

**Belvidere Cluster Wide
Dance Curriculum
Grades 6-8
Updated November, 2018**

All Belvidere Cluster curriculum and instruction areas are aligned to the New Jersey Student Learning Standards (NJSLs) in accordance with the NJ Department of Education's curriculum implementation requirements.

Interdisciplinary Connections

Social and Emotional Learning:

Self-Awareness – Recognize one's feelings and thoughts.

Self-Management – Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals.

Social Awareness – Demonstrate an understanding of the need for mutual respect when viewpoints differ.

Responsible Decision-Making – Identify the consequences associated with one's actions in order to make constructive choices.

Relationship Skills – Utilize positive communication and social skills to interact effectively with others.

Language Arts:

SL.6.1 Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Math-

6.NS.C.7b Write, interpret, and explain statements of order for rational numbers in real-world.

Technology Standards and Integration

iPads

Various websites

Interactive SmartBoard activities

NJSLA Technology:

8.2.5.C.4 Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models (choreography).

8.1.5.D.1 Understand the need for and use of copyrights.

8.1.5.D.2 Analyze the resource citations in online materials for proper use.

**CAREER EDUCATION
(NJDOE CTE Clusters)**

- Architecture & Construction
- Arts, A/V Technology & Communications
- Education & Training
- Hospitality & Tourism
- Information Technology
- Marketing
- Science, Technology, Engineering & Mathematics (STEM)

21st Century Skills/Standards

- Civic Literacy
- Creativity and Innovation
- Critical Thinking
- Problem Solving
- Communication
- Collaboration
- Information Literacy

- Media Literacy
- ICT (Information, Communication and Technology) Literacy

CRP4 Communicate clearly and effectively and with reason.

CRP6 Demonstrate creativity and innovation.

Integrated Accommodations and Modifications

Special Education

- Create a visual identifying the elements of dance.
- Create a picture dictionary of dance terminology.
- Provide alternative response choices to questions on the elements of dance.
- Utilize modifications and accommodations delineated in the student's IEP.
- Work with paraprofessional
- Use multi-sensory teaching approaches. Pictures, scarves, hula hoops, hats balloons, rhythmic instruments, and other props provide helpful visual, auditory, and tactile reinforcement of ideas.
- Work with a partner
- Provide concrete examples and relate all new movements to previously learned moves or to typical life skills at home (i.e., open and close a door for a pulling or pushing movement).
- Solidify and refine concepts through repetition.
- Change movement requirements to reduce activity time.

ELL

- Speak and display terminology and movement
- Teacher modeling
- Peer modeling
- Develop and post routines
- Label dance and classroom materials
- Word walls

At Risk

- Repeat directions as needed.
- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Peer Support
- Increase one on one time.
- Teachers may modify instructions by modeling what the student is expected to do.
- Instructions may be printed out in large print and hung up for the students to see during the time of the lesson.
- Review behavior expectations and make adjustments for personal space or other behaviors as needed.
- Oral prompts can be given
- Incorporate student choice in activities.
- Use a graphic organizer to categorize elements of dance.

Gifted and Talented

- Independent study
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest based content
- Real world scenarios
- Curriculum compacting
- Inquiry-based instruction
- Allow students to use technology to express themselves through another medium.
- Allow students to create a multimedia presentation. Have students view great performances through online video.
- Use recording techniques to record and evaluate skills learned.

504

- Create a visual identifying the elements of dance.
- Create a picture dictionary of dance terminology.
- Provide alternative response choices to questions on the elements of dance.
- Utilize modifications and accommodations delineated in the student's 504.
- Work with paraprofessional
- Use multi-sensory teaching approaches. Pictures, scarves, hula hoops, hats balloons, rhythmic instruments, and other props provide helpful visual, auditory, and tactile reinforcement of ideas.
- Work with a partner
- Provide concrete examples and relate all new movements to previously learned moves or to typical life skills at home (i.e., open and close a door for a pulling or pushing movement).
- Solidify and refine concepts through repetition.
- Change movement requirements to reduce activity time.

Unit #1, Elements of Dance - Body/Mind, Grades 6-8

Content Area: **Dance**

Course(s): **Dance**

Length: **September - October**

Enduring Understanding

I can learn a sequence that includes strength, flexibility and endurance.

I can alter the sequence by manipulating time, space and energy.

I can learn a complex axial and locomotor sequence.

I can manipulate the sequence by altering the breath and metric rhythms, spatial directions, shaping of the body and energy qualities.

Essential Questions

How does my understanding of the body help me become a better dancer?

What are complex axial and locomotor sequences?

New Jersey Student Learning Standards

- | | |
|-----------|--|
| 1.1.8.A.4 | Integrate a variety of isolated and coordinated movements in dance compositions and performances, making use of all major muscle groups, proper body mechanics, body patterning, balance, and range of motion. |
| 1.3.8.A.1 | Incorporate a broad range of dynamics and movement qualities in planned and improvised solo and group works by manipulating aspects of time, space, and energy. |
| 1.3.8.A.3 | Choreograph and perform movement sequences that demonstrate artistic application of anatomical and kinesthetic principles as well as rhythmic acuity. |

Student Learning Objectives

- Contribute positively and responsibly to ensemble activities.
- Demonstrate sensitivity to the emotional and physical safety of self and others.
- Sustain concentration, focus and commitment in group activities with a shared performance goal.
- Respond to and incorporate directions.
- Use the body expressively.
- Use the body in a variety of movements that show an understanding of size, shape, weight and spatial relationships of high, middle and low.
- Demonstrate physical self-control in large and fine motor skills.
- Demonstrate an understanding of how physical environment and the elements impact behavior.

Instructional Activities

- Moving – The student identifies and demonstrates knowledge of the body as the instrument of dance by exploring movement skills. This include the practice of safety for self and others and regular participation in body strengthening, flexibility, and endurance activities through stationary and locomotor movement.
- Investigating – The student identifies and demonstrates the dance elements of time, space, and energy. This involves the student in exploration of the elements and enables the student to recognize how these elements are used by performers and choreographers.
- Creating - - The student identifies and demonstrates choreographic principles and processes in the art form of dance. These principles and processes include solving a problem through a sequence of exploring, integrating, synthesizing, making choices, and organizing a final expression through movement.
- Contextualizing – The student understands and demonstrates dance in relation to its historical, cultural, and personal origins. This contributes to an appreciation of personal, physical, and emotional uniqueness. It also helps the student to understand the language of dance in daily life.
- Connect the locomotor and axial sequence to a story. See what sections of the movement sequence relate to different characters in the story. Discuss the connections.
- Read a section from both a historical novel and a fantasy story while dancing the locomotor and

- axial sequence. See how it changes the mood of the dance and dance the energy qualities it promotes.
Discuss the differences between a historical novel and a fantasy story

Texts and Resources

Music & Audio player: CD, radio, Bluetooth speaker, iPod
Students should wear appropriate clothing and footwear

Assessment

Formative assessments

Direct feedback of student performance
Q&A on the student performance (self-assessment)
Part Check
Exit slip
Rating scale
Google Forms
Stations
Peer assessment
Self assessment
Teacher Observation
Dress Rehearsals

Summative assessments

Student demonstration
Audition
Performance/mini-performance assessment
Rubric
Basic Knowledge tests
Student Growth Objectives
Final Performances

Benchmark assessments

SWBAT practice a movement phrase that includes strength, flexibility and endurance. The students will alter the phrase by manipulating the tempo, accents, directions, levels and energy qualities. Then students will practice a complex locomotor and axial sequence. The students should alter the sequence's breath and metric rhythms, spatial directions, shaping of the body and energy qualities.

Alternative assessments

Illustrate different parts of your dance to create a class record of your movement experience.

Unit #2, Elements of Dance - Time, Grades 6-8

Content Area: **Dance**

Course(s): **Dance**

Length: **November - December**

Enduring Understanding

I can understand the difference between breath and metric rhythms.

I can create, teach and perform a movement phrase that contains metric and breath rhythms.

Essential Questions

What are the different kinds of rhythms?

New Jersey Student Learning Standards

- | | |
|-----------|--|
| 1.1.8.A.2 | Analyze dance techniques and styles to discern the compositional use of the elements of dance and choreographic principles relating to dynamics, as well as to discern spatial relationships. |
| 1.1.8.A.4 | Integrate a variety of isolated and coordinated movements in dance compositions and performances, making use of all major muscle groups, proper body mechanics, body patterning, balance, and range of motion. |
| 1.3.8.A.1 | Incorporate a broad range of dynamics and movement qualities in planned and improvised solo and group works by manipulating aspects of time, space, and energy. |

Student Learning Objectives

- Contribute positively and responsibly to ensemble activities.
- Demonstrate sensitivity to the emotional and physical safety of self and others.
- Sustain concentration, focus and commitment in group activities with a shared performance goal.
- Respond to and incorporate directions.
- Use the body expressively.
- Use the body in a variety of movements that show an understanding of size, shape, weight and spatial relationships of high, middle and low.
- Demonstrate physical self-control in large and fine motor skills.
- Demonstrate an understanding of how physical environment and the elements impact behavior.

Instructional Activities

- Moving – The student identifies and demonstrates knowledge of the body as the instrument of dance by exploring movement skills. This includes the practice of safety for self and others and regular participation in body strengthening, flexibility, and endurance activities through stationary and locomotor movement.
- Investigating – The student identifies and demonstrates the dance elements of time, space, and energy. This involves the student in exploration of the elements and enables the student to recognize how these elements are used by performers and choreographers.
- Creating - – The student identifies and demonstrates choreographic principles and processes in the art form of dance. These principles and processes include solving a problem through a sequence of exploring, integrating, synthesizing, making choices, and organizing a final expression through movement.
- Contextualizing – The student understands and demonstrates dance in relation to its historical, cultural, and personal origins. This contributes to an appreciation of personal, physical, and emotional uniqueness. It also helps the student to understand the language of dance in daily life.
- Compare the rhythms in poetry to dance. Notice some poetry has a metric rhythm (AB patterns), while other poetry has a breath or non-metric rhythm (haikus)
- Pay attention to punctuation while reading to create the right rhythm for the context and emotions of the story.

Texts and Resources

Music & Audio player: CD, radio, Bluetooth speaker, iPod

Students should wear appropriate clothing and footwear

Assessment

Formative assessments

Direct feedback of student performance
Q&A on the student performance (self-assessment)
Part Check
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Benchmark assessments

SWBAT identify two pieces of music, one with a rhapsodic rhythm (or non-metric) and one with a clear meter. Compare the difference. Play each song again and improvise movement to the music.

SWBAT dance the opposite movement to the opposite music (e.g. dance with a beat to the rhapsodic song and dance a breath rhythm to a metered song). Notice how difficult it is.

SWBAT create and perform a dance that contains both metric rhythms and breath rhythms.

Alternative assessments

Illustrate different parts of your dance to create a class record of your movement experience.

Unit #3, Elements of Dance - Space, Grades 6-8

Content Area: **Dance**
Course(s): **Dance**
Length: **January-March**

Enduring Understanding

I can explore line in space with whole body, parts of the body and focus.

I can choreograph a small movement phrase that includes lines and focus in space.

I can teach my movement phrase to a partner or small group, and then learn their movement phrases.

Collaboratively we can create a longer dance by combining the movement phrases. Then we can manipulate the phrase by altering time and energy.

Essential Questions

How does space affect dance?

New Jersey Student Learning Standards

- | | |
|-----------|--|
| 1.1.8.A.2 | Analyze dance techniques and styles to discern the compositional use of the elements of dance and choreographic principles relating to dynamics, as well as to discern spatial relationships. |
| 1.1.8.A.4 | Integrate a variety of isolated and coordinated movements in dance compositions and performances, making use of all major muscle groups, proper body mechanics, body patterning, balance, and range of motion. |
| 1.3.8.A.3 | Choreograph and perform movement sequences that demonstrate artistic application of anatomical and kinesthetic principles as well as rhythmic acuity. |

Student Learning Objectives

- Contribute positively and responsibly to ensemble activities.
- Demonstrate sensitivity to the emotional and physical safety of self and others.
- Sustain concentration, focus and commitment in group activities with a shared performance goal.
- Respond to and incorporate directions.
- Use the body expressively.
- Use the body in a variety of movements that show an understanding of size, shape, weight and spatial relationships of high, middle and low.
- Demonstrate physical self-control in large and fine motor skills.
- Demonstrate an understanding of how physical environment and the elements impact behavior.

Instructional Activities

- Moving – The student identifies and demonstrates knowledge of the body as the instrument of dance by exploring movement skills. This includes the practice of safety for self and others and regular participation in body strengthening, flexibility, and endurance activities through stationary and locomotor movement.
- Investigating – The student identifies and demonstrates the dance elements of time, space, and energy. This involves the student in exploration of the elements and enables the student to recognize how these elements are used by performers and choreographers.
- Creating - – The student identifies and demonstrates choreographic principles and processes in the art form of dance. These principles and processes include solving a problem through a sequence of exploring, integrating, synthesizing, making choices, and organizing a final expression through movement.
- Contextualizing – The student understands and demonstrates dance in relation to its historical, cultural, and personal origins. This contributes to an appreciation of personal, physical, and emotional uniqueness. It also helps the student to understand the language of dance in daily life.
- Brainstorm multi-meaning words for line and focus. Clarify their meaning in relationship to dance
- Reflect and discuss ways to improve student choreography.

Texts and Resources

Music & Audio player: CD, radio, Bluetooth speaker, iPod
Students should wear appropriate clothing and footwear

Assessment

Formative assessments

Direct feedback of student performance
Q&A on the student performance (self-assessment)
Part Check
Exit slip
Rating scale
Google Forms
Stations
Peer assessment
Self assessment
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Dress Rehearsals

Summative assessments

Student demonstration
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Basic Knowledge tests
Student Growth Objectives
Final Performances

Benchmark assessments

SWBAT improvise line in space by creating single body part shapes or whole body shapes alone, with a partner or as a group. Every time a shape is created, change the focus and see how that affects the shape.
SWBAT improvise by allowing the focus to lead the movement. Wherever you look you must move that direction. Try moving the opposite direction of the focus.
SWBAT create a movement phrase that includes line and focus in space. Then connect with a partner or small group to combine their individual phrases to create a longer dance. Perform the dance with concentration and focus.

Alternative assessments

Illustrate different parts of your dance to create a class record of your movement experience.

Unit #4, Elements of Dance - Energy/Culture, Grades 6-8

Content Area: **Dance**

Course(s): **Dance**

Length: **April-June**

Enduring Understanding

I can explore the energy qualities of darting, trembling, floating, suspending, rebounding, and swinging.

I can choreograph a movement phrase that includes one or more of the above movement qualities.

I can abstract a visual or verbal image into movement.

I can choreograph and perform a dance that applies the concept of abstraction.

I can learn an authentic ceremonial or ritual dance, then analyze it as it relates to the culture.

I can create an original ritual or ceremonial dance using elements based on the culture.

Essential Questions

What are energy qualities and how do they affect my dancing?

New Jersey Student Learning Standards

- | | |
|-----------|--|
| 1.1.8.A.4 | Integrate a variety of isolated and coordinated movements in dance compositions and performances, making use of all major muscle groups, proper body mechanics, body patterning, balance, and range of motion. |
| 1.2.8.A.1 | Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies. |
| 1.2.8.A.2 | Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures. |
| 1.2.8.A.3 | Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts. |

Student Learning Objectives

- Contribute positively and responsibly to ensemble activities.
- Demonstrate sensitivity to the emotional and physical safety of self and others.
- Sustain concentration, focus and commitment in group activities with a shared performance goal.
- Respond to and incorporate directions.
- Use the body expressively.
- Use the body in a variety of movements that show an understanding of size, shape, weight and spatial relationships of high, middle and low.
- Demonstrate physical self-control in large and fine motor skills.
- Demonstrate an understanding of how physical environment and the elements impact behavior.

Instructional Activities

- Moving – The student identifies and demonstrates knowledge of the body as the instrument of dance by exploring movement skills. This includes the practice of safety for self and others and regular participation in body strengthening, flexibility, and endurance activities through stationary and locomotor movement.
- Investigating – The student identifies and demonstrates the dance elements of time, space, and energy. This involves the student in exploration of the elements and enables the student to recognize how these elements are used by performers and choreographers.
- Creating - – The student identifies and demonstrates choreographic principles and processes in the art form of dance. These principles and processes include solving a problem through a sequence of exploring, integrating, synthesizing, making choices, and organizing a final expression through movement.
- Contextualizing – The student understands and demonstrates dance in relation to its historical, cultural, and personal origins. This contributes to an appreciation of personal, physical, and emotional uniqueness. It also helps the student to understand the language of dance in daily life.

- Write a story that includes dart, tremble, float, suspend, rebound and swing. Be creative, yet accurate with punctuation, spelling, and sentence structure
- Read a story about a different culture. Collaboratively discuss the differences of that culture to our culture.

Texts and Resources

Music & Audio player: CD, radio, Bluetooth speaker, iPod
 Students should wear appropriate clothing and footwear

Assessment

Formative assessments

Direct feedback of student performance
 Q&A on the student performance (self-assessment)
 Part Check
 Exit slip
 Rating scale
 Google Forms
 Stations
 Peer assessment
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Summative assessments

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 Final Performances

Benchmark assessments

SWBAT improvise and explore movement possibilities while calling out the words: dart, tremble, float, suspend, rebound and swing.

SWBAT place two sections of word strips. One section includes: dart, tremble, float, suspend, rebound and swing. The other section includes: low, slow, backwards, symmetrical, accent, and focus. Have them combine two words (one from each section) to create a dance (e.g. float on a low level, tremble with accents, rebound backwards, etc). Perform and analyze.

SWBAT take everyday actions (brushing teeth, tying shoes, eating dinner) and abstract the ideas into movement through exaggeration, diminution or by altering space, time or energy.

SWBAT learn and perform an authentic ceremonial or ritual dance (e.g. Hora Agadati from Israel, Tinikling from Philippines or Progressive Circle from USA).

SWBAT create a simple ritual or ceremonial dance by studying a particular culture then use the elements based on that culture to create the movement.

Alternative assessments

Illustrate different parts of your dance to create a class record of your movement experience.