



# 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.*

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### **Curriculum Development Timeline**

**School:** Township of Ocean Intermediate School

**Course:** Dance, Grades 6-8

**Department:** Visual and Performing Art

<b>Board Approval</b>	<b>Supervisor</b>	<b>Notes</b>
August 2018	Valerie Sorce	Born Date
March 2019	Valerie Sorce	Review

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Pacing Guide	
Week	Marking Period 1
1	Unit 1: Elements of Dance and Kinesthetic Movement
2	Unit 1: Elements of Dance and Kinesthetic Movement
3	Unit 1: Elements of Dance and Kinesthetic Movement
4	Unit 1: Elements of Dance and Kinesthetic Movement
5	Unit 1: Elements of Dance and Kinesthetic Movement
6	Unit 2: History of the Arts and Culture
7	Unit 2: History of the Arts and Culture
8	Unit 2: History of the Arts and Culture
9	Unit 2: History of the Arts and Culture
10	Unit 2: History of the Arts and Culture
Week	Marking Period 2
11	Apply and Review concepts from Unit 1 and 2
12	Apply and Review concepts from Unit 1 and 2
13	Unit 3: Choreography and Performance
14	Unit 3: Choreography and Performance
15	Unit 3: Choreography and Performance
16	Unit 3: Choreography and Performance
17	Unit 3: Choreography and Performance
18	Unit 3: Choreography and Performance
19	Unit 3: Choreography and Performance
20	Unit 3: Choreography and Performance

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

Teacher-created materials, PE equipment, teacher curated videos, online resources, digital databases, print resources and books, i.e. *Dance Composition Basics- Capturing the Choreographer's Craft* By Pamela Sofras

Time Frame	5 weeks, ongoing
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### Topic

Unit 1: Elements of Dance and Kinesthetic Movement

### Essential Questions

- What social relationships and roles are implied by the facings, contact, and leader/follower relationships between partners?
- In what ways do my muscles need to work to accomplish this movement?
- How does social dancing affect my aerobic condition? Physical strength?
- How are forms of dance influenced by time, place, and people?
- What controls the dance; the dancer or the music?
- How is dance an important element in a culture?
- What is the process for creating an original work?
- What makes an effective dance performer?
- What makes an effective dance performance? • How does one critique a dance performance?

### Enduring Understandings

- The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.
- Space, time, and energy are basic elements of dance.
- Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.

### Alignment to Standards

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1.1.8.A.1; 1.1.8.A.2; 1.1.8.A.4; 1.2.8.A.2; 1.3.8.A.1; 1.3.8.A.3; 1.4.8.A.2; 1.4.8.A.7; 1.4.8.B.2

### Learning Activities & Key Concepts and Skills

- Manipulate movement phrases with devices such as repetition, inversion, retrograde.
- Explore structures such as Call and Response, Flocking.
- Teach a movement phrase that includes strength, flexibility and endurance. Have the students alter the phrase by manipulating the tempo, accents, directions, levels and energy qualities.
- Analyze how varying the use of force affects the way a movement feels, is perceived, and is interpreted.
- Teach a complex locomotor and axial sequence. Have the students alter the sequence's breath and metric rhythms, spatial directions, shaping of the body and energy qualities.
- Connect the locomotor and axial sequence to a story. See what sections of the movement sequence relate to different characters in the story. Discuss the connections.
- Execute movement sequences in a variety of dance forms with accuracy.
- Make spontaneous choices in a dance partnering with sensitivity to the partner.
- Explain the technical demands of a style. Learn vocabulary related to descriptive and technical dance terms.
- Create a document to highlight dances studied.
- Recognize the choreographic structures of contrast and transition, and the process of reordering or of chance in dance masterworks.
- Analyze the manipulation of elements of dance used for choreographic intent in dance master works (e.g., changes in rhythm, proportion, spatial relationships, dynamics etc.).
- Create and demonstrate a solo or group dance composition which blends variety in body patterns, range of motion, varied balances, variation in the elements of dance, and application of major muscle groups and proper body mechanics.
- Manipulate the aspects of time, space and weight to communicate meaning in movement using combinations of effort actions, movement dynamics and qualities to communicate meaning in improvisation and choreographed solo or group works.
- Verbally differentiate the purposes between utilitarian and non-utilitarian dance works.
- Analyze and assess the form, function, craftsmanship and originality of two opposing dance works in the same dance style (e.g., Bring in da Noise, Bring in da Funk versus 42nd Street).
- Objectively assess observable criteria regarding content, form, technical proficiency and formal structures in various self and peer generated works of dance using rubrics and holistic scoring guides.

### Assessments

#### **Formative:**

- Journal reflections
- Current events in performing arts/dance

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- Informal rubric-based evaluation of in-class performances
- Self assessment and reflection
- Pair share
- Peer evaluation

### **Summative:**

- Dance performance task

### **Benchmark:**

- Objective test
- Short constructed response

### **Alternative:**

- Digital Portfolio

## Career Education

CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP12. Work productively in teams while using cultural global competence.

## 21st Century Skills

**9.2.8.B.3** Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

## Interdisciplinary Connections

**NJSLSA.SL1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**NJSLSA.SL2.** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**HPE 2.5.8.A.3** Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).

## Technology Integration

**8.1.8.A.2** Create a document (e.g. newsletter, reports, personalized learning plan, business

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letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

Time Frame	5 weeks, ongoing
<b>Topic</b>	
Unit 2: History of the Arts and Culture	
<b>Essential Questions</b>	
<ul style="list-style-type: none"><li>• How do new social dances and variations on social dance steps arise?</li><li>• What impact has dance had on culture and society throughout history?</li><li>• What are the similarities and differences among dances of various cultures?</li><li>• What role does dance play in the culture of a specific country or region?</li><li>• What are dance styles and how are they categorized in genres?</li><li>• What are the technical demands of the various styles of dance?</li><li>• How is dance language used to describe specific aesthetic differences and similarities between styles and artists?</li><li>• How is music and style connected?</li><li>• How are forms of dance influenced by time, place and people?</li></ul>	
<b>Enduring Understandings</b>	
<ul style="list-style-type: none"><li>• Technological advances have influenced the way we see dance on television and screen.</li><li>• Spatial patterning can influence cultural performances.</li><li>• Culture can have a social and political impact on dance.</li></ul>	
<b>Alignment to Standards</b>	
1.1.8.A.3; 1.2.8.A.1; 1.2.8.A.2; 1.2.8.A.3; 1.4.8.A.1; 1.4.8.A.3; 1.4.8.A.4; 1.4.8.A.7; 1.4.8.B.3;	
<b>Learning Activities &amp; Key Concepts and Skills</b>	

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- Learn social dances from various periods.
- Compare and contrast traditional cultural dance styles shown by American or visiting dance companies.
- Reflect upon the emotional response to a dance and use expressive language to report experiences.
- Choose from a “grab bag of countries,” and research the dances of the country chosen.
- Create a simple ritual or ceremonial dance by studying a particular culture then use the elements based on that culture to create the movement.
- Learn and perform an authentic ceremonial or ritual dance (e.g. Hora Agadati from Israel, Tinikling from Philippines or Progressive Circle from USA).
- Read about and view works of contemporary modern choreographers and identify influences from other dance genres.
- Research the influence of African-American, Latin/South American, and European on American social dances and social dance music.
- Research the connections between two dance styles.
- Compare and contrast dances by various American choreographers (e.g., Merce Cunningham’s Rainforest, Alvin Ailey’s To Bird With Love, José Limón’s The Moor’s Pavane).
- Compare and contrast traditional cultural dance styles shown by American or visiting dance companies.
- Make a “family tree” of a dance form, including major artists and dates of significant works.
- Analyze the impact of the advent of video technology and its influence on dance innovations (e.g., dance in movies; dance in music videos; dance on TV; dance in reality shows).
- Compare and contrast the use of spatial patterning and relationships in past and contemporary dance works from world cultures (e.g., French Baroque verses Alwin Nikolais’s illusionary space).
- Observe how social and cultural values, from past and contemporary choreographers (e.g., Ruth St. Denis- exoticism, Katherine Dunham-Afro- Caribbean dance heritage, Erik Hawkins- examination of native American culture, Bill T. Jones-contemporary African-American condition etc.), influenced the dynamics of their works.
- Trace the social and political impact on the culture of the arts and as well as artists impact on culture in the 20th and 21st centuries (e.g., Jazz Dance; Musical Theatre; Tap Dance; Hip Hop; Ballroom Dance etc.).
- Research and perform dances that illustrate similar and/or contrasting styles associated with technological advances, world dance styles, and the socio-political impact of artists on cultures.

## Assessments

### **Formative:**

- Journal reflections

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- Current events in performing arts/dance
- Informal rubric-based evaluation of dance performances
- Self assessment and reflection
- Pair share
- Peer evaluation
- Research tasks using graphic organizers

### **Summative:**

- Research project on the cultural origins of dance
- Presentation on the impact of dance on society

### **Benchmark:**

- 

### **Alternative:**

- Portfolio

## Career Education

CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP7. Employ valid and reliable research strategies. CRP11. Use technology to enhance productivity. CRP12. Work productively in teams while using cultural global competence.

## 21st Century Skills

**9.2.8.B.4** Students will evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally with regard to performing arts and dance.

## Interdisciplinary Connections

NJSLSA.SL1. Students will prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively with regard to relevant topics related to the history of the arts and culture, specifically that of dance.

NJSLSA.SL2. Students will integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally with regard to relevant topics related to the history of the arts and culture, specifically that of dance.

NJSLSA.R7. Students will integrate and evaluate content presented in diverse media and

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formats, including visually and quantitatively, as well as in words with regard to relevant topics related to the history of the arts and culture, specifically that of dance.  
NJLSA.R10. Students will read and comprehend complex informational texts independently and proficiently with scaffolding as needed.  
NJLSA.W4. Students will produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience with regard to relevant topics related to the history of the arts and culture, specifically that of dance.

### Technology Integration

**8.1.8.A.2** Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

**8.1.8.D.4** Assess the credibility and accuracy of digital content.

Time Frame	8 Weeks
Topic	
Unit 3: Choreography and Performance	
Essential Questions	
<ul style="list-style-type: none"><li>● How do our individual styles affect a group performance?</li><li>● How can I recognize this dance to enhance its expressiveness?</li><li>● How can I use music more effectively to support my theme?</li></ul>	
Enduring Understandings	
<ul style="list-style-type: none"><li>● Symbolism and imagery enhance the substances and quality of dance.</li><li>● Traditional and non-traditional elements can generate new ideas and expressions in dance.</li><li>● Objective observation of dance can aid dancers and choreographers in improving their work.</li></ul>	
Alignment to Standards	

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### Learning Activities & Key Concepts and Skills

- Create a work with peers using original movement material devices to manipulate phrases, and a clear choreographic structure.
- Take video footage of only classmates' feet and legs as they are rehearsing a dance; repeat with only the upper body; use to revise performance.
- With peers, create a video of students dancing to weave into a performance.
- Interpret a dance in terms of content (narrative, themed or abstract) and context (theatrical, ritual or social).
- Analyze a dance's content and social/cultural context.
- Produce a performance with peers, taking various roles and analyze the skills needed for such jobs.
- Interpret the characteristics of imagery and representation in various dance works and apply symbolism to a short original choreographic work.
- Differentiate the elements of style and design of a traditional and non-traditional dance work and apply conventional and non-conventional elements of style to express new ideas in self-generated choreography.
- Objectively assess observable criteria regarding content, form, technical proficiency and formal structures in various self and peer generated works of dance using rubrics and holistic scoring guides.

### Assessments

#### **Formative:**

- Journal reflections
- Current events in performing arts/dance
- Informal rubric-based evaluation of in-class performances
- Self assessment and reflection
- Pair share
- Peer evaluation

#### **Summative:**

- Dance group performance task

#### **Benchmark:**

- Objective test
- Short constructed response
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### **Alternative:**

- Portfolio

### Career Education

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CRP4. Communicate clearly and effectively and with reason.  
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### Interdisciplinary Connections

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NJSLA HPE 2.5.8.A.3 Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).  
NJSLA HPE 2.5.8.A.4 Detect, analyze, and correct errors and apply to refine movement skills.

### Technology Integration

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

### **ELL:**

- Work toward longer passages as skills in English increase
- Use visuals

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- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

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

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

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

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

### **Gifted and Talented:**

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

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

- Follow all the 504 plan modifications

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- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

## **Modifications for Physical Education/Dance (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.

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### **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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