and performance authenticity. ● Knowledge of the muscles and bones assist with internalizing and embodying movement mechanics. 	

Unit Essential Questions

- What are shared dance domain words that are used to communicate performance actions?
- How do we assess dance performance's quality of movement?
- How can I enhance my movement aesthetic quality?
- How can I assess my growth in dance performance?
- Why is it important to understand the body mechanics of movement?

Objectives

When **CREATING**, students will know and be able to:

- Understand the elements of dance.
- Identify movements using the elements of dance.
- Develop new movement affinities based on their assessment of dance elements.
- Understand how to communicate constructive and critical feedback.
- Explore the multiple systems available for scribing and documenting dance.

When **PERFORMING**, students will know and be able to:

- Explore kinesthetic awareness through improvised and structural movement sentences.
- Transpose movement choreography utilizing pathways and/or levels.
- Design nonmotor and locomotor ensemble phrases illustrating relationships.
- Explore kin-aesthetic awareness through movement sequences.
- Apply breathing patterns and breath within sequential performance skills.
- Recognize the timbre of different types of instruments.
- Know what syncopation, accents, different tempi, meter, phrases and rhythmic cues.
- Identify syncopation, accents, different tempi, meter, phrases and rhythmic cues.
- Integrate kin-aesthetic awareness and breath with musical phrasing.
- Remember short planned phrases of movement choreography for performance.
- Embody movement actions with the correct movement energies.
- Distinguish the dynamics of movement and energy.
- Apply movement energies within planned and/or improvised movement for sequential phrases.
- Identify what is healthy eating, emotional health, injury prevention, safe-body practices, and studio management.
- Compare the impact of poor decision-making to proper maintenance of healthy body strategies and functioning.
- Apply healthy learning strategies in daily practices.
- Define the structural system of the body.
- Identify anatomical groups of bones and muscles as they apply to dance.
- Produce performance actions with correct usage of anatomical positioning.
- Understand that there are varying levels of energies and approaches for accomplishing movement execution.
- Define various body patterns and how they are used in dance.
- Integrate some elements of body coordination within movement sequences and exploration.
- Understand that there are various pathways and ranges of motion the body can create.
- Understand the purpose behind conditioning techniques and how they relate to dance performance.
- Describe the purpose of various conditioning practices and techniques.
- Show range of motor and locomotor performance actions that exist within the dance elements.
- Understand vocabulary and terminology differ across dance styles and studies.
- Define terminology across multiple disciplines of movement.
- Recognize demonstrated movement in relation to its performed style.
- Assess how visualization, motor imagery and breath influences the creation and performance of movement.
- Recognize the cultures of rehearsal and performance practices.

- Utilize technology to document performance progress and corrections.
- Reflect on rehearsal and performance strengths/weaknesses.
- Illustrate knowledge of staging culture, language, roles and terminology.

When RESPONDING, students will know and be able to:

- Understand that dance can be created to express an idea, emotion or reflect on social/political issues.
- Develop genre-specific artistic criteria in relation to creating/performing dance elements, choreographic structure, and performance execution.

Evidence of Learning

Assessment

Teacher created assessments

Resources

Core Text: Haas, Jacqui Greene. *Dance Anatomy*. Human Kinetics, 2018.

- McCutchen, B. P. (2006). *Teaching dance as art in education*. (pp.156-168). Champaign, IL: Human Kinetics.
- Scheff, H., Sprague, M., & McGreevy-Nichols, S. (2005). *Experiencing dance: From student to dance artist* (pp. 81-96). Champaign, Illinois: Human Kinetics.

Unit 3: Dance Composition (Choreography & Improvisation)**Content Area: Dance****Course & Grade Level: Dance I, Grades 9-12****Summary and Rationale**

Choreographing is a means of communicating a message, thought or concept. Dance composition is designed to teach artists the methods of producing, assessing, and refining choreography. Guided and divergent discovery prompts will unveil intricate choreographic devices and elements that make dance interesting and innovative. Dancers will take on a choreographic role by improvising movement with a partner to play with body, effort, actions, space and time. While considering previous learned techniques and dance fundamental concepts, students will gain aesthetic appreciation when viewing and creating performance and will learn how to incorporate Laban movement analysis for understanding dance.

Recommended Pacing

25 days

New Jersey Student Learning Standards for Visual & Performing Arts**Creating**

CPI #	Cumulative Progress Indicator (CPI)
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.
1.1.12prof.Cr1b	Analyze the elements of dance to expand personal movement vocabulary and ascertain new movement possibilities through the creation of choreographic works.
1.1.12prof.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.
1.1.12prof.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.
1.1.12prof.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.
1.1.12prof.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).

Performing

CPI #	Cumulative Progress Indicator (CPI)
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.
1.1.12prof.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.
1.1.12prof.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).

1.1.12prof.Pr5a	Evaluate and apply healthful strategies (e.g., nutrition, injury prevention and emotional health and overall functioning) and safe body-use practices that are essential for the dancer.
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.
1.1.12prof.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.
1.1.12prof.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).
1.1.12prof.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.
1.1.12prof.Pr6a	Investigate visualization, motor imagery, and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill
1.1.12prof.Pr6b	Rehearse a dance and apply specific feedback to refine performance accuracy, consistency, and expressiveness. Demonstrate group awareness and develop personal rehearsal strategies
1.1.12prof.Pr6c	Adapt movements to performance area. Demonstrate performance etiquette and performance practices during class, rehearsal and performance. Accept notes from 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.
1.1.12prof.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.
Responding	
CPI #	Cumulative Progress Indicator (CPI)
1.1.12prof.Re7a	Use genre-specific terminology to analyze recurring patterns of movement and their relationships in dance in context of artistic intent.
1.1.12prof.Re7b	Analyze the use of elements of dance in a variety of genres, styles, or cultural movement practices within its cultural context to communicate intent. Use genre-specific dance terminology to compare and contrast
1.1.12prof.Re8	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.
1.1.12prof.Re9	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.
Connecting	
CPI #	Cumulative Progress Indicator (CPI)
1.1.12prof.Cn10a	Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer impacts personal interpretation. Consider how personal background and experiences influence responses to dance works.

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.
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 which the dances originate.
New Jersey Student Learning Standards for English Language Arts Companion Standards	
Standard: Integration of Knowledge and Ideas	
CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
New Jersey Student Learning Standards for Technology	
CPI #	Cumulative Progress Indicator (CPI)
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
Interdisciplinary Standards (Social Studies)	
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression. ● The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers. ● Choreographers analyze, evaluate, refine, and document their work to communicate meaning. ● Dance performance is improved through the process of rehearsal and refinement of specific dance elements and technical principles. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● Where do choreographers get ideas for dances? ● What influences choice-making in creating choreography? ● What choreographic tools can I use to develop my art-making process? ● What is the process for creating dance work? ● How is Laban analysis of movement utilized in executing and comprehending choreography? ● How does one generate a diverse series of movements (choreography)? ● How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work? 	
Objectives	
When CREATING, students will know and be able to:	
<ul style="list-style-type: none"> ● Understand movement can be sourced from various mediums. ● Interpret music, sound, literature and other stimuli for creating small movement sequences. ● Utilize dance elements to embody analysis of stimulus response. 	

- Understand the elements of dance.
- Identify movements using the elements of dance.
- Embody dance elements to create artistic responses.
- Assess their strengths and weaknesses of movement qualities during their creative process.
- Develop new movement affinities based on their assessment of dance elements.
- Identify choreographic devices within dance composition.
- Interpret choreographic devices and how it can be used to create meaningful art.
- Understand dance structure forms within composition.
- Develop an idea through collaborative work for a movement performance using dance forms.
- Design a process for performing an idea using choreographic devices and dance structures.
- Explore how a theme informs the process of creation.
- Articulate themes presented in other art mediums.
- Design movement vocabulary relative to artistic intention and theme.
- Understand how to communicate constructive and critical feedback.
- Determine the criteria for observing and performing specific dance studies.
- Embody dance practices of feedback from peers and self-reflection.
- Explain/Defend movement choices and/or revisions.
- Evaluate the artistic intent and impact of movement choices based on developed criteria.
- Explore the multiple systems available for scribing and documenting dance.
- Examine the background context in which notation systems were created.
- Utilize the notation systems for interpreting dance performances.
- Create a dance performance using notation systems.

When PERFORMING, students will know and be able to:

- Explore kinesthetic awareness through improvised and structural movement sentences.
- Investigate partnerwork and how it can be used to create meaning.
- Compare the impact of ensemble work moving in synchronization and asynchronization.
- Experiment shared weight and level changes through partner improvisation.
- Transpose movement choreography utilizing pathways and/or levels.
- Design nonmotor and locomotor ensemble phrases illustrating relationships.
- Explore kin-aesthetic awareness through movement sequences.
- Apply breathing patterns and breath within sequential performance skills.
- Recognize the timbre of different types of instruments.
- Know what syncopation, accents, different tempi, meter, phrases and rhythmic cues.
- Identify syncopation, accents, different tempi, meter, phrases and rhythmic cues.
- Integrate kin-aesthetic awareness and breath with musical phrasing.
- Remember short planned phrases of movement choreography for performance.
- Embody movement actions with the correct movement energies.
- Distinguish the dynamics of movement and energy.
- Apply movement energies within planned and/or improvised movement for sequential phrases.
- Compare dynamic qualities of movement with the artists' artistic intent.
- Identify what is healthy eating, emotional health, injury prevention, safe-body practices, and studio management.
- Apply healthy learning strategies in daily practices.
- Identify anatomical groups of bones and muscles as they apply to dance.
- Produce performance actions with correct usage of anatomical positioning.
- Understand that there are varying levels of energies and approaches for accomplishing movement execution.
- Define various body patterns and how they are used in dance.
- Integrate some elements of body coordination within movement sequences and exploration.
- Present usage of spine, coordination, and body patterns within sequential phrases and improvisation.

- Understand that there are various pathways and ranges of motion the body can create.
- Recognize that all bodies have different ranges of motion, flexibility, and strength.
- Manipulate movement based on range, strength, flexibility and endurance.
- Show range of motor and locomotor performance actions that exist within the dance elements.
- Understand vocabulary and terminology differ across dance styles and studies.
- Define terminology across multiple disciplines of movement.
- Recognize demonstrated movement in relation to its performed style.
- Understand how to approach movement to achieve stylistic nuances within performance through focused practice, breath control, body part initiation and body sequencing.
- Assess how visualization, motor imagery and breath influences the creation and performance of movement.
- Interpret visualization, motor imagery and breath within mechanical movement discoveries.
- Apply visualizations, motor imagery and breath within skill-related performance dynamics.
- Recognize performance energies amongst their peers within the rehearsal process.
- Compare technical performance accuracy within ensemble works.
- Incorporate feedback provided in relation to technical proficiency, performance expressivity, spatial awareness and musicality.
- Recognize the cultures of rehearsal and performance practices.
- Demonstrate the ability to adjust movement according to performance settings.
- Utilize technology to document performance progress and corrections.
- Reflect on rehearsal and performance strengths/weaknesses.
- Incorporate dance props and media technologies within performances.
- Understand technical elements within the dance arts performance sector.
- Illustrate knowledge of staging culture, language, roles and terminology.

When RESPONDING, students will know and be able to:

- Describe existing movement patterns using genre specific language.
- Interpret artistic intent of dance based on choreographic devices and structure patterns.
- Distinguish the dynamics of dance elements and how they create stylistic nuances within its genre, form or cultural movement practice.
- Interpret artistic intent in relation to the usage of dance elements and cultural practices.
- Compare and contrast dance qualities and characteristics and how it conveys artistic meaning.
- Understand that dance can be created to express an idea, emotion or reflect on social/political issues.
- Recognize artistic choices of performers in relation to genre execution of movement and performance qualities to convey meaning.
- Recognize artistic choices of choreographers in relation to genre specific dance vocabulary and elements of dance to convey meaning.
- Describe elements, devices, forms and structures of dance that make performances interesting using genre-specific terminology.
- Explain dance elements, expressions and execution of movements that produce effective performance within cultural movement, styles and genres using descriptive dance language.

When CONNECTING, students will know and be able to:

- Understand that dance can be abstract and have multiple interpretations based on one's personal background and experience.
- Examine movements and how it is used to express artistic intent.
- Describe ideas and feelings evoked by choreography relating it to personal views and experiences.
- Observe original dances relating to global issues.
- Identify global issues that can serve as a topic or theme for creating dance.
- Investigate global issues using inquiry-based learning to further development of understanding.
- Understand that dance can be created and performed as a means of communication.
- Communicate how cultural influences can shape dance-making and appreciation.

Evidence of Learning
Assessment
Teacher created assessments
Resources
Core Text: <ul style="list-style-type: none">● Ambrosio, Nora. Learning about dance; dance as an art form and entertainment. (third edition, pp.103-109) 2003. United States of America: Kendall/Hunt Publishing Company.● Arts Alive Making Dance http://www.artsalive.ca/en/dan/make/process/chprocess.asp● Cerny Minton, Sandra. Choreography: a basic approach using improvisation. (p23-50) 1997. United States of America: Human Kinetics.● Gibbons, E (2007) <i>Teaching dance the spectrum of styles</i>. (p172-176) Bloomington, IN: AuthorHouse● Green Gilbert, Anne. (1992) <i>Creative dance for all ages: a conceptual approach</i>. (pp.79-281) United States of America: National Dance Association● McCutchen, B. P. (2006). <i>Teaching dance as art in education</i>. (pp.156-168). Champaign, IL: Human Kinetics.● Scradar, C. (1996) <i>A sense of dance: exploring your movement potential</i> Unites States: Human Kinetics

Unit 4: Dance Performance Studies**Content Area: Dance****Course & Grade Level: Dance I, Grades 9-12****Summary and Rationale**

As noted prior in unit two, *Dance Techniques*, the appreciation of movement as an art begins with awareness and is cultivated through extensive knowledge. In unit four students will experience an array of dance artists, companies and pioneers to extend their knowledge of what is dance. The studies of these diverse art forms will also inform students of the many reasons people dance as well as the evolution of form throughout time. By the end of this unit dancers will be able to recreate or create a presentation to illustrate their knowledge and application of techniques learned within dance.

Recommended Pacing

20 days

New Jersey Student Learning Standards for Visual & Performing Arts**Creating**

CPI #	Cumulative Progress Indicator (CPI)
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.
1.1.12prof.Cr1b	Analyze the elements of dance to expand personal movement vocabulary and ascertain new movement possibilities through the creation of choreographic works.
1.1.12prof.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.
1.1.12prof.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.
1.1.12prof.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.
1.1.12prof.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).

Performing

CPI #	Cumulative Progress Indicator (CPI)
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.
1.1.12prof.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.
1.1.12prof.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).

1.1.12prof.Pr5a	Evaluate and apply healthful strategies (e.g., nutrition, injury prevention and emotional health and overall functioning) and safe body-use practices that are essential for the dancer.
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.
1.1.12prof.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.
1.1.12prof.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).
1.1.12prof.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.
1.1.12prof.Pr6a	Investigate visualization, motor imagery, and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill
1.1.12prof.Pr6b	Rehearse a dance and apply specific feedback to refine performance accuracy, consistency, and expressiveness. Demonstrate group awareness and develop personal rehearsal strategies
1.1.12prof.Pr6c	Adapt movements to performance area. Demonstrate performance etiquette and performance practices during class, rehearsal and performance. Accept notes from 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.
1.1.12prof.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.
Responding	
CPI #	Cumulative Progress Indicator (CPI)
1.1.12prof.Re7a	Use genre-specific terminology to analyze recurring patterns of movement and their relationships in dance in context of artistic intent.
1.1.12prof.Re7b	Analyze the use of elements of dance in a variety of genres, styles, or cultural movement practices within its cultural context to communicate intent. Use genre-specific dance terminology to compare and contrast
1.1.12prof.Re8	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.
1.1.12prof.Re9	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.
Connecting	
CPI #	Cumulative Progress Indicator (CPI)
1.1.12prof.Cn10a	Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer impacts personal interpretation. Consider how personal background and experiences influence responses to dance works.

1.1.12.prof.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 which the dances originate.
New Jersey Student Learning Standards for English Language Arts Companion Standards	
Standard: Integration of Knowledge and Ideas	
CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
New Jersey Student Learning Standards for Technology	
CPI #	Cumulative Progress Indicator (CPI)
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
Interdisciplinary Standards (Social Studies)	
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions. ● Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression. ● Energy creates the overall movement aesthetic appreciation and nuance within a performance style. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● How is the body used as an instrument for technical and artistic expression? ● How can dance performances of the same study or genre differ in performance aesthetics and nuances? ● How does a dancer heighten artistry in a public performance? 	
Objectives	
<p>When CREATING, students will know and be able to:</p> <ul style="list-style-type: none"> ● Understand movement can be sourced from various mediums. ● Interpret music, sound, literature and other stimuli for creating small movement sequences. ● Utilize dance elements to embody analysis of stimulus response. ● Identify movements using the elements of dance. ● Embody dance elements to create artistic responses. ● Identify choreographic devices within dance composition. ● Interpret choreographic devices and how it can be used to create meaningful art. ● Understand dance structure forms within composition. ● Identify the artistic intent in relation to dance structure. ● Explore how a theme informs the process of creation. ● Determine the criteria for observing and performing specific dance studies. ● Embody dance practices of feedback from peers and self-reflection. ● Explain/Defend movement choices and/or revisions. 	

- Evaluate the artistic intent and impact of movement choices based on developed criteria.
- Explore the multiple systems available for scribing and documenting dance.
- Examine the background context in which notation systems were created.
- Utilize the notation systems for interpreting dance performances.
- Create a dance performance using notation systems.

When PERFORMING, students will know and be able to:

- Investigate partnerwork and how it can be used to create meaning.
- Compare the impact of ensemble work moving in synchronization and asynchronization.
- Apply breathing patterns and breath within sequential performance skills.
- Recognize the timbre of different types of instruments.
- Know what syncopation, accents, different tempi, meter, phrases and rhythmic cues.
- Identify syncopation, accents, different tempi, meter, phrases and rhythmic cues.
- Integrate kin-aesthetic awareness and breath with musical phrasing.
- Embody movement actions with the correct movement energies.
- Distinguish the dynamics of movement and energy.
- Apply movement energies within planned and/or improvised movement for sequential phrases.
- Compare dynamic qualities of movement with the artists' artistic intent.
- Apply healthy learning strategies in daily practices.
- Produce performance actions with correct usage of anatomical positioning.
- Understand that there are varying levels of energies and approaches for accomplishing movement execution.
- Define various body patterns and how they are used in dance.
- Integrate some elements of body coordination within movement sequences and exploration.
- Present usage of spine, coordination, and body patterns within sequential phrases and improvisation.
- Recognize that all bodies have different ranges of motion, flexibility, and strength.
- Manipulate movement based on range, strength, flexibility and endurance.
- Understand the purpose behind conditioning techniques and how they relate to dance performance.
- Describe the purpose of various conditioning practices and techniques.
- Show range of motor and locomotor performance actions that exist within the dance elements.
- Understand vocabulary and terminology differ across dance styles and studies.
- Define terminology across multiple disciplines of movement.
- Recognize demonstrated movement in relation to its performed style.
- Understand how to approach movement to achieve stylistic nuances within performance through focused practice, breath control, body part initiation and body sequencing.
- Assess how visualization, motor imagery and breath influences the creation and performance of movement.
- Interpret visualization, motor imagery and breath within mechanical movement discoveries.
- Apply visualizations, motor imagery and breath within skill-related performance dynamics.
- Recognize performance energies amongst their peers within the rehearsal process.
- Compare technical performance accuracy within ensemble works.
- Incorporate feedback provided in relation to technical proficiency, performance expressivity, spatial awareness and musicality.
- Recognize the cultures of rehearsal and performance practices.
- Demonstrate the ability to adjust movement according to performance settings.
- Utilize technology to document performance progress and corrections.
- Reflect on rehearsal and performance strengths/weaknesses.
- Incorporate dance props and media technologies within performances.
- Understand technical elements within the dance arts performance sector.
- Illustrate knowledge of staging culture, language, roles and terminology.

When RESPONDING, students will know and be able to:

- Recognize genre specific movement vocabulary and patterns in relation to dance.
- Describe existing movement patterns using genre specific language.
- Distinguish the dynamics of dance elements and how they create stylistic nuances within its genre, form or cultural movement practice.
- Interpret artistic intent in relation to the usage of dance elements and cultural practices.
- Compare and contrast dance qualities and characteristics and how it conveys artistic meaning.
- Understand that dance can be created to express an idea, emotion or reflect on social/political issues.
- Recognize artistic choices of performers in relation to genre execution of movement and performance qualities to convey meaning.
- Describe elements, devices, forms and structures of dance that make performances interesting using genre-specific terminology.
- Explain dance elements, expressions and execution of movements that produce effective performance within cultural movement, styles and genres using descriptive dance language.
- Develop genre-specific artistic criteria in relation to creating/performing dance elements, choreographic structure, and performance execution.

When CONNECTING, students will know and be able to:

- Examine movements and how it is used to express artistic intent.
- Describe ideas and feelings evoked by choreography relating it to personal views and experiences.
- Understand that dance can be created and performed as a means of communication.
- Communicate how cultural influences can shape dance-making and appreciation.
- Observe dance and relate the movements to cultural backgrounds, community, and historical time periods.
- Research how culture, geography, time period, community and other forms of art influence the creation and evolution of dance.

Evidence of Learning

Assessment

Teacher created assessments

Resources

Core Text:

- McCutchen, B. P. (2006). *Teaching dance as art in education*. (pp.156-168). Champaign, IL: Human Kinetics.
- Scheff, H., Sprague, M., & McGreevy-Nichols, S. (2005). *Experiencing dance: From student to dance artist* (pp. 97-110). Champaign, Illinois: Human Kinetics.

Unit 5: Nutrition/Safety	
Content Area: Dance	
Course & Grade Level: Dance I, Grades 9-12	
Summary and Rationale	
The benefits of healthy practices are vital for preserving and maintaining dance performers and spaces. In order to increase the longevity of one's performance life, dancers must acquire safe movement practices and understand the variables that risk one's growth and efficiency. Students will compare dance practices of health management and will construct a design to implement safe practices for the field of dance, such as, studio management, safe-body practices, healthy eating and emotional health practices.	
Recommended Pacing	
15 days	
New Jersey Student Learning Standards for Visual & Performing Arts	
Performing	
CPI #	Cumulative Progress Indicator (CPI)
1.1.12prof.Pr5a	Evaluate and apply healthful strategies (e.g., nutrition, injury prevention and emotional health and overall functioning) and safe body-use practices that are essential for the dancer.
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.
1.1.12prof.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.
1.1.12prof.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).
1.1.12prof.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.
1.1.12prof.Pr6c	Adapt movements to performance area. Demonstrate performance etiquette and performance practices during class, rehearsal and performance. Accept notes from 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.
New Jersey Student Learning Standards for English Language Arts	
Companion Standards	
Standard: Integration of Knowledge and Ideas	
CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
New Jersey Student Learning Standards for Technology	
CPI #	Cumulative Progress Indicator (CPI)

8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
Interdisciplinary Standards (Social Studies)	
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Dancers must maintain mind-body connection, body conditioning, and studio management practices for effective practice and performance. ● Through self reflection, a dancer can implement growth to strengthen dance specific-skills for performance. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● How does a dancer prepare the mind and body for performance? ● What plan can I implement to create growth within my practice and performance skills? 	
Objectives	
When PERFORMING, students will know and be able to:	
<ul style="list-style-type: none"> ● Identify what is healthy eating, emotional health, injury prevention, safe-body practices, and studio management. ● Construct a design for studio management, safe-body practices, healthy eating and emotional health practices. ● Compare the impact of poor decision-making to proper maintenance of healthy body strategies and functioning. ● Apply healthy learning strategies in daily practices. ● Identify anatomical groups of bones and muscles as they apply to dance. ● Produce performance actions with correct usage of anatomical positioning. ● Understand that there are varying levels of energies and approaches for accomplishing movement execution. ● Recognize that all bodies have different ranges of motion, flexibility, and strength. ● Manipulate movement based on range, strength, flexibility and endurance. ● Understand the purpose behind conditioning techniques and how they relate to dance performance. ● Describe the purpose of various conditioning practices and techniques. ● Show range of motor and locomotor performance actions that exist within the dance elements. ● Understand vocabulary and terminology differ across dance styles and studies. ● Define terminology across multiple disciplines of movement. ● Utilize technology to document performance progress and corrections. ● Reflect on rehearsal and performance strengths/weaknesses. 	
Evidence of Learning	
Assessment	
Teacher created assessments	
Resources	
Core Text:	
<ul style="list-style-type: none"> ● Kimmerle, M., & Laurence, P. (2003). <i>Teaching dance skills: a motor learning and development approach</i>. Andover, N.J.: J. Michael Ryan Pub. ● McCutchen, B. P. (2006). <i>Teaching dance as art in education</i>. (pp.156-168). Champaign, IL: Human Kinetics. 	

Unit 6: Repertoire**Content Area: Dance****Course & Grade Level: Dance I, Grades 9-12****Summary and Rationale**

After comparing and contrasting movement in detail, it is important for students to apply their new eye for details when learning movement. In this unit, students will continue their observational practices by watching dance films and will compare themes, movements, styles, artistic expression and choreography. As a class students will create and perform an abstract performance work in response to global issues, including climate change. Throughout this process dancers will reflect on their performance technique skills and application of dance domain knowledge of B.A.S.T.E to improve their execution of movement. Kin-aesthetic movement exercises will enhance performance aesthetics and knowledge for recorded and live presentations.

Recommended Pacing

30 days

New Jersey Student Learning Standards for Visual & Performing Arts**Creating**

CPI #	Cumulative Progress Indicator (CPI)
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.
1.1.12prof.Cr1b	Analyze the elements of dance to expand personal movement vocabulary and ascertain new movement possibilities through the creation of choreographic works.
1.1.12prof.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.
1.1.12prof.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.
1.1.12prof.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.
1.1.12prof.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).

Performing

CPI #	Cumulative Progress Indicator (CPI)
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.
1.1.12prof.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.
1.1.12prof.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).

1.1.12prof.Pr5a	Evaluate and apply healthful strategies (e.g., nutrition, injury prevention and emotional health and overall functioning) and safe body-use practices that are essential for the dancer.
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.
1.1.12prof.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.
1.1.12prof.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).
1.1.12prof.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.
1.1.12prof.Pr6a	Investigate visualization, motor imagery, and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill
1.1.12prof.Pr6b	Rehearse a dance and apply specific feedback to refine performance accuracy, consistency, and expressiveness. Demonstrate group awareness and develop personal rehearsal strategies
1.1.12prof.Pr6c	Adapt movements to performance area. Demonstrate performance etiquette and performance practices during class, rehearsal and performance. Accept notes from 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.
1.1.12prof.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.
Responding	
CPI #	Cumulative Progress Indicator (CPI)
1.1.12prof.Re7a	Use genre-specific terminology to analyze recurring patterns of movement and their relationships in dance in context of artistic intent.
1.1.12prof.Re7b	Analyze the use of elements of dance in a variety of genres, styles, or cultural movement practices within its cultural context to communicate intent. Use genre-specific dance terminology to compare and contrast
1.1.12prof.Re8	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.
1.1.12prof.Re9	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.
Connecting	
CPI #	Cumulative Progress Indicator (CPI)
1.1.12prof.Cn10a	Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer impacts personal interpretation. Consider how personal background and experiences influence responses to dance works.

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.
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 which the dances originate.
New Jersey Student Learning Standards for English Language Arts Companion Standards	
Standard: Integration of Knowledge and Ideas	
CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
New Jersey Student Learning Standards for Technology	
CPI #	Cumulative Progress Indicator (CPI)
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
Interdisciplinary Standards (Social Studies)	
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Innovative concepts, approaches, expressions and/or structural choices create originality and aesthetic appreciation for audience viewers. ● Dance archives assist choreographers, performers and historians with understanding the evolution of dance forms, styles and studies. ● Incorporation of feedback and alterations can change the quality or intent of a work. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● What makes dance unique to be considered repertoire or a master of work? ● Why is it important to preserve dance techniques and theories? ● How can objective and subjective observation change the scope of perception of a choreographic work? 	
Objectives	
When CREATING, students will know and be able to:	
<ul style="list-style-type: none"> ● Utilize dance elements to embody analysis of stimulus response. ● Identify movements using the elements of dance. ● Embody dance elements to create artistic responses. ● Assess their strengths and weaknesses of movement qualities during their creative process. ● Develop new movement affinities based on their assessment of dance elements. ● Identify choreographic devices within dance composition. ● Interpret choreographic devices and how it can be used to create meaningful art. ● Understand dance structure forms within composition. ● Identify the artistic intent in relation to dance structure. ● Develop an idea through collaborative work for a movement performance using dance forms. 	

- Design a process for performing an idea using choreographic devices and dance structures.
- Articulate themes presented in other art mediums.
- Design movement vocabulary relative to artistic intention and theme.
- Determine the criteria for observing and performing specific dance studies.
- Embody dance practices of feedback from peers and self-reflection.
- Evaluate the artistic intent and impact of movement choices based on developed criteria.
- Examine the background context in which notation systems were created.

When PERFORMING, students will know and be able to:

- Explore kinesthetic awareness through improvised and structural movement sentences.
- Compare the impact of ensemble work moving in synchronization and asynchronization.
- Apply breathing patterns and breath within sequential performance skills.
- Recognize the timbre of different types of instruments.
- Know what syncopation, accents, different tempi, meter, phrases and rhythmic cues.
- Identify syncopation, accents, different tempi, meter, phrases and rhythmic cues.
- Integrate kin-aesthetic awareness and breath with musical phrasing.
- Distinguish the dynamics of movement and energy.
- Apply movement energies within planned and/or improvised movement for sequential phrases.
- Compare dynamic qualities of movement with the artists' artistic intent.
- Apply healthy learning strategies in daily practices.
- Produce performance actions with correct usage of anatomical positioning.
- Understand that there are varying levels of energies and approaches for accomplishing movement execution.
- Define various body patterns and how they are used in dance.
- Integrate some elements of body coordination within movement sequences and exploration.
- Present usage of spine, coordination, and body patterns within sequential phrases and improvisation.
- Recognize that all bodies have different ranges of motion, flexibility, and strength.
- Manipulate movement based on range, strength, flexibility and endurance.
- Understand the purpose behind conditioning techniques and how they relate to dance performance.
- Describe the purpose of various conditioning practices and techniques.
- Show range of motor and locomotor performance actions that exist within the dance elements.
- Understand vocabulary and terminology differ across dance styles and studies.
- Define terminology across multiple disciplines of movement.
- Recognize demonstrated movement in relation to its performed style.
- Understand how to approach movement to achieve stylistic nuances within performance through focused practice, breath control, body part initiation and body sequencing.
- Assess how visualization, motor imagery and breath influences the creation and performance of movement.
- Interpret visualization, motor imagery and breath within mechanical movement discoveries.
- Apply visualizations, motor imagery and breath within skill-related performance dynamics.
- Recognize performance energies amongst their peers within the rehearsal process.
- Compare technical performance accuracy within ensemble works.
- Incorporate feedback provided in relation to technical proficiency, performance expressivity, spatial awareness and musicality.
- Recognize the cultures of rehearsal and performance practices.
- Demonstrate the ability to adjust movement according to performance settings.
- Utilize technology to document performance progress and corrections.
- Reflect on rehearsal and performance strengths/weaknesses.
- Incorporate dance props and media technologies within performances.
- Understand technical elements within the dance arts performance sector.
- Illustrate knowledge of staging culture, language, roles and terminology.

When RESPONDING, students will know and be able to:

- Recognize genre specific movement vocabulary and patterns in relation to dance.
- Describe existing movement patterns using genre specific language.
- Interpret artistic intent of dance based on choreographic devices and structure patterns.
- Distinguish the dynamics of dance elements and how they create stylistic nuances within its genre, form or cultural movement practice.
- Interpret artistic intent in relation to the usage of dance elements and cultural practices.
- Compare and contrast dance qualities and characteristics and how it conveys artistic meaning.
- Understand that dance can be created to express an idea, emotion or reflect on social/political issues.
- Recognize artistic choices of performers in relation to genre execution of movement and performance qualities to convey meaning.
- Recognize artistic choices of choreographers in relation to genre specific dance vocabulary and elements of dance to convey meaning.
- Describe elements, devices, forms and structures of dance that make performances interesting using genre-specific terminology.
- Explain dance elements, expressions and execution of movements that produce effective performance within cultural movement, styles and genres using descriptive dance language.

When CONNECTING, students will know and be able to:

- Examine movements and how it is used to express artistic intent.
- Describe ideas and feelings evoked by choreography relating it to personal views and experiences.
- Observe original dances relating to global issues.
- Communicate how cultural influences can shape dance-making and appreciation.
- Observe dance and relate the movements to cultural backgrounds, community, and historical time periods.

Evidence of Learning

Assessment

Teacher created assessments

Resources

Core Text:

- McCutchen, B. P. (2006). *Teaching dance as art in education*. (pp.156-168). Champaign, IL: Human Kinetics.

Unit 7: Dance Critiques**Content Area: Dance****Course & Grade Level: Dance I, Grades 9-12****Summary and Rationale**

Analyzing and critiquing work is essential in creating and experiencing art. Learners will watch various professional premiered works to understand multiple customs that define beauty; this is known as dance aesthetics. Students will engage in critiquing and evaluating their peers' work. In order for the students to gain effective communication skills, Liz Lerman's critical methodologies will be implemented. This method proposes ideas in an objective way so that feedback is constructive and informative without bias. Dancers will be responsible for documenting the effects and process of accepting and distributing constructive feedback to enhance one's art work.

In addition, students will act as a dance judge and/or commentator for mainstream performance videos that they have selected online to observe how social and cultural values impact the community and evolution of dance. Students will create criteria, discuss perspectives, and evaluate artistic expression and intent to reinforce aesthetic and critical responses. At the end of this unit, students will be able to critique and respond using dance specific terminology as they are able to absorb and explore suggestions given by members within their dance community.

Recommended Pacing

20 days

New Jersey Student Learning Standards for Visual & Performing Arts**Creating**

CPI #	Cumulative Progress Indicator (CPI)
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.
1.1.12prof.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.
1.1.12prof.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.
1.1.12prof.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.
1.1.12prof.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).

Performing

CPI #	Cumulative Progress Indicator (CPI)
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.
1.1.12prof.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.
1.1.12prof.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).

1.1.12prof.Pr5a	Evaluate and apply healthful strategies (e.g., nutrition, injury prevention and emotional health and overall functioning) and safe body-use practices that are essential for the dancer.
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.
1.1.12prof.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).
1.1.12prof.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.
1.1.12prof.Pr6a	Investigate visualization, motor imagery, and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill
1.1.12prof.Pr6b	Rehearse a dance and apply specific feedback to refine performance accuracy, consistency, and expressiveness. Demonstrate group awareness and develop personal rehearsal strategies
1.1.12prof.Pr6c	Adapt movements to the 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.
1.1.12prof.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.
Responding	
CPI #	Cumulative Progress Indicator (CPI)
1.1.12prof.Re7a	Use genre-specific terminology to analyze recurring patterns of movement and their relationships in dance in context of artistic intent.
1.1.12prof.Re7b	Analyze the use of elements of dance in a variety of genres, styles, or cultural movement practices within its cultural context to communicate intent. Use genre-specific dance terminology to compare and contrast
1.1.12prof.Re8	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.
1.1.12prof.Re9	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.
Connecting	
CPI #	Cumulative Progress Indicator (CPI)
1.1.12prof.Cn10a	Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer impacts personal interpretation. Consider how personal background and experiences influence responses to dance works.
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.

1.1.12.prof.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 which the dances originate.
New Jersey Student Learning Standards for English Language Arts Companion Standards	
Standard: Integration of Knowledge and Ideas	
CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
New Jersey Student Learning Standards for Technology	
CPI #	Cumulative Progress Indicator (CPI)
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
Interdisciplinary Standards (Social Studies)	
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Dance is perceived and analyzed to comprehend its meaning. ● Everyone has a unique perspective influenced by life experiences and background. ● The relationship, tone, and delivery of a critique shared between a view and performer can create a positive or negative esteem. ● Liz Lerman critical methodologies allow healthy practices for receiving and giving feedback as a viewer, choreographer and performer. ● Dance critiques can be given to enhance a performer/choreographer’s skill. ● Choreographers and performers should assess the perspective, importance and effectiveness of critiques given to maintain artistry. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● How is dance understood? ● How does one’s previous experience and background influence the way we view dance? ● Why is it important to be objective when evaluating dance? ● How do I give effective critical feedback pertaining to a performance or performance skill? ● How do I change my movement and uphold authentic artistry? ● Why is it important to assess critiques given? 	
Objectives	
When CREATING, students will know and be able to:	
<ul style="list-style-type: none"> ● Identify movements using the elements of dance. ● Embody dance elements to create artistic responses. ● Assess their strengths and weaknesses of movement qualities during their creative process. ● Develop new movement affinities based on their assessment of dance elements. ● Identify choreographic devices within dance composition. ● Interpret choreographic devices and how it can be used to create meaningful art. 	

- Understand dance structure forms within composition.
- Identify the artistic intent in relation to dance structure.
- Articulate themes presented in other art mediums.
- Evaluate the artistic intent and impact of movement choices based on developed criteria.
- Examine the background context in which notation systems were created.

When PERFORMING, students will know and be able to:

- Compare the impact of ensemble work moving in synchronization and asynchronization.
- Recognize the timbre of different types of instruments.
- Identify syncopation, accents, different tempi, meter, phrases and rhythmic cues.
- Distinguish the dynamics of movement and energy.
- Compare dynamic qualities of movement with the artists' artistic intent.
- Apply healthy learning strategies in daily practices.
- Understand that there are varying levels of energies and approaches for accomplishing movement execution.
- Define various body patterns and how they are used in dance.
- Recognize that all bodies have different ranges of motion, flexibility, and strength.
- Describe the purpose of various conditioning practices and techniques.
- Understand vocabulary and terminology differ across dance styles and studies.
- Define terminology across multiple disciplines of movement.
- Recognize demonstrated movement in relation to its performed style.
- Understand how to approach movement to achieve stylistic nuances within performance through focused practice, breath control, body part initiation and body sequencing.
- Assess how visualization, motor imagery and breath influences the creation and performance of movement.
- Recognize performance energies amongst their peers within the rehearsal process.
- Compare technical performance accuracy within ensemble works.
- Incorporate feedback provided in relation to technical proficiency, performance expressivity, spatial awareness and musicality.
- Utilize technology to document performance progress and corrections.
- Reflect on rehearsal and performance strengths/weaknesses.
- Illustrate knowledge of staging culture, language, roles and terminology.

When RESPONDING, students will know and be able to:

- Recognize genre specific movement vocabulary and patterns in relation to dance.
- Describe existing movement patterns using genre specific language.
- Interpret artistic intent of dance based on choreographic devices and structure patterns.
- Distinguish the dynamics of dance elements and how they create stylistic nuances within its genre, form or cultural movement practice.
- Interpret artistic intent in relation to the usage of dance elements and cultural practices.
- Compare and contrast dance qualities and characteristics and how it conveys artistic meaning.
- Understand that dance can be created to express an idea, emotion or reflect on social/political issues.
- Recognize artistic choices of performers in relation to genre execution of movement and performance qualities to convey meaning.
- Recognize artistic choices of choreographers in relation to genre specific dance vocabulary and elements of dance to convey meaning.
- Describe elements, devices, forms and structures of dance that make performances interesting using genre-specific terminology.
- Explain dance elements, expressions and execution of movements that produce effective performance within cultural movement, styles and genres using descriptive dance language.
- Develop genre-specific artistic criteria in relation to creating/performing dance elements, choreographic structure, and performance execution.

- Examine genre-specific artistic criteria of performances to determine effective performance.

When CONNECTING, students will know and be able to:

- Understand that dance can be abstract and have multiple interpretations based on one's personal background and experience.
- Examine movements and how it is used to express artistic intent.
- Describe ideas and feelings evoked by choreography relating it to personal views and experiences.
- Observe original dances relating to global issues.
- Understand that dance can be created and performed as a means of communication.
- Communicate how cultural influences can shape dance-making and appreciation.
- Observe dance and relate the movements to cultural backgrounds, community, and historical time periods.
- Research how culture, geography, time period, community and other forms of art influence the creation and evolution of dance.

Evidence of Learning

Assessment

Teacher created assessments

Resources

Core Text:

- Ambrosio, Nora. *Learning about dance; dance as an art form and entertainment.* (third edition, pp.153-164) 2003. United States of America: Kendall/Hunt Publishing Company.
- Cerny Minton, Sandra. *Choreography: a basic approach using improvisation.* (p75-100) 1997. United States of America: Human Kinetics
- Lerman, Liz, and John Borstel. *Liz Lerman's Critical Response Process: A Method for Getting Useful Feedback on Anything You Make, from Dance to Dessert.* Liz Lerman Dance Exchange, 2003.
- McCutchen, B. P. (2006). *Teaching dance as art in education.* (p156-168) Champaign, IL: Human Kinetics.
- Scheff, H., Sprague, M., & McGreevy-Nichols, S. (2005). *Experiencing dance: From student to dance artist* (pp.126-146,178-180). Champaign, Illinois: Human Kinetics.
- Sevey Fitt, Sally. (1996) *Dance kinesiology second edition.* United States of America: Schirmer Books

Unit 8: Portfolio/Dance Careers**Content Area: Dance****Course & Grade Level: Dance I, Grades 9-12****Summary and Rationale**

Learners have experienced the roles of a choreographer, performer, and critic throughout the year and will use this knowledge to create their own project through exploring other career and professional avenues within dance and dance education. Following this study, students will enact a performance task as a career professional of their choice for purposes of preserving and advocating the arts. To further the value of their study, the project will include a comparison of personal social and emotional growth, performance ability and understanding of dance and will share their appreciation of art with other community members through a presentation demonstrating their knowledge.

Recommended Pacing

25 days

New Jersey Student Learning Standards for Visual & Performing Arts**Creating**

CPI #	Cumulative Progress Indicator (CPI)
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.

Performing

CPI #	Cumulative Progress Indicator (CPI)
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.
1.1.12prof.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).
1.1.12prof.Pr5a	Evaluate and apply healthful strategies (e.g., nutrition, injury prevention and emotional health and overall functioning) and safe body-use practices that are essential for the dancer.
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.
1.1.12prof.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.
1.1.12prof.Pr6b	Rehearse a dance and apply specific feedback to refine performance accuracy, consistency, and expressiveness. Demonstrate group awareness and develop personal rehearsal strategies
1.1.12prof.Pr6c	Adapt movements to performance area. Demonstrate performance etiquette and performance practices during class, rehearsal and performance. Accept notes from 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.
1.1.12prof.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.

Responding

CPI #	Cumulative Progress Indicator (CPI)
1.1.12prof.Re7a	Use genre-specific terminology to analyze recurring patterns of movement and their relationships in dance in context of artistic intent.
1.1.12prof.Re8	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.
1.1.12prof.Re9	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.
Connecting	
CPI #	Cumulative Progress Indicator (CPI)
1.1.12prof.Cn10a	Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer impacts personal interpretation. Consider how personal background and experiences influence responses to dance works.
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.
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 which the dances originate.
New Jersey Student Learning Standards for English Language Arts Companion Standards	
Standard: Integration of Knowledge and Ideas	
CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.R7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills	
CPI #	Cumulative Progress Indicator (CPI)
CRP2	Apply appropriate academic and technical skills
CRP4	Communicate clearly and effectively and with reason
CRP6	Demonstrate creativity and innovation
New Jersey Student Learning Standards for Technology	
CPI #	Cumulative Progress Indicator (CPI)
8.2	All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge
Interdisciplinary Standards (Social Studies)	
6.1.12.HistoryCA.14.c	Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● Dance empowers people to express and connect through observing and performing. ● Personal interest groups, organizations, and demonstrated movements develop the enhancement and visibility of dance appreciation and education. ● Historians, critics, librarians, directors, choreographic assistants, teachers, and curriculum writers are just some of the field studies that preserve and further educate the public about dance. 	

- Individuals who appreciate art can integrate and raise awareness through career studies and passion projects.

Unit Essential Questions

- Why is it important to advocate for dance?
- How can I advocate for dance/dance education?
- What are the career pathways that I can take relating to the field of dance?
- How can I advocate for dance/dance education through a career?

Objectives

When CREATING, students will know and be able to:

- Assess their strengths and weaknesses of movement qualities during their creative process.

When PERFORMING, students will know and be able to:

- Integrate kin-aesthetic awareness and breath with musical phrasing.
- Compare dynamic qualities of movement with the artists' artistic intent.
- Identify what is healthy eating, emotional health, injury prevention, safe-body practices, and studio management.
- Construct a design for studio management, safe-body practices, healthy eating and emotional health practices.
- Compare the impact of poor decision-making to proper maintenance of healthy body strategies and functioning.
- Apply healthy learning strategies in daily practices.
- Produce performance actions with correct usage of anatomical positioning.
- Understand that vocabulary and terminology differ across dance styles and studies.
- Define terminology across multiple disciplines of movement.
- Compare technical performance accuracy within ensemble works.
- Incorporate feedback provided in relation to technical proficiency, performance expressivity, spatial awareness and musicality.
- Demonstrate the ability to adjust movement according to performance settings.
- Reflect on rehearsal and performance strengths/weaknesses.
- Incorporate dance props and media technologies within performances.
- Understand technical elements within the dance arts performance sector.
- Illustrate knowledge of staging culture, language, roles and terminology.

When RESPONDING, students will know and be able to:

- Describe existing movement patterns using genre specific language.
- Interpret artistic intent of dance based on choreographic devices and structure patterns.
- Understand that dance can be created to express an idea, emotion or reflect on social/political issues.
- Recognize artistic choices of performers in relation to genre execution of movement and performance qualities to convey meaning.
- Recognize artistic choices of choreographers in relation to genre specific dance vocabulary and elements of dance to convey meaning.
- Describe elements, devices, forms and structures of dance that make performances interesting using genre-specific terminology.

When CONNECTING, students will know and be able to:

- Understand that dance can be abstract and have multiple interpretations based on one's personal background and experience.
- Examine movements and how it is used to express artistic intent.
- Describe ideas and feelings evoked by choreography relating it to personal views and experiences.
- Identify global issues that can serve as a topic or theme for creating dance.
- Investigate global issues using inquiry-based learning to further development of understanding.

- Employ a variety of research methods to deepen understanding and perspectives of global issues, including global warming.
- Communicate how cultural influences can shape dance-making and appreciation.

Evidence of Learning

Assessment

Teacher created assessments

Resources

Core Text:

- McCutchen, B. P. (2006). *Teaching dance as art in education*. (p156-168) Champaign, IL: Human Kinetics.
- Scheff, H., Sprague, M., & McGreevy-Nichols, S. (2005). *Experiencing dance: From student to dance artist* (pp.126-146,178-180). Champaign, Illinois: Human Kinetics.
- Sevey Fitt, Sally. (1996) *Dance kinesiology second edition*. United States of America: Schirmer Books