



West Windsor-Plainsboro Regional School District  
Dance II  
Grades 10-12

<b>Unit 1: Dance Fundamentals</b>	
<b>Content Area: Dance</b>	
<b>Course &amp; Grade Level: Dance II, Grades 10-12</b>	
<b>Summary and Rationale</b>	
Learners have viewed dance from a cultural lens as a choreographer, performer and critic. With their previous learned background knowledge, dancers will discuss and analyze dance elements to interpret and perform accurate and qualitative movement. Students will expand on how the components in each element create forms of expression that will enrich their movement vocabulary, language and approach to practicing dance. After compiling their knowledge, thoughts and beliefs, the class will develop criteria for their performance and study practices.	
<b>Recommended Pacing</b>	
10 days	
<b>New Jersey Student Learning Standards for Visual and Performing Arts</b>	
<b>Creating</b>	
CPI #	Cumulative Progress Indicator (CPI)
1.1.12acc.Cr1b	Manipulate movement vocabulary from various dance genres using the elements of dance to create new choreographic works.
1.1.12acc.Cr2a	Work individually and collaboratively to design dance studies that integrate and recombine movement vocabulary, choreographic devices and dance structures drawn from a variety of dance genres. Explain how the dance vocabulary and structures clarify the artistic intent.
<b>Performing</b>	
CPI #	Cumulative Progress Indicator (CPI)
1.1.12acc.Pr5a	Research healthful strategies essential for dancers and modify personal practice based on findings.
1.1.12acc.Pr5d	Develop personal conditioning practices, using different body conditioning techniques, that improves range of motion, muscular flexibility, strength, and endurance to enhance performance.
1.1.12acc.Pr6c	Implement performance strategies to enhance projection. Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, cooperation) and model performance etiquette and performance practices during class, rehearsal and performance. Accept notes from the choreographer and apply corrections to future performances. Document the rehearsal and performance process using dance and production terminology. Analyze and evaluate the success of a performance.
<b>Responding</b>	
CPI #	Cumulative Progress Indicator (CPI)
1.1.12acc.Re7a	Use genre-specific dance terminology to analyze dance works, recurring patterns of movement and their relationships that create structure and meaning in dance
<b>New Jersey Student Learning Standards for English Language Arts Companion Standards</b>	
<b>Standard:</b>	
CPI #	Cumulative Progress Indicator (CPI)
NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
CPI #	Cumulative Progress Indicator (CPI)
9.4.12.Cl.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g.,

	1.1.12prof.CR3a).
<b>New Jersey Student Learning Standards for Computer Science and Design Thinking</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
8.2.12.NT.2	Redesign an existing product to improve form or function.
<b>Interdisciplinary Standards (Science)</b>	
HS-PS4-1	Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers</li> <li>● Dance Elements are interconnected characteristics used to perform and interpret artistic expression.</li> <li>● Western dance are styles that originated in the western hemisphere that are performed for folk, social and entertainment purposes.</li> <li>● Dance serves as a meaning to communicate, worship, celebrate and express ideas.</li> <li>● Folk dance reflects the life and practices of the people in a certain country or region</li> <li>● Maintain focus, positioning, inquiry, repetition, preparation, self-reflection, and healthy comparison.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● What influences choice-making in creating choreography?</li> <li>● What do we already know or recall about B.E.A.S.T.?</li> <li>● What is Western Dance?</li> <li>● How do the dances studied differentiate from what we know about Western Dance?</li> <li>● What do we know about the folk dances studied?</li> <li>● What are the best practices to implement for productive learning?</li> </ul>	
<b>Objectives</b>	
<p><b>When CREATING, we are learning to/that:</b></p> <ul style="list-style-type: none"> <li>● Explain the functions and elements of dance.</li> <li>● Identify movement from various dance genres for choreographic purposes.</li> <li>● Distinguish the commonalities and differences of movement objectives/aesthetics throughout dance genres.</li> </ul> <p><b>When PERFORMING, we are learning to/that:</b></p> <ul style="list-style-type: none"> <li>● Identify best practices for injury prevention and studio management.</li> <li>● Construct a design for studio management, safe-body practices, healthy eating and emotional health practices.</li> <li>● Compare the impact of poor decision-making to proper maintenance of healthy body strategies and functioning.</li> <li>● Apply healthy learning strategies in daily practices.</li> <li>● Manipulate movement based on range, strength, flexibility and endurance.</li> <li>● Understand the sequencing of conditioning practices for successful warm-ups.</li> <li>● Implement the culture of rehearsal and performance practices.</li> </ul> <p><b>When RESPONDING, we are learning to/that:</b></p> <ul style="list-style-type: none"> <li>● Cite genre specific terminology, laban actions and body patterns in dance works.</li> </ul>	
<b>Evidence of Learning</b>	
<input checked="" type="checkbox"/> Formative Assessment	
<input checked="" type="checkbox"/> Summative Assessment	
<input checked="" type="checkbox"/> Alternative Assessment	
<input checked="" type="checkbox"/> Benchmark	

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and performance tasks. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. Accommodations

**Resources**

**Core Text:**

There is no textbook for this course, teachers use a variety of printed and digital resources.

**Unit 2: Dance Technique: Elements & Terminology****Content Area: Dance****Course & Grade Level: Dance II, Grades 10-12****Summary and Rationale**

The focus of this unit is to elevate the mind-body connection in order to learn how to properly maintain, facilitate, and understand their body as an instrument. Through studying body anatomy, the dancers will be able to produce safe, accurate and skillful performance practices and will also gain kinesthetic awareness. Students will engage in Western Dance studies that focus on alignment and utilize French terminology to communicate performance expectations. Learners will then create and perform small movement sequences to enhance their artistic expression and demonstrate their artistry.

**Recommended Pacing**

35 days

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

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.1.12acc.Cr1b	Manipulate movement vocabulary from various dance genres using the elements of dance to create new choreographic works.
1.1.12acc.Cr2a	Work individually and collaboratively to design dance studies that integrate and recombine movement vocabulary, choreographic devices and dance structures drawn from a variety of dance genres. Explain how the dance vocabulary and structures clarify the artistic intent.
1.1.12acc.Cr2b	Develop an artistic statement that reflects a personal aesthetic for an original dance study or dance. Select and demonstrate movements that support the artistic statement.
1.1.12acc.Cr3a	Clarify the artistic intent of a dance using established artistic criteria, self reflection and the feedback of others. Analyze and evaluate the impact of choices made in the revision process. Justify the reasons for revisions.
1.1.12acc.Cr3b	Develop a strategy to record a dance using recognized systems of dance documentation (e.g., writing, a form of notation symbols, or using media technologies).

**Performing**

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.1.12acc.Pr4a	Expand partner and ensemble skills. Execute floor and air pathways while maintaining relationships with spatial focus and intentionality. Dance alone and with others with spatial intention.
1.1.12acc.Pr4b	Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing.
1.1.12acc.Pr4c	Perform planned and improvised movement sequences and dance combinations while self-monitoring and adjusting dynamics and energy to the choreographic intent.
1.1.12acc.Pr5a	Research healthful strategies essential for dancers and modify personal practice based on findings.
1.1.12acc.Pr5b	Investigate how kinesthetic principles and various body systems relate to the dancing body. Examine how the muscles and bones animate the dancer's moving structure.
1.1.12acc.Pr5c	Maintain optimal alignment and adjust the placement shifting energy of the body while traveling through space preceding and following jumps.
1.1.12acc.Pr5d	Develop personal conditioning practices, using different body conditioning techniques, that improves range of motion, muscular flexibility, strength, and endurance to enhance performance.

1.1.12acc.Pr5e	Execute clarity of movement intention during complex movement sequences. Use style/genre specific vocabulary and execute codified movements with style/genre specific alignment and characteristics, through focused practice and repetition.
1.1.12acc.Pr6a	Embody the use of the senses and create imagery to envision a particular outcome, projecting and completing movements to enhance dance performance.
1.1.12acc.Pr6b	Apply rehearsal strategies to refine ensemble skills, performance accuracy, consistency, and expressiveness. Develop personal rehearsal strategies to enhance artistry and achieve performance goals.
1.1.12acc.Pr6c	Implement performance strategies to enhance projection. Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, cooperation) and model performance etiquette and performance practices during class, rehearsal and performance. Accept notes from the choreographer and apply corrections to future performances. Document the rehearsal and performance process using dance and production terminology. Analyze and evaluate the success of a performance.
<b>Responding</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.1.12acc.Re7a	Use genre-specific dance terminology to analyze dance works, recurring patterns of movement and their relationships that create structure and meaning in dance
1.1.12acc.Re7b	Analyze and compare the movement patterns and their relationships in a variety of genres, styles, or cultural movement practices and explain how their differences impact communication and intent within a cultural context. Use genre-specific dance terminology.
1.1.12acc.Re8a	Analyze and discuss how the elements of dance, execution of dance movements, and context contribute to artistic expression in a variety of genres, styles, or cultural movement practices using genre specific terminology.
1.1.12acc.Re9a	Differentiate artistic criteria to determine what makes an effective performance and justify the point of view. Consider content, context, genre, style, and /or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology
<b>Connecting</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.1.12acc.Cn10a	Evaluate personal choreography and how personal experiences and exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to dance works.
1.1.12acc.Cn10b	Collaboratively investigate global issues, including climate change, to inform the development of an original dance project. Evaluate and present ways in which critical concepts are communicated metaphorically through dance.
1.1.12acc.Cn11a	Analyze how the role of dance in a global society has influenced various cultures, societies, historical periods throughout history. Examine how innovations in the arts have impacted dance-making in these communities in relation to the ideas and perspectives of the people from which the dances originate.
<b>New Jersey Student Learning Standards for English Language Arts Companion Standards</b>	
<b>Standard:</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>

9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
<b>New Jersey Student Learning Standards for Computer Science and Design Thinking</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
8.2.12.NT.2	Redesign an existing product to improve form or function.
<b>Interdisciplinary Standards (Science)</b>	
HS-PS4-1	Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Choreographers analyze, evaluate, refine, and document their work to communicate meaning.</li> <li>● The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.</li> <li>● Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.</li> <li>● The level of focus, attention to detail, mind-body connection, and risk differentiates amateur from professional learners.</li> <li>● A professional receives payment for their artistry and performance whereas an amateur may receive credentials, barter, or perform pro bono.</li> <li>● A professional artist has extensive educational background, application of theory and contributions to the work field.</li> <li>● A technician studies technical principles whereas an artist considers technical principles along with artistic statements and perspectives.</li> <li>● A technician concerns themselves with absolutes and replication while a performer incorporates those elements to add nuance, flair to prompt a response.</li> <li>● Body mechanics have set rules that produce specified movement terminology and accuracy based on stylized genres.</li> <li>● The application of alignment principles are integrated with a varied degree of stylistic preferences.</li> <li>● Consideration of space, time, energy, body awareness and self-awareness throughout learning constitutes safe performance practices.</li> <li>● The practice of healthy eating habits, thoughts, and body awareness reduces diseases, injuries and pain.</li> <li>● Incorporating Alexander Technique, a somatic method, enables the dancer to recognize habits that interfere with ease of movement and balanced alignment.</li> <li>● Kinaesthetic awareness is the ability to embody and/or sense the beauty or discord within movement for accuracy without the assistance of a mirror.</li> <li>● The embodiment of visual imagery assists in interpreting technical corrections, choreographers' visions, and improvisational skills used in rehearsal.</li> <li>● There are 206 bones in the body that are grouped by shapes and sizes.</li> <li>● Technique can be measured utilizing software applications, video, and voice recording.</li> <li>● Dance can be assessed by comparing performances to software data and/or previous recordings.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?</li> <li>● How is the body used as an instrument for technical and artistic expression?</li> <li>● What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance?</li> <li>● What constitutes the difference between amateur and professional learner?</li> <li>● What constitutes the difference between amateur and professional performer?</li> </ul>	

- What defines a professional artist?
- What differentiates a technician from an artist?
- What is the difference between a technician and a performer?
- How do we measure good technique?
- How is technique integrated across various dance genres?
- What constitutes safe performance practices?
- How do we increase longevity by applying safe performance practices?
- How do our physical habits and performance efforts affect our dance practice?
- What is kinaesthetic awareness?
- How can I use kinaesthetic awareness to inform my rehearsal process?
- What bones comprise the skeletal system?
- How can I use technology to advance my technique?
- How can I use technology/Spotlight to advance & measure my improvement?

### **Objectives**

#### **When CREATING, we are learning to/that:**

- Identify movement from various dance genres for choreographic purposes.
- Understand principles of movement functionality across genres.
- Distinguish the commonalities and differences of movement objectives/aesthetics throughout dance genres.
- Incorporate movement principles across genres within a dance structure.
- Recognize movement affinities that define personal artistic style.
- Classify criteria that encompass personal aesthetics for viewing and embodying dance.
- Articulate constructive and critical feedback with supportive evidence of choreographer(s) ideas and movement choices.
- Assess movement choices based on the artistic criteria for creating and performing.
- Revise dance practices based on feedback on artistic criteria, self-reflection, and feedback of others.
- Assess the multiple systems available for scribing and documenting dance accuracy.
- Understand the language(s) for writing and documenting dance.
- Articulate vocabulary and terminology using recognized systems and documentation.

#### **When PERFORMING, we are learning to/that:**

- Exercise kinesthetic awareness through improvised and structural movement sentences.
- Demonstrate ability to move as an ensemble utilizing space, time and energy.
- Explore kinaesthetic awareness through movement sequences.
- Apply breathing patterns and breath within sequential performance skills.
- Recognize 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.
- Recall planned sequences of movement choreography for performance.
- Apply healthy learning strategies in daily practices.
- Identify common unhealthy habits within dance practice.
- Correlate unhealthy habits to dance performance.
- Examine credible current studies, statistics and findings relating to dance health concerns.
- Devise a plan incorporating findings from health research.
- State the terminology and landmarks of the skeletal structural system.
- Locate the bones associated with movement function.
- Understand the principles of body alignment.
- Integrate alignment within small movement phrases.
- Analyze how applied efforts/energies affect the placement and alignment of a dancer.



- Comprehend that various movement exercises require varying principles of alignment.
- Present organized and aligned movement in stationary and locomotor dance sequences.
- Apply energy to enhance locomotor abilities and performance.
- Manipulate movement based on range, strength, flexibility and endurance.
- Understand the sequencing of conditioning practices for successful warm-ups.
- Express 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 stylized genre and codified movement.
- Understand vocabulary and terminology in relation to dance genre.
- Communicate terminology across multiple disciplines of movement.
- Perform demonstrated movement in relation to its performance style with clarity.
- Analyze the initiation of movement and details within a complex sequence.
- Interpret stimulus based on usage of senses for movement creation.
- Analyze sensory responses produced by artistic stimulus to enhance dance performance.
- Recognize inconsistencies amongst ensemble performance accuracy and expressiveness.
- Compare technical performance accuracy with performance criteria for ensemble work .
- Incorporate feedback provided in relation to technical proficiency, performance expressivity, spatial awareness and musicality.
- Implement the culture of rehearsal and performance practices.
- Consider corrections and feedback delivered from previous class notes.
- Practice corrections and feedback through self-practice throughout the rehearsal process.
- Develop initiatives and etiquette for small group practice using dance and production terminology.
- Utilize technology and dance documentation to record performance progress and corrections.
- Reflect on rehearsal and performance strengths/weaknesses.

**When RESPONDING, we are learning to/that:**

- Cite genre specific terminology, laban actions and body patterns in dance works.
- Describe existing movement patterns using dance terminology and the elements of dance.
- Distinguish the dynamics of dance elements and how they create stylistic nuances within its genre, form or cultural movement practice.
- Observe body mechanics developed from various cultural backgrounds.
- Express elements, devices, forms and structures of dance that make performances interesting using genre-specific terminology.
- Explain how dance elements, expressions and execution of movements 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, we are learning to/that:**

- Explore various cultural experiences through dance and social interactions.
- Explain how dance informs social, global and cultural practices.
- Explore various innovations in the arts and how it influences evolution.
- Recognize originality and the contributions made to dance forms.

**Evidence of Learning**

- Formative Assessment
- Summative Assessment
- Alternative Assessment
- Benchmark

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and performance tasks. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. Accommodations

**Resources**

**Core Text:**

There is no textbook for this course, teachers use a variety of printed and digital resources.

### Unit 3: Artistic Statements & Choreography

**Content Area: Dance**

**Course & Grade Level: Dance II, Grades 10-12**

#### Summary and Rationale

While continuing the practice of performance execution through alignment, dancers will begin producing their own artistic statements based on personal experiences and meanings of dance by creating choreography. To develop their artistic voice, dance elements and dance structures will be explored. The choreographic process will undergo multiple phases of critical feedback to measure the effectiveness of their movement as it relates to their artistic vision.

#### Recommended Pacing

25 days

#### New Jersey Student Learning Standards for Visual and Performing Arts

##### Creating

CPI #	Cumulative Progress Indicator (CPI)
1.1.12acc.Cr1a	Synthesize content generated from stimulus materials to choreograph dance studies or dances using original or codified movement.
1.1.12acc.Cr1b	Manipulate movement vocabulary from various dance genres using the elements of dance to create new choreographic works.
1.1.12acc.Cr2a	Work individually and collaboratively to design dance studies that integrate and recombine movement vocabulary, choreographic devices and dance structures drawn from a variety of dance genres. Explain how the dance vocabulary and structures clarify the artistic intent.
1.1.12acc.Cr2b	Develop an artistic statement that reflects a personal aesthetic for an original dance study or dance. Select and demonstrate movements that support the artistic statement.
1.1.12acc.Cr3a	Clarify the artistic intent of a dance using established artistic criteria, self reflection and the feedback of others. Analyze and evaluate the impact of choices made in the revision process. Justify the reasons for revisions.
1.1.12acc.Cr3b	Develop a strategy to record a dance using recognized systems of dance documentation (e.g., writing, a form of notation symbols, or using media technologies).

##### Performing

CPI #	Cumulative Progress Indicator (CPI)
1.1.12acc.Pr4a	Expand partner and ensemble skills. Execute floor and air pathways while maintaining relationships with spatial focus and intentionality. Dance alone and with others with spatial intention.
1.1.12acc.Pr4b	Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing.
1.1.12acc.Pr4c	Perform planned and improvised movement sequences and dance combinations while self-monitoring and adjusting dynamics and energy to the choreographic intent.
1.1.12acc.Pr5a	Research healthful strategies essential for dancers and modify personal practice based on findings.
1.1.12acc.Pr5b	Investigate how kinesthetic principles and various body systems relate to the dancing body. Examine how the muscles and bones animate the dancer's moving structure.
1.1.12acc.Pr5c	Maintain optimal alignment and adjust the placement shifting energy of the body while traveling through space preceding and following jumps.
1.1.12acc.Pr5d	Develop personal conditioning practices, using different body conditioning techniques, that improves range of motion, muscular flexibility, strength, and endurance to enhance performance.

1.1.12acc.Pr5e	Execute clarity of movement intention during complex movement sequences. Use style/genre specific vocabulary and execute codified movements with style/genre specific alignment and characteristics, through focused practice and repetition.
1.1.12acc.Pr6a	Embody the use of the senses and create imagery to envision a particular outcome, projecting and completing movements to enhance dance performance.
1.1.12acc.Pr6b	Apply rehearsal strategies to refine ensemble skills, performance accuracy, consistency, and expressiveness. Develop personal rehearsal strategies to enhance artistry and achieve performance goals.
1.1.12acc.Pr6c	Implement performance strategies to enhance projection. Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, cooperation) and model performance etiquette and performance practices during class, rehearsal and performance. Accept notes from the choreographer and apply corrections to future performances. Document the rehearsal and performance process using dance and production terminology. Analyze and evaluate the success of a performance.
1.1.12acc.Pr6d	Select and organize alone and with others, technical and production elements necessary to fulfill the artistic intent of dance works in alternative performance venues.
<b>Responding</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.1.12acc.Re7a	Use genre-specific dance terminology to analyze dance works, recurring patterns of movement and their relationships that create structure and meaning in dance
1.1.12acc.Re7b	Analyze and compare the movement patterns and their relationships in a variety of genres, styles, or cultural movement practices and explain how their differences impact communication and intent within a cultural context. Use genre-specific dance terminology.
1.1.12acc.Re8a	Analyze and discuss how the elements of dance, execution of dance movements, and context contribute to artistic expression in a variety of genres, styles, or cultural movement practices using genre specific terminology.
1.1.12acc.Re9a	Differentiate artistic criteria to determine what makes an effective performance and justify the point of view. Consider content, context, genre, style, and /or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology
<b>Connecting</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.1.12acc.Cn10a	Evaluate personal choreography and how personal experiences and exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to dance works.
1.1.12acc.Cn11a	Analyze how the role of dance in a global society has influenced various cultures, societies, historical periods throughout history. Examine how innovations in the arts have impacted dance-making in these communities in relation to the ideas and perspectives of the people from which the dances originate.
<b>New Jersey Student Learning Standards for English Language Arts Companion Standards</b>	
<b>Standard:</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
9.4.12.Cl.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g.,

	1.1.12prof.CR3a).
<b>New Jersey Student Learning Standards for Computer Science and Design Thinking</b>	
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8.2.12.NT.2	Redesign an existing product to improve form or function.
<b>Interdisciplinary Standards (Science)</b>	
HS-PS4-1	Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.</li> <li>● Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.</li> <li>● Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, and context.</li> <li>● As dance is experienced, all personal experiences , knowledge, and contexts are integrated and synthesized to interpret meaning.</li> <li>● Dancers consider proper warm-up, stretching and conditioning to maintain safe body alignment.</li> <li>● Wise dancers acknowledge injuries, advocate for safety and manipulate movement to minimize further damage and maximize recovery.</li> <li>● An excess of effort can cause tension, stress, faulty technique, and performance anxiety.</li> <li>● Implementation of rehabilitation measures/medical advice can reduce diseases, injuries and pain.</li> <li>● The execution of efforts in movement is dependent upon performance venue and media used.</li> <li>● Choreographers consider range of motion, strength, endurance, experience level, and formations for designing composition.</li> <li>● Choreography that is safe and aesthetically pleasing can be achieved through creating movement structures utilizing the (s.m.a.r.t.) goals system to challenge and highlight abilities.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● What influences choice-making in creating choreography?</li> <li>● What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance?</li> <li>● How is dance interpreted?</li> <li>● How does dance deepen our understanding of ourselves, other knowledge, and events around us?</li> <li>● What principles must I implement to achieve safe body alignment?</li> <li>● How do I adapt my learning &amp; performance based on performance injuries?</li> <li>● How does applied effort affect the overall health of my muscular &amp; skeletal systems?</li> <li>● How does injury affect longevity of performance and overall physical well-being?</li> <li>● How do efforts of performance differentiate across both live &amp; recorded performances?</li> <li>● How do choreographers create &amp; conceptualize performance based on performers technical ability?</li> <li>● How do choreographers produce technically rigorous choreography that is safe &amp; aesthetically pleasing?</li> </ul>	
<b>Objectives</b>	
<b>When CREATING, we are learning to/that:</b>	
<ul style="list-style-type: none"> <li>● Embody the effort qualities that reflect the interpretation of the stimulus.</li> <li>● Interpret music, sound, literature and other stimulus for designing recorded &amp; staged performances.</li> <li>● Embody dance elements from various genres to create artistic responses.</li> <li>● Understand principles of movement functionality across genres.</li> <li>● Articulate personal artistic intent in relation to devised performance.</li> <li>● Justify artistic ideas for dance composition structure and movement vocabulary.</li> </ul>	

- Recognize movement affinities that define personal artistic style.
- Classify criteria that encompass personal aesthetics for viewing and embodying dance.
- Define artistic statement and its purpose for creating choreography.
- Explain artistic beliefs that influence and inform personal creative choices.
- Articulate constructive and critical feedback with supportive evidence of choreographer(s) ideas and movement choices.
- Assess movement choices based on the artistic criteria for creating and performing.
- Revise dance practices based on feedback on artistic criteria, self-reflection, and feedback of others.
- Assess the multiple systems available for scribing and documenting dance accuracy.
- Understand the language(s) for writing and documenting dance.
- Articulate vocabulary and terminology using recognized systems and documentation.

**When PERFORMING, we are learning to/that:**

- Exercise kinesthetic awareness through improvised and structural movement sentences.
- Understand how to project movements in relation to performance staging.
- Demonstrate ability to move as an ensemble utilizing space, time and energy.
- Explore kinaesthetic awareness through movement sequences.
- Apply breathing patterns and breath within sequential performance skills.
- Recognize 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.
- Recall planned sequences of movement choreography for performance.
- Embody movement actions in relation to choreographer's intent.
- Reflect on the dynamics of movement energy corresponding to choreographer's artistic vision.
- Apply movement energies within devised and/or improvised movement.
- Apply healthy learning strategies in daily practices.
- Identify common unhealthy habits within dance practice.
- Correlate unhealthy habits to dance performance.
- Understand muscular functions for executing movement.
- Summarize how applied energy and muscular functions influence the animation of dancer's movement.
- Apply energies to animate movement for dance performances.
- Understand the principles of body alignment.
- Integrate alignment within small movement phrases.
- Analyze how applied efforts/energies affect the placement and alignment of a dancer.
- Comprehend that various movement exercises require varying principles of alignment.
- Manipulate movement based on range, strength, flexibility and endurance.
- Understand the sequencing of conditioning practices for successful warm-ups.
- Show range of motor and locomotor performance actions that exist within the stylized genre and codified movement.
- Understand vocabulary and terminology in relation to dance genre.
- Communicate terminology across multiple disciplines of movement.
- Perform demonstrated movement in relation to its performance style with clarity.
- Analyze the initiation of movement and details within a complex sequence.
- Compare technical performance accuracy with performance criteria for ensemble work .
- Incorporate feedback provided in relation to technical proficiency, performance expressivity, spatial awareness and musicality.
- Identify rehearsal methods for learning and practicing.
- Outline performance goals for determining pathways to achieve success.
- Apply skills within performance practice based on criteria and corrections.
- Consider corrections and feedback delivered from previous class notes.

- Practice corrections and feedback through self-practice throughout the rehearsal process.
- Develop initiatives and etiquette for small group practice using dance and production terminology.
- Utilize technology and dance documentation to record performance progress and corrections.
- Reflect on rehearsal and performance strengths/weaknesses.
- Incorporate dance props, costuming, lighting and media technologies within performances.
- Analyze technical elements to creatively fulfill the artistic intent of dance work.
- Translate knowledge of staging culture, roles and terminology to other performance spaces and environments.

**When RESPONDING, we are learning to/that:**

- Cite genre specific terminology, laban actions and body patterns in dance works.
- Describe existing movement patterns using dance terminology and the elements of dance.
- 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.
- Observe body mechanics developed from various cultural backgrounds.
- Unpack the historical and/or current cultural implications of movement and how it may convey meaning to audience members of various backgrounds.
- Associate how cultural history and practices inform the process of creation.
- Understand the structures and dance devices used for creating choreography.
- Interpret context such as lighting, costuming, staging, time and environment.
- Explain how artistic choices of movement, context and dance elements affect the decision-making for designing movement.
- Recognize artistic choices of choreographers genre specific dance vocabulary and elements of dance to convey meaning.
- Express elements, devices, forms and structures of dance that make performances interesting using genre-specific terminology.
- Explain how dance elements, expressions and execution of movements 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, we are learning to/that:**

- Develop language to effectively communicate their personal experience.
- Explore various cultural experiences through dance and social interactions.
- Correlate personal connections to various cultures, emotions, intellectual, and kinesthetic responses.
- Reflect on personal choreography and how it corresponds to various cultures, emotions, intellectual, and kinesthetic responses.
- Explain how dance informs social, global and cultural practices.
- Explore various innovations in the arts and how it influences evolution.
- Recognize originality and the contributions made to dance forms.
- Analyze the authenticity of innovation to the original intended purpose of dance-making.

**Evidence of Learning**

- Formative Assessment
- Summative Assessment
- Alternative Assessment
- Benchmark

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and performance tasks. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. [Accommodations](#)

**Resources**

**Core Text:**

There is no textbook for this course, teachers use a variety of printed and digital resources.



## Unit 4: Dance Performance Technique & Repertoire

**Content Area: Dance**

**Course & Grade Level: Dance II, Grades 10-12**

### Summary and Rationale

The foundation of dance performance and technique in which students developed will be further expanded upon by introducing rich and new movement studies of various guest artists of different backgrounds and practice. This experience will add more movement vocabulary, qualities and approaches for studying and producing dance while challenging their ability to refine movement. Learners will be required to quickly apply critical feedback regarding alignment for better practice while showcasing their movement personality for audition purposes.

### Recommended Pacing

20 days

### New Jersey Student Learning Standards for Visual and Performing Arts

#### Creating

CPI #	Cumulative Progress Indicator (CPI)
1.1.12acc.Cr1a	Synthesize content generated from stimulus materials to choreograph dance studies or dances using original or codified movement.
1.1.12acc.Cr1b	Manipulate movement vocabulary from various dance genres using the elements of dance to create new choreographic works.
1.1.12acc.Cr2b	Develop an artistic statement that reflects a personal aesthetic for an original dance study or dance. Select and demonstrate movements that support the artistic statement.
1.1.12acc.Cr3a	Clarify the artistic intent of a dance using established artistic criteria, self reflection and the feedback of others. Analyze and evaluate the impact of choices made in the revision process. Justify the reasons for revisions.
1.1.12acc.Cr3b	Develop a strategy to record a dance using recognized systems of dance documentation (e.g., writing, a form of notation symbols, or using media technologies).

#### Performing

CPI #	Cumulative Progress Indicator (CPI)
1.1.12acc.Pr4a	Expand partner and ensemble skills. Execute floor and air pathways while maintaining relationships with spatial focus and intentionality. Dance alone and with others with spatial intention.
1.1.12acc.Pr4b	Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing.
1.1.12acc.Pr4c	Perform planned and improvised movement sequences and dance combinations while self-monitoring and adjusting dynamics and energy to the choreographic intent.
1.1.12acc.Pr5a	Research healthful strategies essential for dancers and modify personal practice based on findings.
1.1.12acc.Pr5b	Investigate how kinesthetic principles and various body systems relate to the dancing body. Examine how the muscles and bones animate the dancer's moving structure.
1.1.12acc.Pr5c	Maintain optimal alignment and adjust the placement shifting energy of the body while traveling through space preceding and following jumps.
1.1.12acc.Pr5d	Develop personal conditioning practices, using different body conditioning techniques, that improves range of motion, muscular flexibility, strength, and endurance to enhance performance.
1.1.12acc.Pr5e	Execute clarity of movement intention during complex movement sequences. Use style/genre specific vocabulary and execute codified movements with style/genre specific alignment and characteristics, through focused practice and repetition.

1.1.12acc.Pr6a	Embody the use of the senses and create imagery to envision a particular outcome, projecting and completing movements to enhance dance performance.
1.1.12acc.Pr6b	Apply rehearsal strategies to refine ensemble skills, performance accuracy, consistency, and expressiveness. Develop personal rehearsal strategies to enhance artistry and achieve performance goals.
1.1.12acc.Pr6c	Implement performance strategies to enhance projection. Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, cooperation) and model performance etiquette and performance practices during class, rehearsal and performance. Accept notes from the choreographer and apply corrections to future performances. Document the rehearsal and performance process using dance and production terminology. Analyze and evaluate the success of a performance.
1.1.12acc.Pr6d	Select and organize alone and with others, technical and production elements necessary to fulfill the artistic intent of dance works in alternative performance venues.
<b>Responding</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.1.12acc.Re7a	Use genre-specific dance terminology to analyze dance works, recurring patterns of movement and their relationships that create structure and meaning in dance
1.1.12acc.Re7b	Analyze and compare the movement patterns and their relationships in a variety of genres, styles, or cultural movement practices and explain how their differences impact communication and intent within a cultural context. Use genre-specific dance terminology.
1.1.12acc.Re8a	Analyze and discuss how the elements of dance, execution of dance movements, and context contribute to artistic expression in a variety of genres, styles, or cultural movement practices using genre specific terminology.
1.1.12acc.Re9a	Differentiate artistic criteria to determine what makes an effective performance and justify the point of view. Consider content, context, genre, style, and /or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology
<b>Connecting</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.1.12acc.Cn10a	Evaluate personal choreography and how personal experiences and exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to dance works.
1.1.12acc.Cn11a	Analyze how the role of dance in a global society has influenced various cultures, societies, historical periods throughout history. Examine how innovations in the arts have impacted dance-making in these communities in relation to the ideas and perspectives of the people from which the dances originate.
<b>New Jersey Student Learning Standards for English Language Arts Companion Standards</b>	
<b>Standard:</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
9.4.12.Cl.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
<b>New Jersey Student Learning Standards for Computer Science and Design Thinking</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>

8.2.12.NT.2	Redesign an existing product to improve form or function.
<b>Interdisciplinary Standards (Science)</b>	
HS-PS4-1	Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Choreographers analyze, evaluate, refine, and document their work to communicate meaning.</li> <li>● Space, time and energy are basic elements of dance.</li> <li>● The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions</li> <li>● Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.</li> <li>● Informed dancers understand body mechanics, alignment and approaches to movement for proficient performance demonstration.</li> <li>● Knowledge of movement emphasis and quality informs movers of the appropriate time to breathe throughout performance.</li> <li>● All bodies are different and must require elongation, rotation, and scaling based on ones body structure.</li> <li>● Initiated self practice, repetition, and kinaesthetic awareness provide rich learning experiences for muscle memory.</li> <li>● Dancers should take the initiative to research teaching artists' and choreographers biographies and repertoire prior to taking a class.</li> <li>● Technique is the foundation upon which performance personalities and projection are built.</li> <li>● Athleisure wear is contingent upon performance audition genres and styles.</li> <li>● Backstage, National Dance Education Organization, Dance New Jersey, Open Calls, Casting Networks and Dance organizations provide upcoming artistic opportunities for performance.</li> <li>● A union is an organization of people that is protected by rules regarding pay, work conditions, hours, health insurance, retirement and employability.</li> <li>● Choreographers select dancers whose abilities best fit their artistic vision and needs.</li> <li>● Learners who maintain consistent practice and are flexible, open-minded and directable have higher rates of success.</li> <li>● Traditional signature works have boundaries of artistic freedoms in comparison to new works in progress where nuances can be experienced.</li> <li>● Dancers who are receptive and responsive to instructional stimuli and incorporate a level of vulnerability produce innovative performance skills.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?</li> <li>● How do dancers work with space, time and energy to communicate artistic expression?</li> <li>● How is the body used as an instrument for technical and artistic expression?</li> <li>● What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance?</li> <li>● How can I implement the details &amp; artistic vision of a choreographer/teacher?</li> <li>● How can I use breath to influence my movement?</li> <li>● How can I safely manipulate my form to create various body shapes in choreography?</li> <li>● What techniques can I use to augment my body/muscle memory?</li> <li>● How can I prepare myself for taking classes with multiple teaching artists/choreographers?</li> <li>● How do dancers find the balance between performance &amp; technical skill?</li> <li>● What is appropriate athleisure wear for auditions?</li> </ul>	

- How do I find auditions?
- What is the difference between union & non-union?
- How do choreographers/artists select performing artists?
- How do I maintain good learning skills to positively affect my auditions?
- When should I incorporate my creative stylistic nuances within choreography?
- How do I enhance my improvisational skills?

## **Objectives**

### **When CREATING, we are learning to/that:**

- Analyze stimulus materials to generate ideas for creating movement.
- Embody the effort qualities that reflect the interpretation of the stimulus.
- Interpret music, sound, literature and other stimulus for designing recorded & staged performances.
- Identify movement from various dance genres for choreographic purposes.
- Embody dance elements from various genres to create artistic responses.
- Analyze the movement function in relation to body patterns.
- Embody nuances and styles that reflect artistic statements.
- Assess movement choices based on the artistic criteria for creating and performing.
- Explain movement performance based on developed artistic criteria.
- Understand the language(s) for writing and documenting dance.
- Articulate vocabulary and terminology using recognized systems and documentation.

### **When PERFORMING, we are learning to/that:**

- Exercise kinesthetic awareness through improvised and structural movement sentences.
- Understand how to project movements in relation to performance staging.
- Demonstrate ability to move as an ensemble utilizing space, time and energy.
- Adapt choreography considering ensemble, spatial focus and intentionality.
- Explore kinaesthetic awareness through movement sequences.
- Apply breathing patterns and breath within sequential performance skills.
- Recognize 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.
- Recall planned sequences of movement choreography for performance.
- Embody movement actions in relation to choreographer's intent.
- Reflect on the dynamics of movement energy corresponding to the choreographer's artistic vision.
- Apply movement energies within devised and/or improvised movement.
- Apply healthy learning strategies in daily practices.
- Identify common unhealthy habits within dance practice.
- Correlate unhealthy habits to dance performance.
- Summarize how applied energy and muscular functions influence the animation of dancer's movement.
- Apply energies to animate movement for dance performances.
- Integrate alignment within small movement phrases.
- Analyze how applied efforts/energies affect the placement and alignment of a dancer.
- Comprehend that various movement exercises require varying principles of alignment.
- Present organized and aligned movement in stationary and locomotor dance sequences.
- Apply energy to enhance locomotor abilities and performance.
- Manipulate movement based on range, strength, flexibility and endurance.
- Understand the sequencing of conditioning practices for successful warm-ups.
- Show range of motor and locomotor performance actions that exist within the stylized genre and codified movement.
- Understand vocabulary and terminology in relation to the dance genre.

- Communicate terminology across multiple disciplines of movement.
- Perform demonstrated movement in relation to its performance style with clarity.
- Analyze the initiation of movement and details within a complex sequence.
- Explore movement approaches to achieve stylistic nuances within performance through focused practice, breath control, body part initiation and body sequencing.
- Interpret stimulus based on usage of senses for movement creation.
- Analyze sensory responses produced by artistic stimulus to enhance dance performance.
- Recognize inconsistencies amongst ensemble performance accuracy and expressiveness.
- Compare technical performance accuracy with performance criteria for ensemble work .
- Incorporate feedback provided in relation to technical proficiency, performance expressivity, spatial awareness and musicality.
- Identify rehearsal methods for learning and practicing.
- Outline performance goals for determining pathways to achieve success.
- Apply skills within performance practice based on criteria and corrections.
- Consider corrections and feedback delivered from previous class notes.
- Practice corrections and feedback through self-practice throughout the rehearsal process.
- Develop initiatives and etiquette for small group practice using dance and production terminology.
- Reflect on rehearsal and performance strengths/weaknesses.

**When RESPONDING, we are learning to/that:**

- Cite genre specific terminology, laban actions and body patterns in dance works.
- Describe existing movement patterns using dance terminology and the elements of dance.
- 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.
- Observe body mechanics developed from various cultural backgrounds.
- Unpack the historical and/or current cultural implications of movement and how it may convey meaning to audience members of various backgrounds.
- Recognize artistic choices of choreographers genre specific dance vocabulary and elements of dance to convey meaning.
- Express elements, devices, forms and structures of dance that make performances interesting using genre-specific terminology.
- Explain how dance elements, expressions and execution of movements 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, we are learning to/that:**

- Explore various cultural experiences through dance and social interactions.
- Correlate personal connections to various cultures, emotions, intellectual, and kinesthetic responses.
- Explain how dance informs social, global and cultural practices.
- Explore various innovations in the arts and how it influences evolution.
- Recognize originality and the contributions made to dance forms.
- Analyze the authenticity of innovation to the original intended purpose of dance-making.

**Evidence of Learning**

- Formative Assessment
- Summative Assessment
- Alternative Assessment

Benchmark

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and performance tasks. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. [Accommodations](#)

**Resources**

**Core Text:**

There is no textbook for this course, teachers use a variety of printed and digital resources.

**Unit 5: Staged Performance****Content Area: Dance****Course & Grade Level: Dance II, Grades 10-12****Summary and Rationale**

Dancers will continue their experience learning new dance works but will now look at dance from a perspective of how it serves as entertainment. Students will take a look at staged dance performances and how the role of dance can be performed as a primary and secondary art. Dancers will learn how to adapt their execution using the dance elements to embody and create the expectations of the choreographer's artistic vision. Once their movement study is refined, dancers will practice performing their artistry using technology to capture their performance personalities for their dance reel portfolios.

**Recommended Pacing**

45 days

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

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.1.12acc.Cr1b	Manipulate movement vocabulary from various dance genres using the elements of dance to create new choreographic works.
1.1.12acc.Cr2a	Work individually and collaboratively to design dance studies that integrate and recombine movement vocabulary, choreographic devices and dance structures drawn from a variety of dance genres. Explain how the dance vocabulary and structures clarify the artistic intent.
1.1.12acc.Cr2b	Develop an artistic statement that reflects a personal aesthetic for an original dance study or dance. Select and demonstrate movements that support the artistic statement.
1.1.12acc.Cr3a	Clarify the artistic intent of a dance using established artistic criteria, self reflection and the feedback of others. Analyze and evaluate the impact of choices made in the revision process. Justify the reasons for revisions.
1.1.12acc.Cr3b	Develop a strategy to record a dance using recognized systems of dance documentation (e.g., writing, a form of notation symbols, or using media technologies).

**Performing**

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.1.12acc.Pr4a	Expand partner and ensemble skills. Execute floor and air pathways while maintaining relationships with spatial focus and intentionality. Dance alone and with others with spatial intention.
1.1.12acc.Pr4b	Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing.
1.1.12acc.Pr4c	Perform planned and improvised movement sequences and dance combinations while self-monitoring and adjusting dynamics and energy to the choreographic intent.
1.1.12acc.Pr5a	Research healthful strategies essential for dancers and modify personal practice based on findings.
1.1.12acc.Pr5b	Investigate how kinesthetic principles and various body systems relate to the dancing body. Examine how the muscles and bones animate the dancer's moving structure.
1.1.12acc.Pr5c	Maintain optimal alignment and adjust the placement shifting energy of the body while traveling through space preceding and following jumps.
1.1.12acc.Pr5d	Develop personal conditioning practices, using different body conditioning techniques, that improves range of motion, muscular flexibility, strength, and endurance to enhance performance.

1.1.12acc.Pr5e	Execute clarity of movement intention during complex movement sequences. Use style/genre specific vocabulary and execute codified movements with style/genre specific alignment and characteristics, through focused practice and repetition.
1.1.12acc.Pr6a	Embody the use of the senses and create imagery to envision a particular outcome, projecting and completing movements to enhance dance performance.
1.1.12acc.Pr6b	Apply rehearsal strategies to refine ensemble skills, performance accuracy, consistency, and expressiveness. Develop personal rehearsal strategies to enhance artistry and achieve performance goals.
1.1.12acc.Pr6c	Implement performance strategies to enhance projection. Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, cooperation) and model performance etiquette and performance practices during class, rehearsal and performance. Accept notes from the choreographer and apply corrections to future performances. Document the rehearsal and performance process using dance and production terminology. Analyze and evaluate the success of a performance.
1.1.12acc.Pr6d	Select and organize alone and with others, technical and production elements necessary to fulfill the artistic intent of dance works in alternative performance venues.
<b>Responding</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.1.12acc.Re7a	Use genre-specific dance terminology to analyze dance works, recurring patterns of movement and their relationships that create structure and meaning in dance
1.1.12acc.Re7b	Analyze and compare the movement patterns and their relationships in a variety of genres, styles, or cultural movement practices and explain how their differences impact communication and intent within a cultural context. Use genre-specific dance terminology.
1.1.12acc.Re8a	Analyze and discuss how the elements of dance, execution of dance movements, and context contribute to artistic expression in a variety of genres, styles, or cultural movement practices using genre specific terminology.
1.1.12acc.Re9a	Differentiate artistic criteria to determine what makes an effective performance and justify the point of view. Consider content, context, genre, style, and /or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology
<b>Connecting</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.1.12acc.Cn10a	Evaluate personal choreography and how personal experiences and exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to dance works.
1.1.12acc.Cn11a	Analyze how the role of dance in a global society has influenced various cultures, societies, historical periods throughout history. Examine how innovations in the arts have impacted dance-making in these communities in relation to the ideas and perspectives of the people from which the dances originate.
<b>New Jersey Student Learning Standards for English Language Arts Companion Standards</b>	
<b>Standard:</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
9.4.12.Cl.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g.,



	1.1.12prof.CR3a).
<b>New Jersey Student Learning Standards for Computer Science and Design Thinking</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
8.2.12.NT.2	Redesign an existing product to improve form or function.
<b>Interdisciplinary Standards (Science)</b>	
HS-PS4-1	Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression</li> <li>● Choreographers analyze, evaluate, refine, and document their work to communicate meaning.</li> <li>● Space, time and energy are basic elements of dance.</li> <li>● The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions</li> <li>● What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance?</li> <li>● Performers should inquire on the artistic statement of the guest artist, choreographer and/or company in which the repertoire is set.</li> <li>● Dancers must understand the artistic vision set forth by the choreographer and/director.</li> <li>● Traditional signature works have boundaries of artistic freedoms in comparison to new works in progress where nuances can be experienced.</li> <li>● Artists use social and emotional learning strategies to advocate their learning potential and ideas.</li> <li>● Life-long learners actively use self-reflection, kinaesthetic awareness, questioning and revision tactics, such as self-practice, to remain engaged in the rehearsal process.</li> <li>● Consistent practice in paired and group learning inform movement choices and usage of the space.</li> <li>● Innovative learners rely upon intrapersonal experience to relate and connect with dance composition.</li> <li>● Video documentation and journaling assist with the process of self-reflection and development.</li> <li>● Performers must consider the artistic vision of the producer, stylistic nuances of the performance piece, and audiences.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● Where do choreographers get ideas for dances?</li> <li>● How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?</li> <li>● How do dancers work with space, time and energy to communicate artistic expression?</li> <li>● How is the body used as an instrument for technical and artistic expression?</li> <li>● What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance?</li> <li>● What stylistic nuances are required for the repertoire that is being learned?</li> <li>● What is the artistic vision of the choreography being learned?</li> <li>● When can I introduce my artistry to the artistic intent, and/or message of a dance work?</li> <li>● How do I advocate for self-learning?</li> <li>● How do I avoid boredom during the rehearsal process?</li> <li>● How do I master kinesthetic awareness?</li> <li>● How do I use all of my senses to associate my connection with movement phrases?</li> <li>● How can I measure my technique for long performances?</li> <li>● How do I perform for the camera?</li> </ul>	
<b>Objectives</b>	
<b>When CREATING, we are learning to/that:</b>	

- Identify movement from various dance genres for choreographic purposes.
- Embody dance elements from various genres to create artistic responses.
- Understand principles of movement functionality across genres.
- Distinguish the commonalities and differences of movement objectives/aesthetics throughout dance genres.
- Incorporate movement principles across genres within a dance structure.
- Embody nuances and styles that reflect artistic statements.
- Revise dance practices based on feedback on artistic criteria, self-reflection, and feedback of others.
- Understand the language(s) for writing and documenting dance.
- Articulate vocabulary and terminology using recognized systems and documentation.

**When PERFORMING, we are learning to/that:**

- Exercise kinesthetic awareness through improvised and structural movement sentences.
- Understand how to project movements in relation to performance staging.
- Demonstrate ability to move as an ensemble utilizing space, time and energy.
- Adapt choreography considering ensemble, spatial focus and intentionality.
- Explore kinaesthetic 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.
- Recall planned sequences of movement choreography for performance.
- Embody movement actions in relation to choreographer's intent.
- Reflect on the dynamics of movement energy corresponding to the choreographer's artistic vision.
- Apply movement energies within devised and/or improvised movement.
- Apply healthy learning strategies in daily practices.
- Identify common unhealthy habits within dance practice.
- Correlate unhealthy habits to dance performance.
- Summarize how applied energy and muscular functions influence the animation of a dancer's movement.
- Apply energies to animate movement for dance performances.
- Understand the principles of body alignment.
- Analyze how applied efforts/energies affect the placement and alignment of a dancer.
- Comprehend that various movement exercises require varying principles of alignment.
- Present organized and aligned movement in stationary and locomotor dance sequences.
- Apply energy to enhance locomotor abilities and performance.
- Manipulate movement based on range, strength, flexibility and endurance.
- Show range of motor and locomotor performance actions that exist within the stylized genre and codified movement.
- Understand vocabulary and terminology in relation to the dance genre.
- Communicate terminology across multiple disciplines of movement.
- Perform demonstrated movement in relation to its performance style with clarity.
- Analyze the initiation of movement and details within a complex sequence.
- Explore movement approaches to achieve stylistic nuances within performance through focused practice, breath control, body part initiation and body sequencing.
- Interpret stimulus based on usage of senses for movement creation.
- Analyze sensory responses produced by artistic stimulus to enhance dance performance.
- Recognize inconsistencies amongst ensemble performance accuracy and expressiveness.
- Compare technical performance accuracy with performance criteria for ensemble work .
- Incorporate feedback provided in relation to technical proficiency, performance expressivity, spatial awareness and musicality.

- Identify rehearsal methods for learning and practicing.
- Outline performance goals for determining pathways to achieve success.
- Apply skills within performance practice based on criteria and corrections.
- Consider corrections and feedback delivered from previous class notes.
- Practice corrections and feedback through self-practice throughout the rehearsal process.
- Develop initiatives and etiquette for small group practice using dance and production terminology.
- Reflect on rehearsal and performance strengths/weaknesses.
- Translate knowledge of staging culture, roles and terminology to other performance spaces and environments.

**When RESPONDING, we are learning to/that:**

- Cite genre specific terminology, laban actions and body patterns in dance works.
- Describe existing movement patterns using dance terminology and the elements of dance.
- 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.
- Observe body mechanics developed from various cultural backgrounds.
- Unpack the historical and/or current cultural implications of movement and how it may convey meaning to audience members of various backgrounds.
- Recognize artistic choices of choreographers genre specific dance vocabulary and elements of dance to convey meaning.
- Express elements, devices, forms and structures of dance that make performances interesting using genre-specific terminology.
- Explain how dance elements, expressions and execution of movements 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, we are learning to/that:**

- Explore various cultural experiences through dance and social interactions.
- Correlate personal connections to various cultures, emotions, intellectual, and kinesthetic responses.
- Explain how dance informs social, global and cultural practices.
- Explore various innovations in the arts and how it influences evolution.
- Recognize originality and the contributions made to dance forms.
- Analyze the authenticity of innovation to the original intended purpose of dance-making.

**Evidence of Learning**

- Formative Assessment
- Summative Assessment
- Alternative Assessment
- Benchmark

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and performance tasks. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. [Accommodations](#)

**Resources**

**Core Text:**

There is no textbook for this course, teachers use a variety of printed and digital resources.

**Unit 6: Recorded Dance****Content Area: Dance****Course & Grade Level: Dance II, Grades 10-12****Summary and Rationale**

In the Recorded Dance Unit, we will relate the elements of dance to how it translates via video technology. Dancers will utilize any of their dances learned throughout the year to create their own recorded dance. Students will play with the energy of their movement to convey meaning of their dances as it relates to ads, movies, music videos, games and more. Dancers will also learn aspects of video production, video directing and performance etiquette for being on set.

**Recommended Pacing**

25 days

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

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.1.12acc.Cr1a	Synthesize content generated from stimulus materials to choreograph dance studies or dances using original or codified movement.
1.1.12acc.Cr1b	Manipulate movement vocabulary from various dance genres using the elements of dance to create new choreographic works.
1.1.12acc.Cr2a	Work individually and collaboratively to design dance studies that integrate and recombine movement vocabulary, choreographic devices and dance structures drawn from a variety of dance genres. Explain how the dance vocabulary and structures clarify the artistic intent.
1.1.12acc.Cr2b	Develop an artistic statement that reflects a personal aesthetic for an original dance study or dance. Select and demonstrate movements that support the artistic statement.
1.1.12acc.Cr3a	Clarify the artistic intent of a dance using established artistic criteria, self reflection and the feedback of others. Analyze and evaluate the impact of choices made in the revision process. Justify the reasons for revisions.
1.1.12acc.Cr3b	Develop a strategy to record a dance using recognized systems of dance documentation (e.g., writing, a form of notation symbols, or using media technologies).

**Performing**

<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.1.12acc.Pr4a	Expand partner and ensemble skills. Execute floor and air pathways while maintaining relationships with spatial focus and intentionality. Dance alone and with others with spatial intention.
1.1.12acc.Pr4b	Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing.
1.1.12acc.Pr4c	Perform planned and improvised movement sequences and dance combinations while self-monitoring and adjusting dynamics and energy to the choreographic intent.
1.1.12acc.Pr5a	Research healthful strategies essential for dancers and modify personal practice based on findings.
1.1.12acc.Pr5b	Investigate how kinesthetic principles and various body systems relate to the dancing body. Examine how the muscles and bones animate the dancer's moving structure.
1.1.12acc.Pr5c	Maintain optimal alignment and adjust the placement shifting energy of the body while traveling through space preceding and following jumps.
1.1.12acc.Pr5d	Develop personal conditioning practices, using different body conditioning techniques, that improves range of motion, muscular flexibility, strength, and endurance to enhance performance.

1.1.12acc.Pr5e	Execute clarity of movement intention during complex movement sequences. Use style/genre specific vocabulary and execute codified movements with style/genre specific alignment and characteristics, through focused practice and repetition.
1.1.12acc.Pr6b	Apply rehearsal strategies to refine ensemble skills, performance accuracy, consistency, and expressiveness. Develop personal rehearsal strategies to enhance artistry and achieve performance goals.
1.1.12acc.Pr6c	Implement performance strategies to enhance projection. Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, cooperation) and model performance etiquette and performance practices during class, rehearsal and performance. Accept notes from the choreographer and apply corrections to future performances. Document the rehearsal and performance process using dance and production terminology. Analyze and evaluate the success of a performance.
1.1.12acc.Pr6d	Select and organize alone and with others, technical and production elements necessary to fulfill the artistic intent of dance works in alternative performance venues.
<b>Responding</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.1.12acc.Re7a	Use genre-specific dance terminology to analyze dance works, recurring patterns of movement and their relationships that create structure and meaning in dance
1.1.12acc.Re7b	Analyze and compare the movement patterns and their relationships in a variety of genres, styles, or cultural movement practices and explain how their differences impact communication and intent within a cultural context. Use genre-specific dance terminology.
1.1.12acc.Re8a	Analyze and discuss how the elements of dance, execution of dance movements, and context contribute to artistic expression in a variety of genres, styles, or cultural movement practices using genre specific terminology.
1.1.12acc.Re9a	Differentiate artistic criteria to determine what makes an effective performance and justify the point of view. Consider content, context, genre, style, and /or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology
<b>Connecting</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.1.12acc.Cn10a	Evaluate personal choreography and how personal experiences and exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to dance works.
1.1.12acc.Cn10b	Collaboratively investigate global issues, including climate change, to inform the development of an original dance project. Evaluate and present ways in which critical concepts are communicated metaphorically through dance.
1.1.12acc.Cn11a	Analyze how the role of dance in a global society has influenced various cultures, societies, historical periods throughout history. Examine how innovations in the arts have impacted dance-making in these communities in relation to the ideas and perspectives of the people from which the dances originate.
<b>New Jersey Student Learning Standards for English Language Arts Companion Standards</b>	
<b>Standard:</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>

9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
<b>New Jersey Student Learning Standards for Computer Science and Design Thinking</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
8.2.12.NT.2	Redesign an existing product to improve form or function.
<b>Interdisciplinary Standards (Science)</b>	
HS-PS4-1	Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>● Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.</li> <li>● The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.</li> <li>● Choreographers analyze, evaluate, refine, and document their work to communicate meaning.</li> <li>● Space, time and energy are basic elements of dance.</li> <li>● The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.</li> <li>● Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.</li> <li>● Dance is perceived and analyzed to comprehend its meaning.</li> <li>● Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, and context.</li> <li>● Criteria for evaluating dance vary across genres, styles, and cultures.</li> <li>● How does dance deepen our understanding of ourselves, other knowledge, and events around us?</li> <li>● All bodies are different and need lighting, costuming and makeup that highlight individuality.</li> <li>● When performing for recorded films, dancers should consider the safety of the set, ground conditions, power accessibility, lighting, temperature and privacy of property for dance use.</li> <li>● Dancer visibility and connection, visual editing, sound, angles, focus, and storyline are elements that create successful recording.</li> <li>● Dance reels should encompass strong movement abilities which can be achieved through cropping larger movement phrases.</li> <li>● Performers should include safe performance practices and alignment that coincide with stylistic movement preferences to illustrate their artistry.</li> <li>● Dancers seek multiple avenues of feedback to revise work based upon specific requirements of the industry and/or assignment.</li> <li>● Punctuality, preparedness, proper etiquette, application of direction, communication methods and upholding non-disclosure agreements are appropriate behaviors for being on set.</li> </ul>	
<b>Unit Essential Questions</b>	
<ul style="list-style-type: none"> <li>● Where do choreographers get ideas for dances?</li> <li>● What influences choice-making in creating choreography?</li> <li>● How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?</li> <li>● How do dancers work with space, time and energy to communicate artistic expression?</li> <li>● How is the body used as an instrument for technical and artistic expression?</li> <li>● What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance?</li> <li>● How is a dance understood?</li> </ul>	

- How is dance interpreted?
- What criteria are used to evaluate dance?
- How does dance deepen our understanding of ourselves, other knowledge, and events around us?
- How do I increase my visibility and physical appearance for the camera?
- What environmental elements do I need to consider for recorded performances?
- What elements comprise a successful recording?
- How do I edit to best feature my dance abilities?
- What skills should I implement in my choreography to best represent my artistry?
- How do I assess if I successfully reflected both my ability & artistry in my final dance reel?
- What is appropriate behavior for being on set?

## **Objectives**

### **When CREATING, we are learning to/that:**

- Select stimulus to devise a plan for the choreographic process.
- Analyze stimulus materials to generate ideas for creating movement.
- Examine stimuli to refine choices that best reflect artistic voice.
- Embody the effort qualities that reflect the interpretation of the stimulus.
- Interpret music, sound, literature and other stimulus for designing recorded & staged performances.
- Identify movement from various dance genres for choreographic purposes.
- Embody dance elements from various genres to create artistic responses.
- Incorporate movement principles across genres within a dance structure.
- Articulate personal artistic intent in relation to devised performance.
- Recognize movement affinities that define personal artistic style.
- Classify criteria that encompass personal aesthetics for viewing and embodying dance.
- Explain artistic beliefs that influence and inform personal creative choices.
- Embody nuances and styles that reflect artistic statements.
- Articulate constructive and critical feedback with supportive evidence of choreographer(s) ideas and movement choices.
- Assess movement choices based on the artistic criteria for creating and performing.
- Explain movement performance based on developed artistic criteria.
- Revise dance practices based on feedback on artistic criteria, self-reflection, and feedback of others.
- Explain/Defend movement choices and/or revisions.
- Assess the multiple systems available for scribing and documenting dance accuracy.
- Understand the language(s) for writing and documenting dance.
- Articulate vocabulary and terminology using recognized systems and documentation.

### **When PERFORMING, we are learning to/that:**

- Exercise kinesthetic awareness through improvised and structural movement sentences.
- Understand how to project movements in relation to performance staging.
- Demonstrate ability to move as an ensemble utilizing space, time and energy.
- Adapt choreography considering ensemble, spatial focus and intentionality.
- Explore kinaesthetic 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.
- Recall planned sequences of movement choreography for performance.
- Embody movement actions in relation to choreographer's intent.
- Reflect on the dynamics of movement energy corresponding to the choreographer's artistic vision.
- Apply movement energies within devised and/or improvised movement.

- Correlate unhealthy habits to dance performance.
- Summarize how applied energy and muscular functions influence the animation of a dancer's movement.
- Apply energies to animate movement for dance performances.
- Integrate alignment within small movement phrases.
- Analyze how applied efforts/energies affect the placement and alignment of a dancer.
- Comprehend that various movement exercises require varying principles of alignment.
- Present organized and aligned movement in stationary and locomotor dance sequences.
- Apply energy to enhance locomotor abilities and performance.
- Manipulate movement based on range, strength, flexibility and endurance.
- Show range of motor and locomotor performance actions that exist within the stylized genre and codified movement.
- Understand vocabulary and terminology in relation to the dance genre.
- Communicate terminology across multiple disciplines of movement.
- Perform demonstrated movement in relation to its performance style with clarity.
- Explore movement approaches to achieve stylistic nuances within performance through focused practice, breath control, body part initiation and body sequencing.
- Recognize inconsistencies amongst ensemble performance accuracy and expressiveness.
- Identify rehearsal methods for learning and practicing.
- Outline performance goals for determining pathways to achieve success.
- Apply skills within performance practice based on criteria and corrections.
- Consider corrections and feedback delivered from previous class notes.
- Practice corrections and feedback through self-practice throughout the rehearsal process.
- Utilize technology and dance documentation to record performance progress and corrections.
- Reflect on rehearsal and performance strengths/weaknesses.
- Incorporate dance props, costuming, lighting and media technologies within performances.
- Analyze technical elements to creatively fulfill the artistic intent of dance work.
- Translate knowledge of staging culture, roles and terminology to other performance spaces and environments.

**When RESPONDING, we are learning to/that:**

- Cite genre specific terminology, laban actions and body patterns in dance works.
- Describe existing movement patterns using dance terminology and the elements of dance.
- 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.
- Observe body mechanics developed from various cultural backgrounds.
- Unpack the historical and/or current cultural implications of movement and how it may convey meaning to audience members of various backgrounds.
- Associate how cultural history and practices inform the process of creation.
- Understand the structures and dance devices used for creating choreography.
- Interpret context such as lighting, costuming, staging, time and environment.
- Explain how artistic choices of movement, context and dance elements affect the decision-making for designing movement.
- Recognize artistic choices of choreographers genre specific dance vocabulary and elements of dance to convey meaning.
- Express elements, devices, forms and structures of dance that make performances interesting using genre-specific terminology.
- Explain how dance elements, expressions and execution of movements 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, we are learning to/that:**

- Develop language to effectively communicate their personal experience.
- Correlate personal connections to various cultures, emotions, intellectual, and kinesthetic responses.
- Reflect on personal choreography and how it corresponds to various cultures, emotions, intellectual, and kinesthetic responses.
- Identify global issues using inquiry-based learning to further develop understanding.
- Analyze global issues through research in small groups.
- Compose motifs and small phrases that demonstrate critical concepts of research findings.
- Explain how dance informs social, global and cultural practices.
- Explore various innovations in the arts and how it influences evolution.
- Recognize originality and the contributions made to dance forms.
- Analyze the authenticity of innovation to the original intended purpose of dance-making.

**Evidence of Learning**

Formative Assessment

Summative Assessment

Alternative Assessment

Benchmark

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and performance tasks. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. [Accommodations](#)

**Resources**

**Core Text:**

There is no textbook for this course, teachers use a variety of printed and digital resources.

<b>Unit 7: Portfolio Development</b>	
<b>Content Area: Dance</b>	
<b>Course &amp; Grade Level: Dance II, Grades 10-12</b>	
<b>Summary and Rationale</b>	
The culmination of Dance II studies finalizes students' knowledge and experience through students creating a portfolio. Students will learn video editing techniques and will design a dance film/reel featuring skills they have learned throughout the year to convey their personal experience, knowledge and artistry. Learners will critique, assess, and refine their videos in order to reflect their stylistic nuances, abilities, and versatility of dance performance.	
<b>Recommended Pacing</b>	
20 days	
<b>New Jersey Student Learning Standards for Visual and Performing Arts</b>	
<b>Creating</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.1.12acc.Cr1a	Synthesize content generated from stimulus materials to choreograph dance studies or dances using original or codified movement.
1.1.12acc.Cr1b	Manipulate movement vocabulary from various dance genres using the elements of dance to create new choreographic works.
1.1.12acc.Cr2a	Work individually and collaboratively to design dance studies that integrate and recombine movement vocabulary, choreographic devices and dance structures drawn from a variety of dance genres. Explain how the dance vocabulary and structures clarify the artistic intent.
1.1.12acc.Cr2b	Develop an artistic statement that reflects a personal aesthetic for an original dance study or dance. Select and demonstrate movements that support the artistic statement.
1.1.12acc.Cr3a	Clarify the artistic intent of a dance using established artistic criteria, self reflection and the feedback of others. Analyze and evaluate the impact of choices made in the revision process. Justify the reasons for revisions.
1.1.12acc.Cr3b	Develop a strategy to record a dance using recognized systems of dance documentation (e.g., writing, a form of notation symbols, or using media technologies).
<b>Performing</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.1.12acc.Pr4b	Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing.
1.1.12acc.Pr4c	Perform planned and improvised movement sequences and dance combinations while self-monitoring and adjusting dynamics and energy to the choreographic intent.
1.1.12acc.Pr5e	Execute clarity of movement intention during complex movement sequences. Use style/genre specific vocabulary and execute codified movements with style/genre specific alignment and characteristics, through focused practice and repetition.
1.1.12acc.Pr6a	Embody the use of the senses and create imagery to envision a particular outcome, projecting and completing movements to enhance dance performance.
1.1.12acc.Pr6c	Implement performance strategies to enhance projection. Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, cooperation) and model performance etiquette and performance practices during class, rehearsal and performance. Accept notes from the choreographer and apply corrections to future performances. Document the rehearsal and performance process using dance and production terminology. Analyze and evaluate the success of a performance.

1.1.12acc.Pr6d	Select and organize alone and with others, technical and production elements necessary to fulfill the artistic intent of dance works in alternative performance venues.
<b>Responding</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.1.12acc.Re7a	Use genre-specific dance terminology to analyze dance works, recurring patterns of movement and their relationships that create structure and meaning in dance
1.1.12acc.Re7b	Analyze and compare the movement patterns and their relationships in a variety of genres, styles, or cultural movement practices and explain how their differences impact communication and intent within a cultural context. Use genre-specific dance terminology.
1.1.12acc.Re8a	Analyze and discuss how the elements of dance, execution of dance movements, and context contribute to artistic expression in a variety of genres, styles, or cultural movement practices using genre specific terminology.
1.1.12acc.Re9a	Differentiate artistic criteria to determine what makes an effective performance and justify the point of view. Consider content, context, genre, style, and /or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology
<b>Connecting</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
1.1.12acc.Cn10a	Evaluate personal choreography and how personal experiences and exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to dance works.
1.1.12acc.Cn10b	Collaboratively investigate global issues, including climate change, to inform the development of an original dance project. Evaluate and present ways in which critical concepts are communicated metaphorically through dance.
1.1.12acc.Cn11a	Analyze how the role of dance in a global society has influenced various cultures, societies, historical periods throughout history. Examine how innovations in the arts have impacted dance-making in these communities in relation to the ideas and perspectives of the people from which the dances originate.
<b>New Jersey Student Learning Standards for English Language Arts Companion Standards</b>	
<b>Standard:</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
NJSLSA.W9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>New Jersey Student Learning Standards for Career Readiness, Life Literacies and Key Skills</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
<b>New Jersey Student Learning Standards for Computer Science and Design Thinking</b>	
<b>CPI #</b>	<b>Cumulative Progress Indicator (CPI)</b>
8.2.12.NT.2	Redesign an existing product to improve form or function.
<b>Interdisciplinary Standards (Science)</b>	
HS-PS4-1	Use mathematical representations to support a claim regarding relationships among the frequency, wavelength, and speed of waves traveling in various media.
<b>Instructional Focus</b>	
<b>Unit Enduring Understandings</b>	
<ul style="list-style-type: none"> <li>Choreographers use a variety of sources as inspiration and transform ideas into movement for artistic expression.</li> </ul>	

- 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 create meaning.
- Space, time and energy are basic elements of dance.
- The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.
- Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.
- Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.
- Dance is perceived and analyzed to comprehend its meaning.
- Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, and context.
- As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.
- As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.
- Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts

### **Unit Essential Questions**

- Where do choreographers get ideas for dances?
- What influences choice-making in choreography?
- How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?
- How do dancers work space, time and energy to communicate artistic expression?
- How is the body used as an instrument for technical and artistic expression?
- What must a dancer do to prepare the mind and body for artistic expression?
- How does a dancer heighten artistry in a public performance?
- How is dance understood?
- How is dance interpreted?
- What criteria are used to evaluate dance?
- How does dance deepen our understanding of ourselves, other knowledge, and events around us?
- How does knowing about societal, cultural, historical and community experiences expand dance literacy?

### **Objectives**

#### **When CREATING, we are learning to/that:**

- Identify movement from various dance genres for choreographic purposes.
- Embody dance elements from various genres to create artistic responses.
- Distinguish the commonalities and differences of movement objectives/aesthetics throughout dance genres.
- Incorporate movement principles across genres within a dance structure.
- Articulate personal artistic intent in relation to devised performance.
- Recognize movement affinities that define personal artistic style.
- Classify criteria that encompass personal aesthetics for viewing and embodying dance.
- Define artistic statement and its purpose for creating choreography.
- Explain artistic beliefs that influence and inform personal creative choices.
- Embody nuances and styles that reflect artistic statements.
- Articulate constructive and critical feedback with supportive evidence of choreographer(s) ideas and movement choices.
- Assess movement choices based on the artistic criteria for creating and performing.

- Explain movement performance based on developed artistic criteria.
- Explain/Defend movement choices and/or revisions.
- Assess the multiple systems available for scribing and documenting dance accuracy.
- Understand the language(s) for writing and documenting dance.
- Articulate vocabulary and terminology using recognized systems and documentation.

**When PERFORMING, we are learning to/that:**

- Recognize the timbre of different types of instruments.
- Know what syncopation, accents, different tempi, meter, phrases and rhythmic cues.
- Reflect on the dynamics of movement energy corresponding to the choreographer's artistic vision.
- Apply movement energies within devised and/or improvised movement.
- Show range of motor and locomotor performance actions that exist within the stylized genre and codified movement.
- Perform demonstrated movement in relation to its performance style with clarity.
- Interpret stimulus based on usage of senses for movement creation.
- Analyze sensory responses produced by artistic stimulus to enhance dance performance.
- Consider corrections and feedback delivered from previous class notes.
- Utilize technology and dance documentation to record performance progress and corrections.
- Incorporate dance props, costuming, lighting and media technologies within performances.
- Analyze technical elements to creatively fulfill the artistic intent of dance work.
- Translate knowledge of staging culture, roles and terminology to other performance spaces and environments.

**When RESPONDING, we are learning to/that:**

- Cite genre specific terminology, laban actions and body patterns in dance works.
- Describe existing movement patterns using dance terminology and the elements of dance.
- Interpret artistic intent of dance based on choreographic devices and structure patterns.
- Interpret artistic intent in relation to the usage of dance elements and cultural practices.
- Associate how cultural history and practices inform the process of creation.
- Understand the structures and dance devices used for creating choreography.
- Interpret context such as lighting, costuming, staging, time and environment.
- Explain how artistic choices of movement, context and dance elements affect the decision-making for designing movement.
- Recognize artistic choices of choreographers genre specific dance vocabulary and elements of dance to convey meaning.
- Express elements, devices, forms and structures of dance that make performances interesting using genre-specific terminology.
- 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, we are learning to/that:**

- Develop language to effectively communicate their personal experience.
- Reflect on personal choreography and how it corresponds to various cultures, emotions, intellectual, and kinesthetic responses.
- Identify global issues using inquiry-based learning to further develop understanding.
- Analyze global issues through research in small groups.
- Compose motifs and small phrases that demonstrate critical concepts of research findings.
- Explore various innovations in the arts and how it influences evolution.
- Recognize originality and the contributions made to dance forms.

**Evidence of Learning**

Formative Assessment

Summative Assessment

Alternative Assessment

Benchmark

Assessment plan includes teacher-designed formative and summative assessments, a district common assessment, self-assessments, and performance tasks. During each common, formative, and summative assessment, teachers will provide alternative assessment opportunities that adhere to 504 and IEP requirements. Alternative assessments are individualized for the needs of all students. Accommodations

**Resources**

**Core Text:**

There is no textbook for this course, teachers use a variety of printed and digital resources.