

HADDONFIELD PUBLIC SCHOOLS  
Curriculum Map for **Dance 1**

1 <sup>st</sup> Marking Period			
<p>Targeted Standard(s): NJCCCS</p> <p><b>Standard 1.1 Aesthetics;</b> All students will use basic knowledge in the creation of and the response to dance. <b>Standard 1.2 Creation and Performance;</b> All students will utilize dance skills for creation, performance and presentation. <b>Standard 1.3 Elements and Principles of the Arts;</b> All students will demonstrate an understanding of the elements and principles of dance. <b>1.4 Critique;</b> All students will develop, apply and reflect upon knowledge of the process of critique. <b>Standard 1.5 World Cultures, History and Society;</b> All students will understand and analyze the role, development and continuing influence of the arts in relation to world cultures, history and society. <b>Standard 2.5 Motor Skills Development;</b> All students will utilize safe, efficient and effective movements to develop and maintain a healthy active lifestyle <b>Standard 2.6 Fitness;</b> All students will apply health-related and skill related fitness concepts and skill to develop and maintain a healthy, active lifestyle.</p>			
<p>Enduring Understandings (<i>The big ideas</i>):1.1 Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts.1.2 Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.1.3 An understanding of the elements and principles of art is essential to the creative process and artistic production.1.4 Through the critical process, students formulate judgments regarding artistic and aesthetic merits of artwork. 1.5 The relationship of the arts and culture is mutually dependent; culture affects the arts and the arts reflect and preserve culture. 2.5 Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life. 2.6 Lifetime fitness depends upon the understanding how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.</p>			
<p>Essential Questions:</p> <ul style="list-style-type: none"> <li>○ Why should I care about the arts?</li> <li>○ How does creating and performing the arts differ from viewing the arts?</li> <li>○ How do underlying structures unconsciously guide the creation of art works?</li> <li>○ When is art criticism vital and when is it beside the point?</li> <li>○ Does art define culture or does culture define art?</li> <li>○ How does effective and appropriate execution of movement affect wellness?</li> </ul>			
Core Content/Objectives		Instructional Actions	
Concepts <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>Learning Activities/ Differentiation Interdisciplinary Connections</i>	Assessment <i>How learning will be assessed</i>
<ul style="list-style-type: none"> <li>• Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in a variety of sports and activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to identify a dance form by its aesthetic as well as execute a small movement phrase from each genre of dance.</li> <li>• Demonstrate mechanically correct form and control when</li> </ul>	<ul style="list-style-type: none"> <li>• Swing dance: Savoy Ballroom, the depression, Harlem during the 1920-30s, foot work for basic step stationary and turning, loop turn, arch turn, dish rag, passing turns, cuddle, pull through the legs,</li> </ul>	<ul style="list-style-type: none"> <li>• Students take part in movement exercises and presentations daily.</li> <li>• Written critiques</li> <li>• Teacher observation and student participation</li> <li>• <b>Written self-assessments</b></li> </ul>

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<ul style="list-style-type: none"> <li>• Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.</li> <li>• Students will learn the reasons for as well as how to execute the specific aesthetics of the following dance forms: Swing Dance, Salsa, Hip-Hop, African, Jazz, Ballet, Modern</li> <li>• Students will learn how to view dance as art and formulate their own interpretations about its function.</li> <li>• Students will learn choreographic structures as well as when and why they are used.</li> <li>• Elements of dance: space, time and energy</li> </ul>	<p>using and combining movement skills in applied settings.</p> <ul style="list-style-type: none"> <li>• Students will be able to articulate their thoughts through writing about their perception of dance and performing arts.</li> <li>• Students will be able to describe the influence of history and culture on dance.</li> <li>• Students will create and perform movement activities that combine movement skills into smooth flowing.</li> <li>• Analyze the application of balance and counterbalance when performing or observing movement skills.</li> <li>• Compare and contrast the use of space and flow in physical activities.</li> <li>• Summarize how movement can be made more interesting, creative, or effective.</li> <li>• Discuss the stages of movement skill development and the importance of practice.</li> <li>• Discuss the elements of dance and execute movements in emphasizing the different uses of space, time and energy</li> </ul>	<p>jig walk, how to counterbalance weight on the swing step, back flips</p> <ul style="list-style-type: none"> <li>• Hip-Hop: how it originated and its subdivisions of break dancing, popping, locking, house and hip hop, footwork for the 6 step, back spins, uprocking, articulation and grounding of the movement</li> <li>• Jazz: its origins and aesthetic, alignment, footwork for box step, ball change, developpe, jazz arms</li> <li>• Students will take part in a number of movement exercises, see dance on film, as well as create their own movement in given genres.</li> <li>• After exposure to different genres students will take part in a number of group discussions as well as give feedback to classmates about work they created.</li> <li>• Students will begin choreographing and learning choreography in preparation for the 2<sup>nd</sup> MP concert</li> <li>• Motor Skills Development: running, walking, skipping, galloping, leaping, jumping, rolling, turning, spiraling</li> </ul>	
<p>Resources/Technology:</p>			

Curriculum Map for <u>(content area/grade/course/unit)</u>
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Curriculum Map for (content area/grade/course/unit)

**Dance 1 Marking Period 2**

Targeted Standard(s): NJCCCS

**Standard 1.1 Aesthetics;** All students will use basic knowledge in the creation of and the response to dance. **Standard 1.2 Creation and Performance;** All students will utilize dance skills for creation, performance and presentation. **Standard 1.3 Elements and Principles of the Arts;** All students will demonstrate an understanding of the elements and principles of dance. **1.4 Critique;** All students will develop, apply and reflect upon knowledge of the process of critique.

**Standard 1.5 World Cultures, History and Society;** All students will understand and analyze the role, development and continuing influence of the arts in relation to world cultures, history and society. **Standard 2.5 Motor Skills Development;** All students will utilize safe, efficient and effective movements to develop and maintain a healthy active lifestyle **Standard 2.6 Fitness;** All students will apply health-related and skill related fitness concepts and skill to develop and maintain a healthy, active lifestyle.

Enduring Understandings (*The big ideas*):**1.1** Aesthetic knowledge stimulates judgment and imagination empowering students to interpret, appreciate and extract meaning from the arts.**1.2** Active participation in the arts leads to a comprehensive understanding of the imaginative and creative process.**1.3** An understanding of the elements and principles of art is essential to the creative process and artistic production.**1.4** Through the critical process, students formulate judgments regarding artistic and aesthetic merits of artwork. **1.5** The relationship of the arts and culture is mutually dependent; culture affects the arts and the arts reflect and preserve culture. **2.5** Individuals who learn to move safely, effectively and efficiently and feel comfortable and confident in the performance of motor skills are more likely to participate in health-enhancing forms of physical activity throughout life. **2.6** Lifetime fitness depends upon the understanding how each fitness component is developed and measured and how to design and implement a personal fitness plan that supports a healthy, active lifestyle.

Essential Questions:

- Why should I care about the arts?
- How does creating and performing the arts differ from viewing the arts?
- How do underlying structures unconsciously guide the creation of art works?
- When is art criticism vital and when is it beside the point?
- Does art define culture or does culture define art?
- How does effective and appropriate execution of movement affect wellness?

Core Content/Objectives		Instructional Actions	
Concepts <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>Learning Activities/ Differentiation Interdisciplinary Connections</i>	Assessment <i>How learning will be assessed</i>
<ul style="list-style-type: none"> <li>• Knowing and understanding concepts of movement will improve performance in a specific skill and provide the foundation for transfer of skills in</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to identify a dance form by its aesthetic as well as execute a small movement phrase from each genre of dance.</li> </ul>	<ul style="list-style-type: none"> <li>• Modern Dance: origins and aesthetics, Martha Graham, Merce Cunningham, Isadora Duncan, alignment, triplets, leg swings, rolls, movement</li> </ul>	<ul style="list-style-type: none"> <li>• Winter Concert/Spring Concert</li> <li>• Students take part in movement exercises and presentations daily.</li> </ul>

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<p>a variety of sports and activities.</p> <ul style="list-style-type: none"> <li>• Performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.</li> <li>• Students will learn the reasons for as well as how to execute the specific aesthetics of the following dance forms: Swing Dance, Salsa, Hip-Hop, African, Jazz, Ballet, Modern</li> <li>• Students will learn how to view dance as art and formulate their own interpretations about its function.</li> <li>• Students will learn choreographic structures as well as when and why they are used.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate mechanically correct form and control when using and combining movement skills in applied settings.</li> <li>• Students will be able to articulate their thoughts through writing about their perception of dance and performing arts.</li> <li>• Students will be able to describe the influence of history and culture on dance.</li> <li>• Students will create and perform movement activities that combine movement skills into smooth flowing.</li> <li>• Analyze the application of balance and counterbalance when performing or observing movement skills.</li> <li>• Compare and contrast the use of space and flow in physical activities.</li> <li>• Summarize how movement can be made more interesting, creative, or effective.</li> <li>• Discuss the stages of movement skill development and the importance of practice.</li> <li>• Discuss the elements of dance and execute movements in emphasizing the different uses of space, time and energy</li> </ul>	<p>initiation, movement pathways, post modern dance</p> <ul style="list-style-type: none"> <li>• African Dance/Umfundalai technique: origins of movement, Zulu shuffle, Patakato, Hongway, Ibo arms, Secular Ring Shout, Umfundalai Walks, African triplet</li> <li>• Preparation for Winter/Spring Concert; performance aspects, energy, focus, how to perform to your fullest</li> <li>• Motor Skills Development: running, walking, skipping, galloping, leaping, jumping, rolling, turning, spiraling</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Written critiques of concert</b></li> <li>• Teacher observation and student participation</li> </ul>
<p>Resources/Technology:</p>			

