



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 and Choreography II

Curriculum Development Timeline

School: Ocean Township High School

Course: Dance and Choreography II

Department: Visual and Performing Arts

Board Approval	Supervisor	Notes
July 2015	Jayne VanNosdall	Born Date
August 2017	Valerie Sorce	Revision
March 2019	Ian Schwartz	Review
August 2020	Ian Schwartz	Alignment to Standards
August 2022	Derek Tranchina	Incorporate State Mandates

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COURSE Dance and Choreography II

Ocean Township Pacing Guide			
Week	Unit	Week	Unit
1	Unit 1 - Technique: Improvisation and Dance Skills	11	Unit 3 - Performance: Choreographer's Point of View
2	Unit 1 - Technique: Improvisation and Dance Skills	12	Unit 3 - Performance: Choreographer's Point of View
3	Unit 1 - Technique: Improvisation and Dance Skills	13	Unit 3 - Performance: Choreographer's Point of View
4	Unit 1 - Technique: Improvisation and Dance Skills	14	Unit 3 - Performance: Choreographer's Point of View
5	Unit 1 - Technique: Improvisation and Dance Skills	15	Unit 3 - Performance: Choreographer's Point of View
6	Unit 2 - Knowledge: Discovering Genres and Choreographic Principles	16	Unit 4 - Criticism: Reflection and Writing
7	Unit 2 - Knowledge: Discovering Genres and Choreographic Principles	17	Unit 4 - Criticism: Reflection and Writing

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8	Unit 2 - Knowledge: Discovering Genres and Choreographic Principles	18	Unit 4 - Criticism: Reflection and Writing
9	Unit 2 - Knowledge: Discovering Genres and Choreographic Principles	19	Unit 4 - Criticism: Reflection and Writing
10	Unit 2 - Knowledge: Discovering Genres and Choreographic Principles	20	Unit 4 - Criticism: Reflection and Writing

Climate Change: Unit 4 - Criticism: Reflection and Writing

Diversity and Inclusion, Individuals with Disabilities, and LGBT: Unit 4 - Criticism:
Reflection and Writing

Core Instructional & Supplemental Materials including various levels of Texts

Dancing Longer, Dancing Stronger by Robin Kish and Jennie Morton

Ballet and Modern Dance, A Concise History by Jack Anderson

Appreciating Dance A Guide to the World's Liveliest Art by Harriet Lihs and
Editors of Dance Horizons

Newsela - Articles and Text Sets Differentiated by Reading Level (Struggling
Learners; Advanced Learners)

Dance Magazine, Pointe, Dance Spirit, ARTSEDGE

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Time Frame	5 Weeks
Topic	
Unit 1 - Technique: Improvisation and Dance Skills Students will review dance skills and techniques from Dance and Choreography I and build upon them. Improvisation exercises will guide students to discoveries as a choreographer.	
Alignment to Standards	
<p>1.1.12prof.Cr1a: Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement.</p> <p>1.1.12prof.Cr1b: Analyze the elements of dance to expand personal movement vocabulary and ascertain new movement possibilities through the creation of choreographic works.</p> <p>1.1.12prof.Cr2a: Manipulate a variety of choreographic devices and dance structures to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to explain how the dance structures clarify the artistic intent.</p> <p>1.1.12prof.Cr2b: Choose a theme to develop a dance and create corresponding movements to communicate the theme. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.</p> <p>1.1.12prof.Cr3a: Revise a movement study based on self-reflection and feedback of others to improve the quality of a planned movement sequence. Articulate movement choices and revisions. Analyze and evaluate the impact of choices made in the revision process.</p> <p>1.1.12prof.Cr3b: Compare recognized notation systems to document a section of a dance using writing, symbols, or media technologies (e.g., graphic symbols and figures, path mapping, numerical systems, letter and word notations).</p> <p>1.1.12prof.Pr4a: Develop partner and ensemble skills that enable contrasting level changes while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases.</p> <p>1.1.12prof.Pr4b: Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing.</p>	
Learning Objectives and Activities	

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COURSE Dance and Choreography II

SWBAT answer the following questions:

- How does the repetition of skills improve strength, flexibility and coordination?
- What exercise and movement phrases contribute to increased clarity of performance?
- How does self-discipline improve achievement?
- Technique is the continuous development of skills that strive toward a higher proficiency in performance and creativity.

SWBAT demonstrate understanding of the following:

- Utilize elements of dance in structures, processes, and principles.
- Understand, demonstrate, and value the role and function of dance as a reflection of life, culture, history, and individual experience.

Learning Activities:

- Technique: Improvisation and Dance Skills
 - Demonstrate a general understanding of the anatomical structure and its function, and the skeletal system as a whole.
 - Incorporate kinesthetic understanding and proficiency of one dance technique while developing rhythmic skill.
 - Establish a general knowledge of a second dance technique.
 - Demonstrate a basic understanding of and ability to apply dance terminology.
 - Recall and demonstrate movement phrases or sequences, using proper technique and understanding forces of human energy.
 - Assess and employ short-term goals for technical and performance improvement in dance skills.
- Students use Vocabulary Sheets to create movement sequences as they perform technical skills demonstrating alignment, awareness of center core, strength, agility, balance, etc.
- Students will define and understand various dance and choreographic terms in order to develop as a dancer and choreographer.
- Choose an everyday movement and abstract it. -Have students pick from a hat an everyday action and improvise an abstraction of the movement to the class and have the class guess the everyday action. When having students create abstractions and gestures, remind them of level changes, timing, directional facings, use of space, etc.
- Listen to sounds and draw pictures to represent the sounds. Drawing should be done without a lot of thinking, and in response to the quality of the different sounds. Relax and use your whole arm. Listen to the sounds again and

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COURSE Dance and Choreography II

respond by moving instead of drawing.

- Students play with hand gestures, dancing them with different music styles. Transfer movement into other body parts. Explore the use of gestures and spoken language to create drama.
- In a circle, students create movement through improvisation. Recall and perform the movements with a certain use of various spatial levels, from the floor level to the air (e.g., Have each student introduce him or herself using a descriptive movement).
- Students explore space between themselves and create various movement patterns (e.g., Choose one student to assume a shape, call out individual students to add a shape to the previous one).
- Students reflect upon their individual progress and personal growth by watching a video tape of their composition studies (e.g., In a grammatically correct essay, students critique their progress and growth by viewing themselves and reflecting on their experiences).

Assessments

Summative:

- Written test examining knowledge of dance terminology
- Portfolio, journal recording and reflecting upon dance experience

Formative:

- Video recording and critiquing of performances
- Research writing on historical aspects of dance, dancers, choreographers and dance companies
- Power Point Presentations

Alternative

- Performance rubrics for various informal and formal presentations
- Group Work rubrics

Interdisciplinary Connections

English Language Arts: ELA-Literacy.RL.11-12.1, RL.2, RL.4, RL. 7

- Students reflect upon their progress and personal growth during the study of dance (e.g., In a grammatically correct essay have students assess their awareness of movement and their use of their bodies since taking the course).
- Students base a dance on a poem or a story being read in class or one of their own.
- Students use writing prompts and describe in writing the structure a n d /or

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meaning of a dance.

- Choose a character in a story and identify the personality traits of this individual (bright, cheerful, sad, depressed, ruthless, gentle, and so forth). Then come up with several movement phrases that the student feels express the nature of this character. Then using the same character, decide how this character changed throughout the book; choreograph several more phrases that express these changes. Students can then connect the movement phrases that you developed into a short dance that expresses the changes in reaction and attitude experienced by this character.

Math:

- Students create dance “maps” (on paper) of floor patterns.
- Students create and change movement sequence using addition and subtraction, (counting by eights).
- Students will use parallel lines and other geometric shapes for floor patterns and pathways.

VPA:

- **1.5.12acc.Cr1b: Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.**

Use visual motivations to abstract as well. Use construction paper in various colors to motivate the students’ movement responses. (Ex. Red usually stimulates quick, excited movements, while cool colors such as green or blue is met with a amore calm reaction.) Students can add shape by cutting the colored construction paper into various shapes. -Use your own personal objects as a motivation to create abstractions. These objects could include prints, photos, feathers, plants, pottery, and so on. Begin by selecting the colors, line, patterns, shapes, and textures found in these objects. Then use these characteristics to stimulate movement.

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.

Technology Integration

Students will use YouTube in order to extend learning and apply analytical/critique skills to new content. Students will consider the appropriateness of the digital tool for the task.

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

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DEPARTMENT Visual and Performing Arts

COURSE Dance and Choreography II

Career Education

Career Ready Practices

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

Time Frame	5 Weeks
Topic	
Unit 2: Knowledge: Discovering Genres and Choreographic Principles Students will research, view, study, choreograph to and critique a dance genre	
Alignment to Standards	
<p>1.1.12prof.Cr1a: Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement.</p> <p>1.1.12prof.Cr1b: Analyze the elements of dance to expand personal movement vocabulary and ascertain new movement possibilities through the creation of choreographic works.</p> <p>1.1.12prof.Cr2a: Manipulate a variety of choreographic devices and dance structures to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to explain how the dance structures clarify the artistic intent.</p> <p>1.1.12prof.Cr2b: Choose a theme to develop a dance and create corresponding movements to communicate the theme. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.</p> <p>1.1.12prof.Cr3a: Revise a movement study based on self-reflection and feedback of others to improve the quality of a planned movement sequence. Articulate movement choices and revisions. Analyze and evaluate the impact of choices made in the revision process.</p> <p>1.1.12prof.Cr3b: Compare recognized notation systems to document a section of a dance using writing, symbols, or media technologies (e.g., graphic symbols and figures, path mapping, numerical systems, letter and word notations).</p>	

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1.1.12prof.Pr4a: Develop partner and ensemble skills that enable contrasting level changes while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases.

1.1.12prof.Pr4b: Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing.

1.1.12prof.Pr4c: Perform planned and improvised movement sequences and dance combinations with variations that accurately demonstrate contrasting dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose).

1.1.12prof.Pr5c: Demonstrate body coordination while moving (e.g., elongated spine, vertical alignment, release of tension from shoulders; use of vertical, off center, non-vertical alignment) the body through space.

1.1.12prof.Pr5d: Explore movement that develops a wide range of motion, muscular flexibility, strength, and endurance. Explore different body conditioning techniques (e.g., yoga, weight training, aerobics, Pilates).

1.1.12prof.Pr5e: Demonstrate style/genre specific vocabulary and codified movements with style/genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing.

Learning Objectives and Activities

SWBAT answer the following questions:

- How does the knowledge of dance and choreography terminology help aid in the communication process between teacher and student?
- How will the knowledge of terms help critiquing skills?

SWBAT demonstrate understanding of the following:

- Know, and advocate the artistic value of dance, articulating the context and criteria of the dance experience.
- Create choreography and understand why movement is chosen for various reasons.

Learning Activities:

- Knowledge: Discovering Genres and Choreographic Principles
 - Demonstrate an understanding of form and structure (e.g., theme and variation, motif and development, rondo, AB, ABA, ABACAD).
 - Demonstrate an understanding of basic choreographic devices (e.g., repetition, staging, tempo, transposition, augmentation, diminution, inversion).
 - Choreograph dance studies for working alone and in a group.
 - Create and revise a dance, articulating reasons for artistic decisions.

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- Review Late Modern and Post Modern Artists, stick to Timeline continuing from Dance I.
- Students will research, develop, create, perform and critique one selected dance genre for the entire course. For example one student will; study the development of modern dance and how it was influenced by different cultures and other genres of dance, cite key contributions of dancers and choreographers to the evolution of modern dance, and include in the study significant performances of the last five years. The final presentation to the class uses a multimedia format to illustrate the predictions of future developments in modern dance based on contemporary trends and historical development.
- Students will define and understand various dance and choreographic terms in order to develop as a dancer and choreographer.
- Choose an everyday movement and abstract it. -Have students pick from a hat an everyday action and improvise an abstraction of the movement to the class and have the class guess the everyday action. When having students create abstractions and gestures, remind them of level changes, timing, directional facings, use of space, etc.
- Students play with hand gestures, dancing them with different music styles. Transfer movement into other body parts. Explore the use of gestures and spoken language to create drama.
- Students analyze historical and cultural images used in designing costumes for dance and compare these to images in American film (e. g., students compare the costumes of early ballet with those used on stage today).
- Students reflect upon their individual progress and personal growth by watching a video tape of their composition studies (e.g., In a grammatically correct essay, students critique their progress and growth by viewing themselves and reflecting on their experiences).
- Students will research and learn from Late Modern to Postmodern dance artists.

Assessments

Summative:

- Written test examining knowledge of dance terminology
- Portfolio, journal recording and reflecting upon unit concepts

Formative:

- Video recording and critiquing of performances
- Research writing on historical aspects of dance, dancers, choreographers and

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COURSE Dance and Choreography II

- dance companies
- Power Point Presentations

Alternative

- Performance rubrics for various informal and formal presentations
- Group Work rubrics

Interdisciplinary Connections

Dance Genre Research Project

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

Technology Integration

Dance Genre Research Project:

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.

Career Education

Career Ready Practices

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

Time Frame

5 Weeks

Topic

Unit 3 - Performance: Choreographer's Point of View

Students will choreograph in small groups and in solo presentations.

Alignment to Standards

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1.1.12prof.Pr6a: Investigate visualization, motor imagery, and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill.

1.1.12prof.Pr6b: Rehearse a dance and apply specific feedback to refine performance accuracy, consistency, and expressiveness. Demonstrate group awareness and develop personal rehearsal strategies.

1.1.12prof.Pr6c: Adapt movements to performance area. Demonstrate performance etiquette and performance practices during class, rehearsal and performance. Accept notes from the choreographer and apply corrections to future performances. Document the rehearsal and performance process using dance and production terminology. Analyze and evaluate the success of a performance.

1.1.12prof.Pr6d: Demonstrate a variety of technical elements (e.g., costumes, lighting, sound, performance cues) of a dance performance. Utilize production and technical terminology to communicate with performers and backstage personnel.

1.1.12prof.Re7a: Use genre-specific terminology to analyze recurring patterns of movement and their relationships in dance in context of artistic intent.

1.1.12prof.Re7b: Analyze the use of elements of dance in a variety of genres, styles or cultural movement practices within the cultural context to communicate intent. Use genre-specific dance terminology to compare and contrast.

1.1.12prof.Re8a: Distinguish different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, execution of dance movements and context enhance meaning and support intent using genre specific dance techniques.

1.1.12prof.Re9a: Analyze artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, and/or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.

Learning Objectives and Activities

SWBAT answer the following questions:

- How does a choreographer manage small groups and prepare for a piece?
- Which structural tools are used to build a dance?
- Which design principals are achieved?
- What skills stand out?
- How does professional behavior affect performance and your chances for career success?
- How does self- discipline improve the creative process?
- How does a professional work ethic in rehearsal lead to a successful performance?
- What are the criteria used for evaluating performance studies?

SWBAT demonstrate understanding of the following:

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- Practice advancing, translating and performing dance.

Learning Activities:

- Performance: Choreographer's Point of View
 - Practice performance of improvised and choreographed movement with intelligent use of space, time, shape, and energy.
 - Originate movement choices expanding and utilizing space, time, and energy concepts.
 - Choreograph dance studies that communicate social and/or personal meaning.
- Students will research, develop, create, perform and critique one selected dance genre for the entire course. For example one student will; study the development of modern dance and how it was influenced by different cultures and other genres of dance, cite key contributions of dancers and choreographers to the evolution of modern dance, and include in the study significant performances of the last five years. The final presentation to the class uses a multimedia format to illustrate the predictions of future developments in modern dance based on contemporary trends and historical development.
- Students use Vocabulary Sheets to create movement sequences as they perform technical skills demonstrating alignment, awareness of center core, strength, agility, balance, etc.
- Students will define and understand various dance and choreographic terms in order to develop as a dancer and choreographer.
- Choose an everyday movement and abstract it. -Have students pick from a hat an everyday action and improvise an abstraction of the movement to the class and have the class guess the everyday action. When having students create abstractions and gestures, remind them of level changes, timing, directional facings, use of space, etc.
- Listen to sounds and draw pictures to represent the sounds. Drawing should be done without a lot of thinking, and in response to the quality of the different sounds. Relax and use your whole arm. Listen to the sounds again and respond by moving instead of drawing.
- Students play with hand gestures, dancing them with different music styles. Transfer movement into other body parts. Explore the use of gestures and spoken language to create drama.
- Students analyze historical and cultural images used in designing costumes for dance and compare these to images in American film (e. g., students compare the costumes of early ballet with those used on stage today).

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- In a circle, students create movement through improvisation. Recall and perform the movements with a certain use of various spatial levels, from the floor level to the air (e.g., Have each student introduce him or herself using a descriptive movement).
- Students explore space between themselves and create various movement patterns (e.g., Choose one student to assume a shape, call out individual students to add a shape to the previous one).
- Students reflect upon their individual progress and personal growth by watching a video tape of their composition studies (e.g., In a grammatically correct essay, students critique their progress and growth by viewing themselves and reflecting on their experiences).
- Students will choreograph and design pieces for outside performances such as choral and band productions.

Assessments

Summative:

- Written test examining knowledge of dance terminology
- Portfolio, journal recording and reflecting upon unit experience

Formative:

- Video recording and critiquing of performances
- Research writing on historical aspects of dance, dancers, choreographers and dance companies
- Power Point Presentations

Alternative

- Performance rubrics for various informal and formal presentations
- Group Work rubrics

Interdisciplinary Connections

Students reflect upon their individual progress and personal growth by watching a video tape of their composition studies (e.g., In a grammatically correct essay, students critique their progress and growth by viewing themselves and reflecting on their experiences).

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.

Career Readiness, Life Literacies, and Key Skills

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

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 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

Career Ready Practices

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

Time Frame	5 Weeks
Topic	
Unit 4 - Criticism: Reflection and Writing Students will learn various techniques for critiquing a dance piece and what to look for in a dance.	
Alignment to Standards	
1.1.12prof.Re9a: Analyze artistic criteria to determine what makes an effective	

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performance. Consider content, context, genre, style, and/or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.

1.1.12prof.Cn10a: Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer impact personal interpretation. Consider how personal background and experiences influence responses to dance works.

1.1.12prof.Cn10b: Research global issues, including climate change, using multiple research methods to inform original dances expressed through multiple genres, styles, and varied cultural perspectives.

1.1.12prof.Cn11a: Analyze and discuss the role of dance in a global society. Examine genres, styles, historical time periods, societal changes and perspectives and how those changes impact dance in relation to the ideas and perspectives of the people from whom the dances originate.

1.1.12prof.Re8a: Distinguish different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, execution of dance movements and context enhance meaning and support intent using genre specific dance techniques.

1.1.12prof.Re7a: Use genre-specific terminology to analyze recurring patterns of movement and their relationships in dance in context of artistic intent.

1.1.12prof.Re7b: Analyze the use of elements of dance in a variety of genres, styles or cultural movement practices within the cultural context to communicate intent. Use genre-specific dance terminology to compare and contrast.

1.1.12prof.Pr6a: Investigate visualization, motor imagery, and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill.

1.1.12prof.Pr6b: Rehearse a dance and apply specific feedback to refine performance accuracy, consistency, and expressiveness. Demonstrate group awareness and develop personal rehearsal strategies.

Learning Objectives and Activities

SWBAT answer the following questions:

- What are the different choreographic principles?
- What words best describe this dance?
- What does this dance convey?
- What aspect is most memorable?
- What grabs attention in the foreground/What supports the work in the background?
- How does improvisation help the process of choreography?
- What is a positive performance? What is considered a negative performance?
- How does a dancer analyze his/her performance?
- What methods or questions are used in critiquing choreography both positively

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and negatively?

- How is the intent of the performer communicated to the audience through choices?
- How do major historical events prompt the creation of art?

SWBAT demonstrate understanding of the following:

- Embellish and present movement problem-solving experiences.
- Write and reflect on one's own personal growth and development.

Learning Activities:

- View dances representative of world cultures. b) Investigate major figures of American dance and their choreographic styles (e.g., Katherine Dunham, George Balanchine, Merce Cunningham). **
- Investigate major figures of American dance and their choreographic styles (e.g., Katherine Dunham, George Balanchine, Merce Cunningham). **
- Create a chronology for dance within a historical period.
- Understand the role and function of dance in America.
- Demonstrate understanding of different theatrical forms of dance (modern, ballet) and how the forms developed.
- Critique dances and discuss similarities and differences in use of the elements of dance.
- Perceive artistic content through written, visual, and verbal responses.
- Evaluate great dance works, innovators, and performers. **
- Demonstrate an understanding of a favorite choreographic style.
- Demonstrate an understanding and accurate translation of movement in literary works.
- Choreograph a dance and revise it over time articulating the reasons for the artistic decisions made.
- Relate and examine viewer opinions about dance with peers in a supportive and constructive manner.
- Students will research, develop, create, perform and critique one selected dance genre for the entire course. For example one student will; study the development of modern dance and how it was influenced by different cultures and other genres of dance, cite key contributions of dancers and choreographers to the evolution of modern dance, and include in the study significant performances of the last five years. The final presentation to the class uses a multimedia format to illustrate the predictions of future developments in modern dance based on contemporary trends and historical development.
- Students use Vocabulary Sheets to create movement sequences as they

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perform technical skills demonstrating alignment, awareness of center core, strength, agility, balance, etc.

- Students will define and understand various dance and choreographic terms in order to develop as a dancer and choreographer.
- Choose an everyday movement and abstract it. -Have students pick from a hat an everyday action and improvise an abstraction of the movement to the class and have the class guess the everyday action. When having students create abstractions and gestures, remind them of level changes, timing, directional facings, use of space, etc.
- Listen to sounds and draw pictures to represent the sounds. Drawing should be done without a lot of thinking, and in response to the quality of the different sounds. Relax and use your whole arm. Listen to the sounds again and respond by moving instead of drawing.
- Students play with hand gestures, dancing them with different music styles. Transfer movement into other body parts. Explore the use of gestures and spoken language to create drama.
- Students analyze historical and cultural images used in designing costumes for dance and compare these to images in American film (e. g., students compare the costumes of early ballet with those used on stage today).
- In a circle, students create movement through improvisation. Recall and perform the movements with a certain use of various spatial levels, from the floor level to the air (e.g., Have each student introduce him or herself using a descriptive movement).
- Students explore space between themselves and create various movement patterns (e.g., Choose one student to assume a shape, call out individual students to add a shape to the previous one).
- Students reflect upon their individual progress and personal growth by watching a video tape of their composition studies (e.g., In a grammatically correct essay, students critique their progress and growth by viewing themselves and reflecting on their experiences).
- Students will choreograph and design pieces for outside performances such as choral and band productions.
- Students will choreograph a small dance piece reflecting a heavily researched societal issue. The movement will represent the theme within the struggle and success of the topic assigned.***

* NJ Climate Change Education

**NJ Diversity, Equity, and Inclusion/NJ LGBT and Persons with Disabilities Education

Assessments

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Summative:

- Written test examining knowledge of dance terminology
- Portfolio, journal recording and reflecting upon the experience

Formative:

- Video recording and critiquing of performances
- Research writing on historical aspects of dance, dancers, choreographers and dance companies
- Power Point Presentations

Alternative

- Performance rubrics for various informal and formal presentations
- Group Work rubrics

Benchmark

- Dance performance assessment; Written critique

Interdisciplinary Connections

Research and write about a chronological exploration of a dance style/genre:

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.

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.

Technology Integration

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 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

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and future college and career opportunities.

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.

Career Education

Career Ready Practices

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

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

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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
- 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 student 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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