

**Belvidere Cluster Wide  
Dance Curriculum  
Grades K-2  
Updated November, 2018**

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

**Interdisciplinary Connections**

**SEL –**

*Utilize positive communication and social skills to interact effectively with others as student performs an opposite dance as a class.*

*Recognize the importance of self-confidence in handling daily tasks and challenges as student improvises movements with friends using your objects as "ideas", or inspiration, for movements and performs your movements in small groups for each other.*

*Develop, implement and model effective problem solving and critical thinking skills as student draws a picture of themselves performing the dance, write its name as the title, and then write a sentence to explain why it is his/her favorite of the two dances and shares drawing with a friend or family member, tell them where the dance comes from and its story.*

*Demonstrate an awareness of the expectations for social interactions in a variety of settings.*

**Language Arts -**

*RL.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text when improvising a simple two-part dance that contrasts two opposites (i.e., spatial opposites, sad vs. glad).*

*RL1.7 Use illustrations and details in a text to describe key ideas. Students use words and pictures in demonstrations as well as movements when performing for an audience.*

*RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral as student follows the teacher's movement cues and use your imagination and illustrates different parts of the dance to create a class record of your movement experience.*

*RL.2.3. Describe how characters in a story respond to major events and challenges using key details as student writes the title of the dance, and then writes a sentence to explain why it is his/her favorite of the two dances and shares drawing with a friend or family member, tell them where the dance comes from and its story.*

*L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking . Students are given action word and with a partner choose three other action words.*

*SL.2.6 – Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification when completing benchmark requiring students to create a simple phrase of original expressive movement based on a movement idea.*

*W.2.8 Recall information from experiences or gather information from provided sources to answer a question when completing benchmark that requires students to use a thinking map to record how the dances are the same and how they differ.*

**Technology Standards and Integration**

iPads

Various websites

Interactive SmartBoard activities

**NJSLA Technology**

*8.1.2.A.2 - Create a document using a word processing document. Students will combine the teacher's action word with action words of their choice to create three new movement ideas.*

*8.1.2.A.5 Enter information into a spreadsheet and sort the information when researching two folk dances from distinct parts of the world.*

*8.1.2.E.1 – Use digital tools and online resources to explore a problem or issue when creating a simple two-part dance that contrasts two opposites (i.e., spatial opposites, sad vs. glad).*

8.2.2.E.1– List and demonstrate the steps to an everyday task as student performs an opposite dance as a class and illustrate different parts of the dance to create a class record of your movement experience.

**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

*CRP 4 - Communicate clearly and effectively and with reason as student shares an object with the class, and talk about the kind of movement you imagine.*

*CRP 6 – Demonstrate creativity and innovation while student performs an opposite dance as a class and follow the teacher’s movement.*

*CPR7 – Employ valid and reliable research strategies as student names, learns and performs a simple folk, or pattern, dance from the United States and from one other country.*

**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, Dancers Use their bodies and imaginations to move in many ways, Grade K

Content Area: **Dance**

Course(s): **Dance**

Length: **September - November**

## Enduring Understanding

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- Dancers move through space with awareness and control.
- Dancers think when they move.
- Dancers move their bodies with control.
- Our bodies can move in many ways.
- We can dance with our whole body, or with just parts of our body.
- We use movement opposites when dancing.
- A dance has a beginning, a middle with movements that change, and an ending.
- Dancers use their imaginations to find new ways to move.
- Dancers use their bodies and imaginations when they perform for others.

## Essential Questions

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- What are some of the ways you can move?
- How does your imagination help you to dance?
- How do you feel when you dance?

## New Jersey Student Learning Standards

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|-----------|--|
| 1.1.2.A.1 | 1.1.2.A.1 Identify the elements of dance in planned and improvised dance sequences.  |
| 1.3.2.A.1 | Create and perform planned and improvised movement sequences using the elements of dance, with and without musical accompaniment, to communicate meaning around a variety of themes.                         |
| 1.3.2.A.2 | Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway.          |
| 1.4.2.A.3 | Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art). |

## Student Learning Objectives

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- 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

- Stop/freeze on cue
- Demonstrate body control while moving
- Demonstrate body control while still

- Demonstrate spatial awareness by moving through space without touching others
- Understand and demonstrate the difference between self and general space
- Identify and move individual body parts
- Execute whole body and body part movements
- Move body parts with variety in isolation.
- Execute a wide range of movement opposites (e.g., high/low, fast/slow, smooth/sharp, self-space/general space/straight/curved, big/small, "loud"/"soft", etc.)
- Demonstrate basic relationship opposites (over/under, far/near, alone/together, away/toward)
- Perform basic locomotor movements (e.g., walk, run, gallop, jump, hop)
- Create simple whole-body and body part shapes on high and on low levels, with straight and curved lines.
- Move freely within a guided exploration or improvisational structure
- Respond to simple verbal movement cues
- Begin a movement exploration/improvisation in a shape/stillness, and end it in a shape/stillness
- Sense and move to a steady beat
- Perform simple rhythmic movements or movement patterns
- Move to the rhythm of nursery rhymes
- Move to both fast and slow tempos
- Execute and sense the difference between simple even and uneven locomotor steps (i.e., walk and gallop)
- Respond to a variety of music (different meters, tempos and dynamics) with appropriate movement
- Respond to various stimuli with original movement
- Understand and demonstrate how the imagination inspires movement
- Engage imagination while moving
- Perform a guided improvisation for an audience with focus and concentration
- Cooperate with others to perform for an audience
- Articulate the difference between audience and performer
- Demonstrate clear beginning and ending places in the performance
- Listen and respond with focus to teacher cues
- Dance without talking
- Engage imagination while performing
- Demonstrate body control and spatial awareness in performance
- Understand the concept of facing in relationship to the audience
- Listen and respond to music while performing

## **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

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### **Summative assessments**

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

### **Benchmark assessments**

SWBAT perform an opposite dance as a class. Follow the teacher's movement cues and use your imagination.

### **Alternative assessments**

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

## **Unit #2, Ideas for movement are all around us, Grade K**

Content Area: **Dance**

Course(s): **Dance**

Length: **December - February**

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### **Enduring Understanding**

Dancers respond to many different kinds of stimuli to help them explore and create movement.

A dance has a beginning, movements that change, and an ending.

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### **Essential Questions**

Where do you find ideas for movement?

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### **New Jersey Student Learning Standards**

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|-----------|---|
| 1.3.2.A.3 | Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.                               |
| 1.3.2.A.4 | Create and perform original movement sequences alone and with a partner using locomotor and non-locomotor movements at various levels in space. |
| 1.4.2.B.3 | Recognize the making subject or theme in works of dance, music, theatre, and visual art.  |
| 1.1.2.A.2 | Use improvisation to discover new movement to fulfill the intent of the choreography.   |

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### **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.

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### **Instructional Activities**

- Respond to various stimuli with original movement (translate a stimulus into simple movements)
- Freely explore and improvise movements with teacher movement cues
- Generate a variety of movements in explorations and improvisations
- Reflect on personal experiences to understand, demonstrate and

- articulate how feeling states can change movement (i.e. happy skips, angry walk, sad turns, etc.)
- Respond to a variety of sounds, words, music, songs, rhythms, props, textures, and imagery
- Begin a movement exploration/improvisation in a shape/stillness, and end it in a shape/stillness

## **Texts and Resources**

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

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## **Assessment**

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### **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 bring an object from home that has a smell, taste, sound or texture that inspires you to move. Share your object with the class, and talk about the kind of movement you imagine. Improvise movements with your friends using your objects as "ideas", or inspiration, for movements. Perform your movements in small groups for each other.

### **Alternative assessments**

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

# **Unit #3, Children all over the world dance, Grade K**

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

## **Enduring Understanding**

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Folk, or traditional, dances are made up of patterns of steps.  
 Folk/traditional dances have their own music and rhythms.  
 Folk/traditional dances have names and countries of origin.  
 We can dance alone or together. When we dance with others, we must cooperate.  
 All countries have dances that are part of their history and culture.  
 Dance is all around us.  
 Different folk/traditional dances use different kinds of costumes.

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## **Essential Questions**

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Who dances?

What kinds of dances do they do?

Where do they dance?

## **New Jersey Student Learning Standards**

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- 1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
- 1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.
- 1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.

## **Student Learning Objectives**

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- 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**

- Recognize and repeat simple movement patterns with accuracy
- Follow oral instructions to create dance improvisations based on movement patterns learned
- Execute given locomotor steps with rhythmic accuracy  
Feel and move to a steady beat
- Execute simple rhythmic patterns in performing a folk/traditional dance
- Respond to the music of a given folk/traditional dance with rhythmic accuracy
- Respond to the music of a given folk/traditional dance with movement exploration/guided improvisation
- Recognize and name simple movement steps and patterns
- Recognize and name simple folk/traditional dances
- Talk about the origins of the dances learned
- Recognize that dance is a part of life and looks for it in the world around them
- Talks about dances they see and do in their world
- Explain basic features that distinguish one kind of dance from another
- Recognize the costumes used for the dances learned

## **Texts and Resources**

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



## **Assessment**

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### **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 name, learn and perform a simple folk, or pattern, dance from the United States and from one other country. Choose your favorite dance. Draw a picture of yourself performing the dance, write its name as the title, and then write a sentence to tell us why it is your favorite of the two dances. Share your drawing with a friend or family member, tell them where the dance comes from and its story.

### **Alternative assessments**

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

# Unit #1, Dancers use their bodies to move through space with awareness and control, Grade 1

Content Area: **Dance**

Course(s): **Dance**

Length: **September - November**

## Enduring Understanding

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Space is a tool of the dancer. Dancers explore and use space when they move.

Dancers need to be aware of themselves and of others in space. (Spatial Awareness)

Our bodies can move in many ways. (Body Awareness)

We explore and learn new ways of moving, and practice the movement skills we already know.

Dancers demonstrate body control while moving through space. (Body Control)

A dance has a beginning, movements that change in the middle, and then an ending.

Dancing develops rhythmic capacity. It builds children's rhythmic capacity through experiences with steady beat, simple rhythmic movements (i.e., locomotor movements), tempo and musical response.

Dancers are always finding new ways to move.

Our bodies can move in many ways.

Dancers perform with focus, concentration and control.

A "stage" is created whenever and wherever we perform

## Essential Questions

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Why is space important to a dancer?

How do dancers use the space around them?

What must dancers do to move with control and awareness?

## New Jersey Student Learning Standards

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|-----------|--|
| 1.1.2.A.4 | Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.  |
| 1.3.2.A.2 | Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway.          |
| 1.3.2.A.3 | Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.  |
| 1.3.2.A.4 | Create and perform original movement sequences alone and with a partner using locomotor and non-locomotor movements at various levels in space.  |
| 1.4.2.A.3 | Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art). |

## Student Learning Objectives

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- 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.

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- Demonstrate an understanding of how physical environment and the elements impact behavior.

## **Instructional Activities**

- Start and stop/freeze on cue
- Move through space with control (without touching others)
- Understand and demonstrate the difference between moving in general and self space
- Travel using simple locomotor steps: walk, run, hop, jump, leap, gallop and skip.
- Understand and demonstrate the difference between moving in general and self space
- Discriminate between high, middle and low levels; introduce middle level
- Create a variety of shapes in space alone and with a partner
- Create/design partner shapes using the same or different shapes
- Create shapes that are still, that move in self space, and shapes that travel
- Relate to a partner in space using relationship words/prepositions (over, under, around, etc.)
- Travel with movements on different levels
- Demonstrate level changes in improvised movements
- Dance in directions other than forwards
- Distinguish between and move on straight and curved pathways
- Make movements bigger or smaller in response to teacher cues
- Travel through space using simple locomotor steps: walk, run, hop, jump, leap, gallop and skip.
- Find new ways to travel through space (e.g., travel without using your feet; on a low level, etc.)
- Demonstrate the ability to vary control and direct force/energy used in basic locomotor movements (e.g., skip lightly, jump heavily, land quietly)
- Perform locomotor and non-locomotor movements with confidence (including movement opposites)
- Move between movement opposites, changing from one to the other (fast then slow; high then low)
- Demonstrate the difference between turning and circling
- Demonstrate an appropriate level of body control while moving
- Move through and in space with control (safely and without touching others)
- Move freely within a guided exploration or improvisational structure
- Make changes in movement in response to simple verbal cues and independently.
- Begin a movement exploration/improvisation in a shape/stillness, and end it in a shape/stillness
- Recognize the steady beat, and move to varying tempi of steady beats
- Experience the kinesthetic feeling of moving to both duple and triple meters
- Identify tempo contrasts both conceptually and kinesthetically (long/short; fast/slow; sudden/sustained)
- Differentiate between locomotor steps with a even steady beat, and those with uneven dotted rhythms (e.g., gallop and skip)
- Change from a locomotor step with an even rhythm to a locomotor step with an uneven rhythm on the teacher's cue
- Demonstrate rhythmic accuracy in performing simple rhythmic movements or movement patterns
- Move to the rhythm of nursery rhymes
- "Sing" the rhythm of simple rhythmic steps or patterns
- Respond to various stimuli with original movement
- Understand and demonstrate how the imagination inspires movement
- Explore movement possibilities freely
- Solve movement problems using the process of improvisation
- Perform for others (informally or formally) with concentration and focus
- Perform movement with skill and control
- Articulate the difference between an audience and performer
- Understand the concept of a performance space
- Demonstrate quiet "voices-bodies-feet" as a performer and audience member

- Understand the concept of facing in relationship to the audience
- Identify directions in the performing space (front, back, side)
- Perform a guided improvisation with a clear beginning and ending place (either exit, entrance or shape)
- Listen and respond to music while performing

## **Texts and Resources**

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

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## **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**

As a class, prepare a movement demonstration to show what you have learned about how dancers use the space around them. Perform for an audience. You may use words and pictures in your demonstration as well as movements.

### **Alternative assessments**

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

# **Unit #2, Dance is about discovering new and unusual movement possibilities, Grade 1**

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

## **Enduring Understanding**

Exploration and improvisation are processes by which dancers can discover new and unusual movement possibilities. Dancers discover new ways to move when they respond with movement to a variety of stimuli. A dance has a beginning, a middle with movements that change, and an ending.

## **Essential Questions**

How do dancers discover new ways of moving?

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Why is this so important?

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### **New Jersey Student Learning Standards**

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|-----------|---|
| 1.1.2.A.3 | Demonstrate the difference between pantomime, pedestrian movement, abstract gesture, and dance movement.  |
| 1.2.2.A.2 | Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.                             |
| 1.4.2.A.4 | Distinguish patterns in nature found in works of dance, music, theatre, and visual art.   |
| 1.4.2.B.1 | Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art. |

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### **Student Learning Objectives**

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- 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**

- Sustain concentration and focus in movement explorations and improvisations
- Solve simple movement problems with confidence
- Respond with original movements to a wide variety of stimuli, imagery and teacher movement cues
- Begin and end explorations and improvisations with a still shape

### **Texts and Resources**

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

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### **Assessment**

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#### **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

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## Final Performances

### **Benchmark assessments**

As a class, reflect on what you've "discovered" in this module about finding new movement possibilities. Then, improvise a simple two-part dance that contrasts two opposites (i.e., spatial opposites, sad vs. glad). You may use "new and unusual" movements you have already discovered in class. You may discover new things while improvising. The teacher will let you know when to change from one concept/idea to its opposite (e.g., low to high/fast/slow, sharp/smooth). Begin your dance in a shape, and end the dance in a shape. Talk about any new movement discoveries seen or experienced in this performance.

### **Alternative assessments**

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

## **Unit #3, People dance for many reasons, Grade 1**

Content Area: **Dance**

Course(s): **Dance**

Length: **March-June**

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### **Enduring Understanding**

Folk/traditional dances are composed of step patterns and sequences of steps.

Folk/traditional dances use locomotor steps with even and uneven rhythms.

Folk/traditional and social dances have names.

Dance patterns or steps often have names.

There are dance works in many styles that names, or titles, i.e., "The Nutcracker."

Dancers need to cooperate with each other when performing folk/traditional dances.

Dance is an important part of our lives.

Different dance styles use different costumes.

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### **Essential Questions**

Why, where and when do people dance?

Why do you dance?

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### **New Jersey Student Learning Standards**

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|-----------|---|
| 1.2.2.A.1 | Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures. |
| 1.3.2.A.1 | Create and perform planned and improvised movement sequences using the elements of dance, with and without musical accompaniment, to communicate meaning around a variety of themes.                  |
| 1.3.2.A.4 | Create and perform original movement sequences alone and with a partner using locomotor and non-locomotor movements at various levels in space.   |
| 1.4.2.B.2 | Apply the principles of positive critique in giving and receiving responses to performances.  |

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### **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.

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- 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**

- Imitate simple movement patterns and sequences
- Identify locomotor steps and patterns as part of folk/traditional and social dances
- Compare locomotor steps used in dances learned
- Feel and move to a steady beat
- Execute locomotor steps or patterns with rhythmic accuracy
- Respond to music with rhythmic accuracy
- Execute simple rhythmic patterns in performing a folk/traditional dance
- Respond to the music of a given folk/traditional dance with rhythmic accuracy
- Respond to the music of a given folk/traditional dance with movement exploration/guided improvisation
- Name folk/traditional and/or social dances learned
- Name simple movement steps and patterns
- Recognize and name several classic dance works from the 19th and 20<sup>th</sup> century, i.e., Nutcracker.
- Cooperate with others to perform a dance
- Explain why people dance
- Talk about where, when and why they (and their) families dance
- Recognize that there are many styles of dance
- Describes costumes used for folk/traditional and/or social dances learned
- Recognizes and describes aspects of style and costuming of a dance

### **Texts and Resources**

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

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### **Assessment**

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#### **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

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**Benchmark assessments**

As a class, create a simple pattern dance that expresses a special classroom event or occasion, e.g., a birthday dance, a "lost tooth" dance, a beginning or ending of the week dance. Decide as a class what your dance will be about. Contribute, or share an idea(s) in the process of creating the dance. Perform it throughout the year as a class. Share it with others and practice giving a positive critique. Teacher Note: Prior to the assessment, learn at least two simple folk, or pattern dances as a class that are done for specific reasons or occasions.

**Alternative assessments**

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



# Unit #1, Dancers combine movements in many different ways, Grade 2

Content Area: **Dance**

Course(s): **Dance**

Length: **September - November**

## **Enduring Understanding**

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Dancers learn new ways of moving, and practice the movement

Dancers can work alone or with others. Dancers must learn to cooperate with others. (Partner Skills)

Dancers move through space with awareness and control. They need to be aware of themselves and of others. (Spatial Awareness)

Dancers are always finding new and creative ways to move.

We can combine individual movements in many different ways.

Time is a tool of the dancer and the choreographer.

Dancing develops rhythmic capacity.

We can combine locomotor and non-locomotor movements to create simple movement patterns, sequences and phrases.

Dancers perform together.

## **Essential Questions**

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How do dancers make movement choices?

What are the ways in which we can combine movements?

## **New Jersey Student Learning Standards**

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- |           |   |
|-----------|---|
| 1.3.2.A.4 | Create and perform original movement sequences alone and with a partner using locomotor and non-locomotor movements at various levels in space.   |
| 1.2.2.A.1 | Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures. |
| 1.4.2.B.2 | Apply the principles of positive critique in giving and receiving responses to performances   |

## **Student Learning Objectives**

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- 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**

- Work cooperatively with a partner.
- Demonstrate partner skills, ie, mirroring, shadowing, following, leading
- Clearly demonstrate the directional distinction between a slide and a gallop
- Perform individual locomotor and non-locomotor movements, combined movements, and movement sequences with accuracy and confidence
- Perform whole body as well as peripheral (arm and leg) movements
- Perform expressively, articulating the spine
- Start and stop/freeze on cue
- Move through space with control

- Understand and demonstrate the difference between moving in general and self space, and move confidently from one to the other in both guided and free movement explorations
- Explore movement freely
- Solve movement problems using the process of improvisation
- Explore, improvise and create new movement combinations or patterns by layering/sequencing a locomotor and nonlocomotor movement, two non-locomotor movements, or two locomotor movements
- Articulate reasons for choosing to combine particular movements
- Discuss time as a tool of dance
- Perform improvisations emphasizing the element of time (i.e., changes of tempo)
- Feel the pulse in a piece of music
- Recognize and move to a steady beat with both locomotor and nonlocomotor movements
- Move to different and changing tempi (slow, moderate, fast)
- Count and move or freeze in measures of 8 beats
- Perform simple movement sequences in unison with a partner
- Alternate even and uneven locomotor movements in simple sequences or patterns
- Alternate even and uneven locomotor movements in response to a musical cue
- Demonstrate rhythmic accuracy in performing simple rhythmic movements or movement patterns
- Move to the rhythm of nursery rhymes or other rhythmic words (i.e., poems, word phrases)
- Experience the kinesthetic feeling of moving to both duple and triple meters
- Identify tempo contrasts both conceptually and kinesthetically (long/short; fast/slow; sudden/sustained)
- Explore, improvise and create simple movement sequences using 1) only locomotor movements, 2) only nonlocomotor movements (individual action or combined actions, e.g., twist and stretch), and 3) alternating locomotor and non-locomotor movements.
- Develop a simple dance phrase around a movement idea, i.e., a jumping phrase; a skipping phrase.
- Create a simple sequence of movement that begins and ends in a still shape.
- Articulate reasons for movement choices.
- Perform for an audience (informally or formally) with focus and concentration
- Demonstrate an awareness of others in space while performing in small groups
- Demonstrate control while performing
- Perform simple unison and non-unison movement.

## **Texts and Resources**

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

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## **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

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### **Benchmark assessments**

Share your three best movement ideas with a partner. Put them in a sequence: first, second, and third. Memorize and perform the sequence in unison for the class. The teacher will give you an action word. Working with a partner, choose three other action words. Use both locomotor and non-locomotor actions. Combine the teacher's action word with each of the action words you chose to create three new movement ideas. (You can put the two movements in a sequence, one after another, or do them both at the same time.) Decide which idea you will do first, second and third. Memorize and perform the sequence in unison for the class.. With a partner, explore combining a non-locomotor movement with a locomotor movement. Choose three of your favorite combined movements. Practice each new combined movement to memorize and refine it. Then practice performing them one after the other in a sequence you choose. Perform the sequence in unison for the class. Students should positively critique classmates.

### **Alternative assessments**

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

## **Unit #2, We can work with others to create dances, Grade 2**

Content Area: **Dance**

Course(s): **Dance**

Length: **December-February**

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### **Enduring Understanding**

We can dance and create dances alone or with others.

We can create, memorize and perform expressive movement for others.

Dances can be created around an idea.

There are many ways to solve a movement problem.

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### **Essential Questions**

What is the difference between dancing with others and dancing alone?

Why is it important for dancers to work together?

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### **New Jersey Student Learning Standards**

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|-----------|--|
| 1.3.2.A.2 | Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway.                              |
| 1.3.2.A.3 | Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.  |
| 1.4.2.A.1 | Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.). |

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### **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.

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## Instructional Activities

- Work cooperatively with a partner or small group
- Perform movement in unison with another
- Demonstrate partner skills
- Improvise, create and perform expressive movement
- Articulate simply what makes a movement expressive
- Generate ideas for movement
- Create and perform a short dance phrase around a simple idea
- Begin and end performances in stillness.
- Demonstrate various solutions to a given movement problem
- Improvise movement patterns and sequences

## Texts and Resources

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

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## 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

Students work in groups of two to four, create, memorize and perform a simple phrase of original expressive movement based on a movement idea. The phrase should have a clear beginning and ending. Students should do this after viewing examples of exemplary dances and discuss the characteristics of the artists to help their performance.

### Alternative assessments

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

# Unit #3, There are commonalities between dances around the world, Grade 2

Content Area: **Dance**  
Course(s): **Dance**

Length: **March-June**

### **Enduring Understanding**

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Different cultures use different rhythms in their folk/traditional and social dances.

We can recognize the dances and music of different cultures by their distinct rhythms.

Dancing together requires cooperation and brings us together as communities.

Dances can tell the stories of communities, cultures and people.

Dances are often identified by their costuming.

Costumes can help to tell a story.

### **Essential Questions**

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How are dances around the world the same? How are they different?

### **New Jersey Student Learning Standards**

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- |           |   |
|-----------|---|
| 1.2.2.A.1 | Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures. |
| 1.2.2.A.2 | Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.   |
| 1.3.2.A.3 | Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.   |

### **Student Learning Objectives**

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- 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**

- Execute combinations of locomotor and non-locomotor movements in simple patterns and sequences
- Learn folk/traditional dances with simple patterns and sequences of locomotor and non-locomotor movements
- Name and perform rhythms from different cultures
- Recognize that music and dance from different cultures often have distinct rhythms
- Cooperate with others to perform a group dance
- Recognize dance as a part of group celebrations and community events
- Describe dances seen in celebrations and community events
- Describe how dance can tell the story of communities, cultures and people
- Learn a dance from their community
- Learn a dance from a different community, culture or people
- Describe the costume used for folk/traditional dances learned
- Talk about how the costume helps tell the story of the community, culture or people
- Compare costumes from different countries

## **Texts and Resources**

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

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## **Assessment**

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### **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 learn two folk dances from distinct parts of the world. Use a thinking map to record how the dances are the same and how they differ. Discuss how and why these dances are important to the communities in which they are danced. Perform the dances for students in 1<sup>st</sup> grade.

### **Alternative assessments**

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