



# Township of Ocean Schools

Assistant Superintendent  
Office of Teaching and Learning

## **SPARTAN MISSION:**

*Meeting the needs of all students with a proud tradition of academic excellence.*

DEPARTMENT Visual and Performing Arts

COURSE Dance Performance Production

## **Curriculum Development Timeline**

**School:** Ocean Township High School  
**Course:** Dance Performance Production  
**Department:** Visual and Performing Arts

Board Approval	Supervisor	Notes
August 2019	Ian Schwartz	Born Date
August 2021	Ian Schwartz	Alignment to Standards

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DEPARTMENT Visual and Performing Arts

COURSE Dance Performance Production

Ocean Township Pacing Guide			
Week	Unit 1	Week	Unit 3
1	Unit 1 - Dance Essentials and Wellness	11	Unit 3 - Exploring Choreography
2	Unit 1 - Dance Essentials and Wellness	12	Unit 3 - Exploring Choreography
3	Unit 1 - Dance Essentials and Wellness	13	Unit 3 - Exploring Choreography
4	Unit 1 - Dance Essentials and Wellness	14	Unit 3 - Exploring Choreography
5	Unit 1 - Dance Essentials and Wellness	15	Unit 3 - Exploring Choreography
Week	Unit 2	Week	Unit 4
6	Unit 3 - Exploring Choreography	16	Unit 4 - Preparing for Performance and Production
7	Unit 3 - Exploring Choreography	17	Unit 4 - Preparing for Performance and Production
8	Unit 3 - Exploring Choreography	18	Unit 4 - Preparing for Performance and Production

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9	<b>Unit 3 - Exploring Choreography</b>	19	<b>Unit 4 - Preparing for Performance and Production</b>
10	<b>Unit 3 - Exploring Choreography</b>	20	<b>Unit 4 - Preparing for Performance and Production</b>

### Core Instructional & Supplemental Materials including various levels of Texts

Text- ***The Place of Dance*** by Andrea Olsen

Kassing, Gayle. ***History of Dance: An Interactive Arts Approach***. Champaign, IL: Human Kinetics, 2007. Print.

YouTube: Martha Graham- ***Lamentation***

<https://www.youtube.com/watch?v=Pb4-kpClZns> Variations V (1966)

Merce Cunningham Dance Company

<https://www.youtube.com/watch?v=yOAagU6cfBw> William Forsythe- ***One Flat Thing Reproduced***

<https://www.youtube.com/watch?v=TNeBCPB9gqk&list=PL2CzAVdyRS-0JcpLQ0mEOKuqMIShhuNX&index=3>

Pina: ***A Film for Pina Bausch*** by Wim Wenders (DVD)

<http://www.pina-film.de/en/about-the-movie.html>

"***Singin' In the Rain***" movie

"***West Side Story***" movie

***Can Modern Dance Be Preserved?***

[http://www.nytimes.com/2009/11/08/magazine/08cunningham-t.html?\\_r=0](http://www.nytimes.com/2009/11/08/magazine/08cunningham-t.html?_r=0)

***The History of Modern Dance***

<https://educationcloset.com/wp-content/uploads/2015/05/Modern.pdf>

Modern Dance Timeline

<https://www.timetoast.com/timelines/modern-dance-history-of-the-20th-and-21st-centuries>

***Dancing In District Modern Dance***

<https://www.youtube.com/watch?v=frcxwl3YWEI&t=101s>

"***Professional Ballerina***" <https://www.youtube.com/watch?v=efMymYGo0LQ&t=42s>

"***Choreographer***" <https://www.youtube.com/watch?v=dl9NMCK3IsE>

"***Studio Owner***" [https://www.youtube.com/watch?v=okq\\_-q7YUVU](https://www.youtube.com/watch?v=okq_-q7YUVU)

"***Dance Education***" <https://www.youtube.com/watch?v=FvEahrz9col>

***The Importance of Improvisation in Dance***

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<https://www.theodysseyonline.com/improvisation-in-dance>

### **What is a score?**

<http://ausdance.org.au/articles/details/whats-the-score-using-scores-in-dance-improvisation> **Power of the Pause**

<https://tomgoldhand.com/articles-on-improvisation-2/improvisation-workshop-the-power-of-pause/>

**Dance Improvisations** Morgenroth, Joyce. Dance Improvisations. Pittsburgh, PA: U of Pittsburgh, 1995. Print.

**Improvisational Tips** <https://www.youtube.com/watch?v=aLGWuhNCAS4>

Improvisational Score <https://www.youtube.com/watch?v=3UOa3Ykr7Rk>

**Elements of Dance** <https://www.youtube.com/watch?v=UGuD9Geeb2k>

Elements of Dance Chart

[http://nationalartsstandards.org/sites/default/files/Dance\\_resources/ElementsOfDance\\_organizer.pdf](http://nationalartsstandards.org/sites/default/files/Dance_resources/ElementsOfDance_organizer.pdf)

**"Dance as an Art Form"** from Learning About Dance, by Nora Ambrosia (Chapter 11 pages 161-176) (Chapter 12 pages 177-181)

### **"Dance Toolkit - Choreographic**

**Devices: Canons"** <https://www.youtube.com/watch?v=9pAU6j8LZ2U>

**"Dance Toolkit - Choreographic Device Repetition and Retrograde"**

<https://www.youtube.com/watch?v=q90cM7fqpvY>

**"A Choreographer's Creative Process in Real Time | Wayne McGregor | TED Talks"** <https://www.youtube.com/watch?v=KPPxXeolzRY&t=422s>

### **"Dance Toolkit - Dance Elements: Form"**

<https://www.youtube.com/watch?v=QPZj3n8Y6yk> **"CHOREOGRAPHIC TOOLS:**

**EP-105 "RETROGRADE"** <https://www.youtube.com/watch?v=0LwHdclK5A>

Time Frame	5 weeks
Topic	
<p align="center"><b>Unit 1 - Dance Essentials and Wellness</b></p> <p>In this unit students will be introduced to dance including exploration of career options (review from Dance 3); covering recent history and theory as well as aesthetics of dance forms; ballet and theater terminology; dance psychology; basic music analysis; wellness and injury prevention will also be covered.</p> <p>This unit will prepare students for the dance showcase which will begin the exploration of choreography, music, and costuming.</p>	
Alignment to Standards	

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

**1.1.12adv.Cr1b:** Expand personal movement preferences and strengths to discover unexpected

solutions that communicate the artistic intent of an original dance. Analyze the unexpected solutions

and explain why they were effective in expanding artistic intent.

**1.1.12adv.Cr2a:** Demonstrate fluency and personal voice in designing and choreographing original dances. Articulate an understanding of how choreographic dances and dance structures affect artistic intent. Justify choreographic choices and explain how they are used to intensify artistic intent.

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

**1.1.12adv.Pr4a:** Modulate and use the broadest range of movement in space for artistic and expressive clarity. Use inward and outward focus to clarify movement and intent. Establish and break relationships with other dancers and audience as appropriate to the dance.

**1.1.12adv.Pr4b:** Modulate time factors for artistic interest and expressive acuity. Apply multiple and complex rhythms (e.g., contrapuntal, polyrhythmic). Work with and against the rhythm of accompaniment or sound environments.

**1.1.12adv.Re7a:** Use genre-specific dance terminology to analyze dance works from a variety of dance genres, reflecting on recurring patterns of movement and their relationships in well-structured and meaningful choreography.

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

## Learning Objectives and Activities

### **SWBAT answer the following questions:**

- How can we as dancers recognize the many roles of dance in the world and clarify options and resources for career development?
- How can we as dancers develop new personal resources for wellness and clarity in regards to dance through embodied anatomy and somatic techniques?
- How can we as dancers observe, discuss and explore the many themes, inspirations, applications and goals of dance in our lives and cultures, as they relate to expression, education, communication, science and wellness?

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### **Learning Activities:**

- Students will be introduced to-10min of Andrea Olsen Ted Talk about movement/environmental advocacy, in class writing assignment: "Why I Dance?", discussion, bones and muscles embodied explore.
- Students will define terms from Olsen, "The Place of Dance" reading: Tonic System, Body schema, Body image, Calcaneus, Three Body Weights, Plumb Line, Volume Body, Agency Body.
- Students will read Feldenkrais feet, BMC Feet to Pelvis relationships;"Letting Words Flow" on Pg. 16.
- Students will complete a Dancing One Artist's Dance-short bio report, Students will look for online videos of their choreography, research their lives and work, and create a phrase or short dance in the style of that specific artist. Students will present their short dance to the class
- Students will also "Trace Feet" based on the instructions on Page 9, filling in the drawing with any sensations, images, ideas, injuries, memories, and associations.
- Students will complete a Dance a Day- developing a dance each day for a week...students should end up with 7 short dances.
- Students will write and listen with Music Journaling-For one week, keep a music journal or log of music for dance making. Be sure to record the title, composers, musicians, and any specific information that might be necessary for program notes. Listen to at least five new pieces of music during this week, and notate their mood, qualities, time length, and instrumentation for future reference.
- Students will complete a Basic Mat Pilates Class
- Students will conduct a Concept-Drive-Dance-Begin to choreograph a dance based on a specific idea. Write about findings, the research students did on their subject, and how they might move forward with this concept-driven dance.
- Students will write an Artist's Statement- (from Concept-Drive-Dance) essay

### **Assessments**

#### **Formative:**

- Weekly journal entries, reflecting on movement in class and self assessment.
- Daily participation
- Daily readings from various articles and dance journals from online databases.
- Homework will be assigned weekly from various dance articles and movement assignments.
- Vocabulary quiz will be given throughout the unit.

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- Paper assignment: Critique various dance videos and self-critique throughout the unit and final performance.

### **Summative:**

- Unit Test

### **Benchmark:**

- Choreographic Study with Unit Test

### **Alternative :**

- Portfolio Work
- Partner or Small Group Project Work
- Performance Based Assessment

## **Interdisciplinary Connections**

### **Language Arts:** Journal Writing, Short Bio, Artist's Concept Essay

- **LA.W.11-12.1.A** - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- **LA.W.11-12.1.D** - Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- **LA.W.11-12.6** - - Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- **LA.W.11-12.7** - - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **LA.W.11-12.10** - - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

### **Language Arts:** Class Discussion, Extra Reading, Viewing of Videos

- **LA.SL.11-12.1.A** - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.

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- **LA.SL.11-12.1.B** - Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
- **LA.SL.11-12.1.C** - Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- **LA.SL.11-12.4** - Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

**Health and Wellness:** Reflect on personal growth and how to manage criticism through discussion, journaling and reading dance articles on other artists.

**2.2.12.PF.1:** Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.

**2.2.12.PF.2:** Respect and appreciate all levels of ability and encourage with care during all physical activities.

**2.2.12.PF.3:** Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.

**2.2.12.PF.4:** Determine the role of genetics, age, nutrition, sleep, the environment, an exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).

**2.2.12.PF.5:** Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.

## Career Readiness, Life Literacies, and Key Skills

**9.3.12.AR-PRF.2** Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.

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### Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
  - **9.4.12.TL.1:** Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.
- Students will access and assess digital resources to conduct research and investigations which extend their knowledge.
  - **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
  - **9.4.12.TL.3:** Analyze the effectiveness of the process and quality of the collaborative environment.
  - **9.4.12.DC.6:** Select information to post online that positively impacts personal image and future college and career opportunities.

### Career Education

**CRP1.** Act as a responsible and contributing citizen and employee.  
**CRP2.** Apply appropriate academic and technical skills.  
**CRP3.** Attend to personal health and financial well-being.  
**CRP4.** Communicate clearly and effectively and with reason.  
**CRP6.** Demonstrate creativity and innovation.  
**CRP7.** Employ valid and reliable research strategies.  
**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.  
**CRP9.** Model integrity, ethical leadership and effective management.  
**CRP11.** Use technology to enhance productivity.  
**CRP12.** Work productively in teams while using cultural global competence.

**Time Frame**

**5 weeks**

**Topic**

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### **Unit 2 - Exploring Choreography-Discovering Possibilities**

Students will take modern technique and contemporary movement weekly. Students will learn and execute modern and contemporary choreography. Students will create their own modern and contemporary dance choreography and combinations. Students will begin to explore the ideas behind concepts for choreography. Students will become aware of what inspires them as dancers and choreographers. Students will begin to make connections to costuming and dance pieces.

#### **Alignment to Standards**

**1.1.12adv.Cn10b:** Investigate and present ways in which dance can be used to communicate new perspectives and/or realizations about global issues, including global warming.

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

**1.1.12adv.Re9a:** Define personal artistic preferences to critique dance and justify the point of view. Consider content, context, genre, style, and/or cultural movement practice to formulate artistic expression.

**1.1.12adv.Re8a:** Analyze and interpret how the elements of dance, execution of dance movements and context contribute to artistic expression across different genres, styles or cultural movement practices. Use genre specific dance terminology.

**1.1.12adv.Re7a:** Use genre-specific dance terminology to analyze dance works from a variety of dance genres, reflecting on recurring patterns of movement and their relationships in well-structured and meaningful choreography.

**1.1.12adv.Pr6a:** Research, develop and apply personal strategies of visualization, motor imagery, and breath to become more aware of the relationships that exist between the body and mind.

**1.1.12adv.Pr5a:** Develop and implement healthful strategies for nutrition, injury prevention and psychological wellness related to dance activities and everyday life.

**1.1.12adv.Pr5b:** Examine the muscular-skeletal system (e.g., attachments, origin, function) and manipulate kinesthetic principles to enhance technical execution of dance movements.

**1.1.12adv.Pr5c:** Adjust oppositional pulls/tensions of the body while moving through vertical, off-center, and non-vertical alignment. Maintain optimal alignment preceding and following floor and air patterns. Modulate the placement and shifting of energy in the body.

**1.1.12adv.Pr5d:** Analyze personal patterns of misalignment and develop prescribed conditioning practices and corrective exercises to enhance optimal alignment in

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performance.

**1.1.12adv.Pr5e:** Articulate clarity of codified movement and intention through the execution of prescribed vocabulary and techniques within styles/genres.

**1.1.12adv.Pr4c:** Perform planned and improvised movement sequences and dance combinations while self-monitoring and adjusting dynamics and energy to the choreographic intent.

### Learning Objectives and Activities

#### **SWBAT answer the following questions:**

- How do costumes influence a performance?
- What is the post-modern dance era?
- How does it differ from pioneer era?
- Who were the major figures/influencers of this time?
- How are choreographers inspired?
- What topics or ideas inspire dance artists?

#### **Learning Activities:**

- Students will write about a photograph or visual image that captures their attention. What are the qualities that inspire? How might students use this image to create a dance? How might this image be a catalyst for creativity? Find one other image, not in this textbook that might inspire future dance making.
- Students will review Contemporary Modern Dance-view an online video and write a full critique on the video
- Students will find images of possible costumes from any magazines they have available. Write about how these costumes might influence the way dance is "read." Include both written reflections on these costumes, and a collage of the images students were working with.
- Students will write a one page "pitch" about what they do. Describe their dance life concisely and clearly. Students might have to explain the type of dance that they are most connected to perform/teach/study, so be sure to find the proper language to efficiently give their audience a picture of what it is they actually do.
- Students will write about their relationship to their pitch? Journal Writing
- Students will write a Body Story- What is their relationship to dance? Describe the positive and negative results with dance.  
HealthyDancing/Performing/Teaching/Choreographing
- Students will find a moment to spend 30 minutes in nature. Students will write about this experience, focusing on how this experience might help their

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creative work.

### Assessments

#### **Formative:**

- Weekly journal entries, reflecting on movement in class and self assessment.
- Daily participation
- Daily readings from articles and dance journals from online databases.
- Homework will be assigned daily from various dance articles and movement assignments.
- Vocabulary quizzes will be given throughout the unit.
- Paper assignment: Critique various dance videos and self-critique throughout the unit and final performance.

#### **Summative:**

- End of Unit Test

#### **Alternative :**

- Portfolio Work
- Partner or Small Group Project Work
- Performance Based Assessment

### Interdisciplinary Connections

#### **Language Arts:** Journal Writing, Pitch, Exploration Activities

- **LA.W.11-12.1.A** - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
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research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

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### Career Readiness, Life Literacies, and Key Skills

#### Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

**9.4.12.TL.4:** Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

- Students will access and assess Garage Band, iMovie, software programs to further investigate lesson concepts.

**9.4.12.TL.1:** Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

- Students will access and assess digital resources to conduct research and investigations which extend their knowledge.
- **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Students will select and evaluate the media platform which best suits their project needs.

**9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

#### Career Education

**CRP1.** Act as a responsible and contributing citizen and employee.

**CRP2.** Apply appropriate academic and technical skills.

**CRP3.** Attend to personal health and financial well-being.

**CRP4.** Communicate clearly and effectively and with reason.

**CRP6.** Demonstrate creativity and innovation.

**CRP7.** Employ valid and reliable research strategies.

**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.

**CRP9.** Model integrity, ethical leadership and effective management.

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**CRP12.** Work productively in teams while using cultural global competence.







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Time Frame	5 weeks
Topic	
<p align="center"><b>Unit 3 - Exploring Choreography</b></p> <p>There are many phases of the creative process (content, genre, movement, structure, sound, rehearsal methods, production elements, and reflection). The elements of the choreographic process (choreographic devices, motif, stimulus, forms, etc). In this unit students will explore and execute the choreographic process. Students will use the elements of dance, choreographic devices and performance elements to create a stimuli, motif and choreography that will be performed in the yearly dance showcase. Students will write an Artistic Statement.</p>	
Alignment to Standards	
<p><b>1.1.12adv.Cr1a:</b> Synthesize and experiment with content generated from stimulus material to invent movement vocabulary, discover personal voice and communicate artistic intent.</p> <p><b>1.1.12adv.Cr1b:</b> Expand personal movement preferences and strengths to discover unexpected solutions that communicate the artistic intent of an original dance. Analyze the unexpected solutions and explain why they were effective in expanding artistic intent.</p> <p><b>1.1.12adv.Cr2a:</b> Demonstrate fluency and personal voice in designing and choreographing original dances. Articulate an understanding of how choreographic dances and dance structures affect artistic intent. Justify choreographic choices and explain how they are used to intensify artistic intent.</p> <p><b>1.1.12adv.Cr2b:</b> Develop artistic statements that reflect personal aesthetics of self-generated dance studies.</p> <p><b>1.1.12adv.Cr3a:</b> Refine the artistic intent of a dance by manipulating choreographic devices, dance structure, and artistic criteria (e.g., production elements, music/sound, props, costumes). Evaluate self-reflection and feedback from others and apply when warranted. Document choices made in the revision process and justify how the refinements support artistic intent.</p> <p><b>1.1.12adv.Cr3b:</b> Create a portfolio of original dances using recognized systems of dance documentation (e.g., writing, a form of notation symbols, using media technologies), providing a complete picture of the creative process and product.</p> <p><b>1.1.12adv.Pr4a:</b> Modulate and use the broadest range of movement in space for artistic and expressive clarity. Use inward and outward focus to clarify movement and intent. Establish and break relationships with other dancers and audience as appropriate to the dance.</p> <p><b>1.1.12adv.Pr4b:</b> Modulate time factors for artistic interest and expressive acuity. Apply</p>	

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multiple and complex rhythms (e.g., contrapuntal, polyrhythmic). Work with and against the rhythm of accompaniment or sound environments.

**1.1.12adv.Pr4c:** Perform planned and improvised movement sequences and dance combinations while self-monitoring and adjusting dynamics and energy to the choreographic intent.

**1.1.12adv.Pr5c:** Adjust oppositional pulls/tensions of the body while moving through vertical, off-center, and non-vertical alignment. Maintain optimal alignment preceding and following floor and air patterns. Modulate the placement and shifting of energy in the body.

**1.1.12adv.Pr6a:** Research, develop and apply personal strategies of visualization, motor imagery, and breath to become more aware of the relationships that exist between the body and mind.

**1.1.12adv.Pr6b:** Initiate, plan and direct rehearsals with attention to technical details applying rehearsal strategies for individual and ensemble work that enhance artistry, incorporate self-analysis, and are solutions oriented to achieve performance excellence.

**1.1.12adv.Re7a:** Explain how dance communicates aesthetic and cultural values in a variety of genres, styles and/or cultural movement practices. Use genre-specific dance terminology.

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

## Learning Objectives and Activities

### **SWBAT answer the following questions:**

- What is the purpose of stimuli?
- What are the elements of dance?
- How does a motif and stimuli work together?
- What is dance composition?
- What are choreographic devices?
- What are the four canon forms? How do we apply them to choreography?
- What does B.A.S.T.E. stand for?
- What are locomotor and non-locomotor movements?
- How can dynamics change movement choices?
- What is tempo?
- What are gestures and how can they be applied to dance?
- What are relationships and how can they affect movement choices?
- How does quality affect a dance performance?
- What is a score? How does one create a score?

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- How does improvisation help to develop new movement ideas?

### **Learning Activities:**

- Students will create a motif (36-48 counts) using a stimuli
- Students will create movement using the choreographic devices (in groups) and identify the devices.
- Students will create choreography in either solos, duets, small groups or large group settings.
- Students will create dance movement through various exercises.
- Students will learn how to write a proper dance critique with "Elements of Composition"
- Students will try different improvisational techniques "Improvisational Score Project"
- Students will define and find examples from videos about the different "Choreographic Devices"
- Students will utilize a "Dance Composition Resource Sheet"
- Students will create movement from gestures by using the Elements of Dance
- Students will view retrograde movement gestures, phrases, and combinations
- Students will identify and execute locomotor and non-locomotor movements
- Students will identify and execute dynamics
- Students will count music, tempos, and music
- Students will identify and execute the relationships used in dance
- Students will create and execute improvisational scores

### **Assessments**

#### **Formative:**

- Weekly journal entries, reflecting on movement in class and self assessment.
- Daily participation
- Daily readings from articles and dance journals from online databases.
- Homework will be assigned weekly from various dance articles and movement assignments.
- Vocabulary quiz will be given throughout the unit.
- Paper assignment: Critique various dance videos and self-critique throughout the unit and final performance.

#### **Summative:**

- Unit Test

#### **Alternative :**

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- Portfolio Work
- Partner or Small Group Project Work
- Performance Based Assessment

### Interdisciplinary Connections

#### **Language Arts: Journal Writing**

- **LA.W.11-12.1.A** - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- **LA.W.11-12.1.D** - Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- **LA.W.11-12.6** - - Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- **LA.W.11-12.7** - - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **LA.W.11-12.10** - - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

#### **Language Arts: Class Discussion, Group Work**

- **LA.SL.11-12.1.A** - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
- **LA.SL.11-12.1.B** - Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
- **LA.SL.11-12.1.C** - Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- **LA.SL.11-12.4** - - Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

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**Health and Wellness-** reflect on personal growth and how to manage criticism through discussion, journaling and reading dance articles on other artists.

**2.2.12.PF.1:** Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.

**2.2.12.PF.2:** Respect and appreciate all levels of ability and encourage with care during all physical activities.

**2.2.12.PF.3:** Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.

**2.2.12.PF.4:** Determine the role of genetics, age, nutrition, sleep, the environment, an exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).

**2.2.12.PF.5:** Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.

### Career Readiness, Life Literacies, and Key Skills

**9.3.12.AR-PRF.2** Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.

**9.3.12.AR-PRF.8** Analyze all facets of stage and performing arts production management

### Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
  - **9.4.12.TL.4:** Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

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- Students will access and assess Garage Band and iMovie programs to further investigate lesson concepts.
  - **9.4.12.TL.1:** Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.
- Students will access and assess digital resources to conduct research and investigations which extend their knowledge.
  - **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Students will select and evaluate the media platform which best suits their project needs.
  - **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
  - **9.4.12.TL.3:** Analyze the effectiveness of the process and quality of the collaborative environment.

## Career Education

**CRP1.** Act as a responsible and contributing citizen and employee.  
**CRP2.** Apply appropriate academic and technical skills.  
**CRP3.** Attend to personal health and financial well-being.  
**CRP4.** Communicate clearly and effectively and with reason.  
**CRP6.** Demonstrate creativity and innovation.  
**CRP7.** Employ valid and reliable research strategies.  
**CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.  
**CRP9.** Model integrity, ethical leadership and effective management.  
**CRP11.** Use technology to enhance productivity.  
**CRP12.** Work productively in teams while using cultural global competence.

**Time Frame**

**5 weeks**

**Topic**

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### **Unit 4 - Preparing for Performance and Production**

Evaluation and self-evaluation are critical components for improving and appreciating the aesthetics of a performance. Using common vocabulary of dance terminology assists dancers in communicating with each other and with choreographers. Senior dancers will produce a senior choreography project and will plan Ocean Dance Theatre, OTHS dance showcase. This unit is for preparation for this final performance, which will include exploration of costuming, lighting, career choices aligned with dance production and producing a show.

#### **Alignment to Standards**

**1.1.12adv.Pr6d:** Design and organize the technical and production elements to collaboratively produce and fulfill the artistic intent of dance works in a variety of performance venues.

**1.1.12adv.Cn10b:** Investigate and present ways in which dance can be used to communicate new perspectives and/or realizations about global issues, including global warming.

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

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

**1.1.12adv.Cr2a:** Demonstrate fluency and personal voice in designing and choreographing original dances. Articulate an understanding of how choreographic dances and dance structures affect artistic intent. Justify choreographic choices and explain how they are used to intensify artistic intent.

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

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

**1.1.12adv.Cr3b:** Create a portfolio of original dances using recognized systems of dance documentation (e.g., writing, a form of notation symbols, using media technologies), providing a complete picture of the creative process and product.

**1.1.12adv.Pr4a:** Modulate and use the broadest range of movement in space for artistic and expressive clarity. Use inward and outward focus to clarify movement and intent. Establish and break relationships with other dancers and audience as

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appropriate to the dance.

**1.1.12adv.Pr4b:** Modulate time factors for artistic interest and expressive acuity. Apply multiple and complex rhythms (e.g., contrapuntal, polyrhythmic). Work with and against the rhythm of accompaniment or sound environments.

**1.1.12adv.Pr4c:** Perform planned and improvised movement sequences and dance combinations while self-monitoring and adjusting dynamics and energy to the choreographic intent.

**1.1.12adv.Pr5c:** Adjust oppositional pulls/tensions of the body while moving through vertical, off- center, and non-vertical alignment. Maintain optimal alignment preceding and following floor and air patterns. Modulate the placement and shifting of energy in the body.

**1.1.12adv.Pr6a:** Research, develop and apply personal strategies of visualization, motor imagery, and breath to become more aware of the relationships that exist between the body and mind.

**1.1.12adv.Pr6b:** Initiate, plan and direct rehearsals with attention to technical details applying rehearsal strategies for individual and ensemble work that enhance artistry, incorporate self-analysis, and are solutions oriented to achieve performance excellence.

**1.1.12adv.Pr6c:** Refine performance skills using a broad repertoire of strategies for dynamic projection. Demonstrate and model leadership qualities, performance etiquette and performance practice during class, rehearsal and performance. Develop a professional portfolio (e.g., resume, head shot, social media platforms) that documents the rehearsal and performance process with fluency in professional dance and production terminology. Analyze and evaluate the success of a performance.

**1.1.12adv.Re7b:** Explain how dance communicates aesthetic and cultural values in a variety of genres, styles and/or cultural movement practices. Use genre-specific dance terminology.

## Learning Objectives and Activities

### **SWBAT answer the following questions:**

- How do costumes influence a performance?
- How do we apply them to choreography?
- What are the stage production jobs?
- What are gel lighting plates/LED lights and how are they used in the theater?
- What should one look for when designing lights for a show?
- What are the important parts of the stage?
- What are the stage production jobs?

### **Learning Activities:**

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- Students will create lighting designs for the Ocean Dance Theatre Showcase.
- Students will create their own costumes for their dance piece.
- Students will learn and execute various stage production jobs including: Stage Manager, Assistant Stage Manager, Light Designer, Sound board, Set designer, Costume designer, Program designer, Choreographer etc.
- Students will view Misty Copland "A Ballerina's Tale" (movie) and write about Copland's career and rise with dance.
- Students will produce, type, edit the program for the dance showcase.
- Students will advertise, make flyers, signage and write to the local paper to promote the showcase.
- Students will assume all role responsible to rehearse and put together the showcase.
- Students will review performance etiquette and quality.
- Students will perform in the dance showcase.

## Assessments

### **Formative:**

- Weekly journal entries, reflecting on movement in class and self assessment.
- Daily participation
- Daily readings from articles and dance journals from online databases.
- Homework will be assigned daily from various dance articles and movement assignments.
- Vocabulary quizzes will be given throughout the unit.
- Paper assignment: Critique various dance videos and self-critique throughout the unit and final performance.

### **Summative:**

- End of Unit Test
- Final performance

### **Benchmark:**

- Cumulative course exam

### **Alternative :**

- Portfolio Work
- Partner or Small Group Project Work
- Performance Based Assessment

## Interdisciplinary Connections

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COURSE Dance Performance Production

### **Language Arts:** Journal Writing, Critique and Reflection Writing

- **LA.W.11-12.1.A** - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- **LA.W.11-12.1.D** - Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- **LA.W.11-12.6** - - Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- **LA.W.11-12.7** - - Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **LA.W.11-12.10** - - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.

### **Language Arts:** Class discussion, small group work, presentations

- **LA.SL.11-12.1.A** - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
- **LA.SL.11-12.1.B** - Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
- **LA.SL.11-12.1.C** - Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- **LA.SL.11-12.4** - - Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

**Health and Wellness-** reflect on personal growth and how to manage criticism through discussion, journaling and reading dance articles on other artists.

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**2.2.12.PF.1:** Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.

**2.2.12.PF.2:** Respect and appreciate all levels of ability and encourage with care during all physical activities.

**2.2.12.PF.3:** Design and implement a personal fitness plan, using evidence and evaluate how that reflects knowledge and application of fitness-training principles (FITT) and the components of skill related fitness.

**2.2.12.PF.4:** Determine the role of genetics, age, nutrition, sleep, the environment, an exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).

**2.2.12.PF.5:** Analyze fitness knowledge in strength, conditioning, agility, and the physiological responses of the energy systems effects on the mind and body before, during, and after physical fitness activities.

### Career Readiness, Life Literacies, and Key Skills

**9.3.12.AR-PRF.1** Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.

**9.2.12.C.1** Review career goals and determine steps necessary for attainment.

**9.3.12.AR-PRF.7** Describe how technology and technical support enhance performing arts productions.

**9.3.12.AR-PRF.8** Analyze all facets of stage and performing arts production management.

### Technology Integration

- Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.
  - **9.4.12.TL.4:** Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.





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- Students will access and assess software programs to further investigate lesson concepts.
  - **9.4.12.TL.1:** Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.
- Students will access and assess digital resources to conduct research and investigations which extend their knowledge.
  - **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Students will select and evaluate the media platform which best suits their project needs.
  - **9.4.12.IML.2:** Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.
- Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.
  - **9.4.12.TL.3:** Analyze the effectiveness of the process and quality of the collaborative environment.
- Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.
  - **9.4.12.DC.6:** Select information to post online that positively impacts personal image and future college and career opportunities.

### Career Education

- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP3.** Attend to personal health and financial well-being.
- CRP4.** Communicate clearly and effectively and with reason.
- CRP6.** Demonstrate creativity and innovation.
- CRP7.** Employ valid and reliable research strategies.
- CRP8.** Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9.** Model integrity, ethical leadership and effective management.
- CRP11.** Use technology to enhance productivity.
- CRP12.** Work productively in teams while using cultural global competence.

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### **Modifications for Physical Education/Dance/or any other physical coursework (ELL, Special Education, At-Risk Students, Gifted and Talented, and 504 Plans)**

#### **ELL:**

- Use visuals
- Demonstrate all movements
- Introduce key vocabulary for movements and equipment
- Provide peer support/partnering
- Use of Bilingual Dictionary (only in safe situations)
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

#### **Supports for Students With IEPs:**

- Demonstrate all movements
- Allow extra time for practice drills, adapt where necessary
- Guided notes and/or scaffold outline for any assessments or written assignments
- Provide peer support/partnering
- Accept demonstration and verbal assessments in lieu of written tests.
- Follow all IEP modifications

#### **At-Risk Students:**

- Demonstrate all movements
- Lesson taught again using a differentiated approach
- Provide peer support/partnering
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

#### **Gifted and Talented:**

- Create an enhanced set of practice/drill activities

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- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Encourage students to focus on challenging themselves
- Propose interest-based extension activities
- Allow independent projects/learning objectives which allow students to extend learning, achieve fitness gains.

### ***Supports for Students With 504 Plans:***

- Follow all the 504 plan modifications
- Demonstrate all movements.
- Amplification system as needed
- Fine motor skill stations embedded in rotation as needed
- Provide peer support/partnering
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

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