

Intro to Dance, Dance Ensemble, Dance Major, & Dance Company
Grade:9-12
Fine & Performing Arts
Curriculum Guide

LINDEN PUBLIC SCHOOLS
LINDEN, NEW JERSEY

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The Linden Board of Education adopted the Curriculum Guide on:

August 25, 2022

Education Item 10

Date

Agenda Item

Rationale

Be it resolved, that all curricula within the following content areas be readopted for use in the Linden Public Schools for the 2021-2022 school year. All curricula are aligned to the New Jersey Student Learning Standards.

Public Notice of Non-Discrimination

If any student or staff member feels that they have experienced discrimination on the basis of race, color, creed, religion, gender, ancestry, national origin, social or economic status, sexual orientation or disability, contact:

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Linden Public Schools Vision

The Linden Public School District is committed to developing respect for diversity, excellence in education, and a commitment to service, in order to promote global citizenship and ensure personal success for all students

Linden Public Schools Mission

The mission of the Linden Public School District is to promote distinction through the infinite resource that is Linden's diversity, combined with our profound commitment to instructional excellence, so that each and every student achieves their maximum potential in an engaging, inspiring, and challenging learning environment.

Fine & Performing Arts Department Philosophy

We in the Linden Public Schools believe that the basic purpose of fine and performing arts education K to12 is to develop and nurture the students' skills as performers, creators, organizers, observers and evaluators. Our program is the study of the wide-range of disciplines that contain band, choir, dance, drama, musical theatre, orchestra, and visual art as well as, appropriate content from the humanities and the sciences.

We believe and accept the idea that the study of the fine and performing arts:

- Cultivates the whole person, engaging the mind, body and spirit.
- Builds many kinds of literacy while developing intuition, reasoning, dexterity and imagination.
- Invites multiple ways of knowing which actively engage the brain learning.
- Fosters unique, vital forms of communication, bringing excitement and exhilaration to the learning process.
- Embraces ambiguity-encouraging students to wonder and question.
- Develops both individual initiative and collective responsibility.
- Connects cultures and generations, past and present.
- Integrates the arts into other subjects as well as incorporating mathematics, language arts, history, and science into the fine & performing arts curriculum.
- Has commonalities but must also be respected as a distinct discipline.

We believe the primary goal of our fine & performing arts program will allow young people to nurture a positive self-image by developing self-awareness and self-discipline. We believe the teaching of art & music in the Linden

Public Schools encourages students to be fluent in thought, flexible in acceptance, sensitive to feeling, creative in experimentation, aware of moral attitudes, inventive in their work, imaginative in creation, poised in presentation, cooperative in social interactions and appreciative of the work of others.

Fine & Performing Arts Department Goals

It is the goal of the music department to give the students of Linden Public Schools an opportunity to investigate the diverse areas in music open to them and let them choose and explore those to their liking. It is our desire that the students will gain a background in the basics of music. They will develop an appreciation of music and enrich the quality of their lives now and in the future. This revised K-8 music curriculum includes the six elements of music: rhythm, melody, harmony, tone color, form and expression. Originality, creativity and self-expression are stressed throughout each lesson taught. A scope and sequence is evident in this curriculum, as well as an understanding of the student's growth and development in music.

Additional goals will:

1. Provide the opportunity for students to develop skills to express feelings and ideas through music production.
2. Present the music program as a creative challenge to all students providing for skill development in the area of critical thinking and problem solving.
3. Give students an opportunity to explore music in the context of personal interests and aptitude including the development of communication skills both verbal and written.
4. Encourage students to achieve an appreciation of music, which will assist them in understanding its use and value historically and culturally.
5. Reinforce the interconnectedness between the study of art, music, mathematics, history, creative writing and literature.
6. Develop student awareness of the relationship of music with important aspects of daily living including its necessary functions for various career pursuits.
7. Provide the opportunity for visibility of the school music program via students' concerts as both a reflection of student achievement and a vehicle to communicate the value of music education to the community.

I. Course Description

Introduction to Dance

This course is designed as an introductory workshop in movement and dance including styles of tap, lyrical, jazz, ballet, ethnic and hip hop. Students will learn dance history and vocabulary that coincide with each style of dance learned. This is a half year course.

Dance Ensemble

This class is an extension of the Introduction to Dance curriculum. Students with previous dance training will develop a more advanced knowledge of dance technique, dance history and vocabulary. Opportunities to work with guest choreographers, student choreographers and career awareness are also features of this course. Students will be required to participate in the Spring Concert.

Dance Major

This course includes an in-depth study of various forms of dance, dance history and vocabulary. Students will also learn the art of choreography, costume making and maintenance. Opportunities to work with guest choreographers, student choreographers, and career awareness are also features of this course. Dance Major students will be enrolled in Dance PE/Health as well as being required to participate in the Spring Concert.

Dance Company

This class is an audition only course. Students in the dance program will be accepted through an audition for this class. The course follows the same criteria as Dance Major but has higher criteria for performance. Students in this class will be featured in the Spring Concert as well as various outside of school performances. These students will also be enrolled in Dance PE/Health.

II. Standards and NJDOE Mandates Guiding Instruction

A. New Jersey Student Learning Standards

<https://www.nj.gov/education/cccs/2020/2020%20NJSL-S-VPA.pdf>

B. 21st Century Life and Career Standards

<https://www.nj.gov/education/aps/cccs/career/>

C. Amistad Commission Mandates...

(specific topics are identified where appropriate within each unit)

- the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society
- evidence is found in all grade-bands in the district's K to 12 social studies curricula, [e.g., units about slavery, civil rights, Contemporary United States History (Era 14)]
- Resources available at:
<http://www.njamistadcurriculum.net>

D. Holocaust Commission Mandates...

(specific topics are identified where appropriate within each unit)

- the curricula address issues of bias, prejudice and bigotry, including bullying through the teaching of the Holocaust and genocide for all children in grades K to 12
- the implementation of this mandate will be found in the district's K to 12 social studies curricula, specifically in standard 6.3 (K to 4 and 5 to 8) and during the appropriate time periods in grades 9-12 (standard 6.1, Era 11 and 6.2, Era 4)
- Resources available at:
<https://www.nj.gov/education/holocaust/>

E. LGBTQ Mandate...

- The teaching of the political, economic, and social contributions of persons with disabilities, lesbian, gay, bisexual, and transgender people.

F. Diversity, Equity, and Inclusion Mandate.....

- The teaching of diversity, equity, and inclusion will be incorporated in appropriate places throughout the curriculum.

III. General Interdisciplinary Connections

In dance classes, students use visual aids or read lyrics which associates to language arts classes. Students use math through counting, adding, and subdividing beats as they learn to ready rhythms. Additionally, classes relate to social studies through the connection of dance to various regions of the world and time periods/genres from which they derive. Finally, dance classes connect to science through the explanation of how waves create sound.

IV. Pacing Guide

Unit 1	3 weeks –Basic Dance/Performance Skills
Unit 2	4 weeks – Dance Technique – Ballet Skills
Unit 3	4 weeks – Dance Technique – Tap Dance Skills
Unit 4	4 weeks – Dance Technique – Jazz Dance Skills
Unit 5	10 weeks – Creating Choreography
Unit 6	5 weeks – Performing
Unit 7	4 weeks – Production
Unit 8	2 weeks – Careers in Dance
Unit 9	2 weeks – Auditioning
Unit 10	2 weeks – Self Evaluation

V. Vertical Integration – Course Mapping

The mapping of the Fine & Performing Arts program within Linden Public Schools consists of the following:

Skill	Intro to Dance	Dance Ensemble	Dance Major	Dance Company
Stage Directions	Proficient	Proficient/Accomplished	Accomplished	Advanced
Arm Positions	Proficient	Proficient/Accomplished	Accomplished	Advanced
Foot Positions	Proficient	Proficient/Accomplished	Accomplished	Advanced
Core Muscle Strength	Proficient	Proficient/Accomplished	Accomplished	Advanced
Balance	Proficient	Proficient/Accomplished	Accomplished	Advanced

Spotting Head	Proficient	Proficient/Accomplished	Accomplished	Advanced
Pointing Feet	Proficient	Proficient/Accomplished	Accomplished	Advanced
Rhythm	Proficient	Proficient/Accomplished	Accomplished	Advanced
Musicality	Proficient	Proficient/Accomplished	Accomplished	Advanced
Plié	Proficient	Proficient/Accomplished	Accomplished	Advanced
Battement Tendu	Proficient	Proficient/Accomplished	Accomplished	Advanced
Battement Degagé	Proficient	Proficient/Accomplished	Accomplished	Advanced
Rond de Jambe	Proficient	Proficient/Accomplished	Accomplished	Advanced
Grand Battement	Proficient	Proficient/Accomplished	Accomplished	Advanced
Elevé	Proficient	Proficient/Accomplished	Accomplished	Advanced
Relevé	Proficient	Proficient/Accomplished	Accomplished	Advanced
Balancé	Proficient	Proficient/Accomplished	Accomplished	Advanced
Compass Turn	Proficient	Proficient/Accomplished	Accomplished	Advanced
Chassé	Proficient	Proficient/Accomplished	Accomplished	Advanced
Assemblé	Proficient	Proficient/Accomplished	Accomplished	Advanced
Soutenu Turn	Proficient	Proficient/Accomplished	Accomplished	Advanced
Piqué Arabesque	Proficient	Proficient/Accomplished	Accomplished	Advanced

Chaîné Turns	Proficient	Proficient/Accomplished	Accomplished	Advanced
Tour Jeté	Proficient	Proficient/Accomplished	Accomplished	Advanced
Tour en l'air	Proficient	Proficient/Accomplished	Accomplished	Advanced
Pas de Chat	Proficient	Proficient/Accomplished	Accomplished	Advanced
Shuffle	Proficient	Proficient/Accomplished	Accomplished	Advanced
Flap	Proficient	Proficient/Accomplished	Accomplished	Advanced
Maxi Ford	Proficient	Proficient/Accomplished	Accomplished	Advanced
Buffalo	Proficient	Proficient/Accomplished	Accomplished	Advanced
Around the World	Proficient	Proficient/Accomplished	Accomplished	Advanced
Cramp Roll	Proficient	Proficient/Accomplished	Accomplished	Advanced
Irish	Proficient	Proficient/Accomplished	Accomplished	Advanced
Single Time Step	Proficient	Proficient/Accomplished	Accomplished	Advanced
Double Time Step	Proficient	Proficient/Accomplished	Accomplished	Advanced
Triple Time Step	Proficient	Proficient/Accomplished	Accomplished	Advanced
Rolling Shuffles/Shuffle Leaps	Proficient	Proficient/Accomplished	Accomplished	Advanced
Maxi Ford Turning	Proficient	Proficient/Accomplished	Accomplished	Advanced
Back Essence	Proficient	Proficient/Accomplished	Accomplished	Advanced

Paddle & Roll	Proficient	Proficient/Accomplished	Accomplished	Advanced
Cramp Roll	Proficient	Proficient/Accomplished	Accomplished	Advanced
Drawbacks	Proficient	Proficient/Accomplished	Accomplished	Advanced
Pull Backs	Proficient	Proficient/Accomplished	Accomplished	Advanced
Cincinnati	Proficient	Proficient/Accomplished	Accomplished	Advanced
Military Time Step	Proficient	Proficient/Accomplished	Accomplished	Advanced
Wings	Proficient	Proficient/Accomplished	Accomplished	Advanced
Jazz Runs	Proficient	Proficient/Accomplished	Accomplished	Advanced
Chassé	Proficient	Proficient/Accomplished	Accomplished	Advanced
Jazz Square	Proficient	Proficient/Accomplished	Accomplished	Advanced
Pivot Turn	Proficient	Proficient/Accomplished	Accomplished	Advanced
Pas de Bourée	Proficient	Proficient/Accomplished	Accomplished	Advanced
Kick Ball Change	Proficient	Proficient/Accomplished	Accomplished	Advanced
Single Pirouette	Proficient	Proficient/Accomplished	Accomplished	Advanced
Double Pirouette	Proficient	Proficient/Accomplished	Accomplished	Advanced
Stag Leap	Proficient	Proficient/Accomplished	Accomplished	Advanced
Grande Jeté	Proficient	Proficient/Accomplished	Accomplished	Advanced

Layout	Proficient	Proficient/Accomplished	Accomplished	Advanced
Knee Drop	Proficient	Proficient/Accomplished	Accomplished	Advanced
Calypso	Proficient	Proficient/Accomplished	Accomplished	Advanced
Illusion	Proficient	Proficient/Accomplished	Accomplished	Advanced
Student Choreography	Proficient	Proficient/Accomplished	Accomplished	Advanced
Music Editing	Proficient	Proficient/Accomplished	Accomplished	Advanced
Costume Design	Proficient	Proficient/Accomplished	Accomplished	Advanced
Set Design	Proficient	Proficient/Accomplished	Accomplished	Advanced
Make Up	Proficient	Proficient/Accomplished	Accomplished	Advanced
Hair Design	Proficient	Proficient/Accomplished	Accomplished	Advanced
Lighting Design	Proficient	Proficient/Accomplished	Accomplished	Advanced
Staging	Proficient	Proficient/Accomplished	Accomplished	Advanced
Concert Budget	Proficient	Proficient/Accomplished	Accomplished	Advanced
Scheduling	Proficient	Proficient/Accomplished	Accomplished	Advanced
Fund-raising	Proficient	Proficient/Accomplished	Accomplished	Advanced
Playbill Design	Proficient	Proficient/Accomplished	Accomplished	Advanced
Dance Careers	Proficient	Proficient/Accomplished	Accomplished	Advanced

Resumés	Proficient	Proficient/Accomplished	Accomplished	Advanced
Audition Techniques	Proficient	Proficient/Accomplished	Accomplished	Advanced
Self-Evaluation	Proficient	Proficient/Accomplished	Accomplished	Advanced
Evaluating a Performance	Proficient	Proficient/Accomplished	Accomplished	Advanced

VI. Accommodations, Modifications, and Teacher Strategies (specific recommendations are made in each unit)

Instructional Strategies	Gifted and Talent Accommodations and Modifications	Special Education and At-Risk Accommodations and Modifications	English Language Learners Accommodations and Modifications
<ul style="list-style-type: none"> • Teacher Presentation • Student Presentation • Class Discussion • Socratic Discussion • Reading for Meaning • Inquiry Design Model • Interactive Lecture • Interactive Notetaking • Compare and Contrast • Research Based • Problem Based • Project Based <p>504 Plans</p> <p>Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:</p> <ul style="list-style-type: none"> • walk, breathe, eat, or sleep • communicate, see, hear, or speak • read, concentrate, think, or learn • stand, bend, lift, or work <p>Examples of accommodations in 504 plans include:</p> <ul style="list-style-type: none"> • preferential seating • extended time on tests and assignments • reduced homework or classwork • verbal, visual, or technology aids • modified textbooks or audio-video materials • behavior management support • adjusted class schedules or grading • verbal testing • excused lateness, absence, or missed classwork • pre-approved nurse's office visits and accompaniment to visits • occupational or physical therapy 	<ul style="list-style-type: none"> • Allow for further independent research on topics of interest related to the unit of study • Advanced leveled readers and sources • Increase the level of complexity • Decrease scaffolding • Variety of finished products • Allow for greater independence • Learning stations, interest groups • Varied texts and supplementary materials • Use of technology • Flexibility in assignments • Varied questioning strategies • Encourage research • Strategy and flexible groups based on formative assessment or student choice • Acceleration within a unit of study • Exposure to more advanced or complex concepts, abstractions, and materials • Encourage students to move through content areas at their own pace • After mastery of a unit, provide students with more advanced learning activities, not more of the same activity • Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas 	<ul style="list-style-type: none"> • Focus on concept not details • More visual prompts • Leveled readers and teacher annotated sources • Timelines and graphic organizers • Remove unnecessary material, words, etc., that can distract from the content • Use of off-grade level materials • Provide appropriate scaffolding • Limit the number of steps required for completion • Time allowed • Level of independence required • Tiered centers, assignments, lessons, or products • Provide appropriate leveled reading materials • Deliver the content in "chunks" • Varied texts and supplementary materials • Use technology, if available and appropriate • Varied homework and products • Varied questioning strategies • Provide background knowledge • Define key vocabulary, multiple-meaning words, and figurative language. • Use audio and visual supports, if available and appropriate • Provide multiple learning opportunities to reinforce key concepts and vocabulary • Meet with small groups to reteach idea/skill • Provide cross-content application of concepts • Ability to work at their own pace • Present ideas using auditory, visual, kinesthetic, & tactile means • Provide graphic organizers and/or highlighted materials • Strategy and flexible groups based on formative assessment • Differentiated checklists and rubrics, if available and appropriate 	<ul style="list-style-type: none"> • Focus on concept not details • More visual prompts • Leveled readers and teacher annotated sources • Guided notes with highlighted words and concepts • Use of Merriam-Webster's ELL dictionary • Timelines and graphic organizers • Remove unnecessary material, words, etc., that can distract from the content • Use of off-grade level materials • Provide appropriate scaffolding • Limit the number of steps required for completion • Time allowed • Level of independence required • Tiered centers, assignments, lessons, or products • Provide appropriate leveled reading materials • Deliver the content in "chunks" • Varied texts and supplementary materials • Use technology, if available and appropriate • Varied homework and products • Varied questioning strategies • Provide background knowledge • Define key vocabulary, multiple-meaning words, and figurative language. • Use audio and visual supports, if available and appropriate • Provide multiple learning opportunities to reinforce key concepts and vocabulary • Meet with small groups to reteach idea/skill • Provide cross-content application of concepts • Ability to work at their own pace • Present ideas using auditory, visual, kinesthetic, & tactile means • Provide graphic organizers and/or highlighted materials • Strategy and flexible groups based on formative assessment • Differentiated checklists and rubrics, if available and appropriate

VII. Assessments

- Tests
- Quizzes
- Homework
- Projects
- Class Participation
- Performance Evaluation
- Attendance
- Final Exam
- Class Observation

VIII. Resources

MacBook Laptops

Garage Band

iMovie

Apple Music

Kahoot

American Ballet Theatre Online Ballet Dictionary

Tap Dance Syllabus Online

Jazz Dance Terminology Online

www.njahperd.org

www.shapeamerica.org

Unit #: 1 –Basic Dance/Performance Skills

Overview: Dance Technique-Basic Skills – During this unit the students will learn about the school and classroom rules. We will set a calendar of rehearsals and performances for the year. The students will also acquire knowledge and develop skills in the basic techniques and skills in dance.

Essential Questions:

1. Where do choreographers get ideas for dances?
2. What influences choice-making in creating choreography?
3. How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?
4. How do dancers work with space, time and energy to communicate artistic expression?
5. How is the body used as an instrument for technical and artistic expression?
6. What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance?
7. How is a dance understood?
8. How is dance interpreted?

Enduring Understanding:

1. Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.
2. The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.
3. Choreographers analyze, evaluate, refine, and document their work to communicate meaning.
4. Space, time, and energy are basic elements of dance.
5. The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.
6. Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.
7. Dance is perceived and analyzed to comprehend its meaning.
8. Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.

Students will be able to:

Goals/Objectives

- Identify basic skills needed to participate in a dance class.
- Identify basic skills needed to participate in a live performance on stage.
- Identify the importance of balance, core muscle strength, rhythm, and musicality in dance.

Students will know:

Learning Targets/ Skills

- Learn the performance and rehearsal schedule for the year.
- Learn about dance and theater etiquette.
- Learn basic dance and performance skills.

Suggested Experiences:

- Creating a performance calendar.
- Getting to know classmates and teacher.
- Developing list of compressive skills needed to be a good performer.

New Jersey Department of Education - State Instructional Mandates:

Topics that address the LGBTQ Mandate...

Students will learn about choreographers from diverse backgrounds during the investigative portion of the creative process.

Topics that address the Diversity, Equity, and Inclusion Mandate... Students will learn about choreographers and dances from diverse backgrounds during the investigative portion of the creative process.

Unit #: 2 – Ballet

Overview: Dance Technique-Ballet Skills – During this unit the students will acquire knowledge and develop skills in the basic technique of Ballet.

Essential Questions:

1. How do dancers work with space, time and energy to communicate artistic expression?
2. How is the body used as an instrument for technical and artistic expression?
3. What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance?
4. How is a dance understood?
5. How is dance interpreted?

Enduring Understanding:

1. Space, time, and energy are basic elements of dance.
2. The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.
3. Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.
4. Dance is perceived and analyzed to comprehend its meaning.
5. Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.

Students will be able to:

Goals/Objectives

- Learn about the different vocabulary that is necessary to perform Ballet skills.
- Apply and utilize the Ballet terms in class combinations and choreography.
- Identify proper spelling of Ballet terminology/vocabulary.

Students will know:

Learning Targets/ Skills

- How to execute basic Ballet barre exercises.
- How to execute basic Ballet center combinations.
- How to make connections between Ballet and Lyrical dance.

Suggested Experiences:

- Learning about Ballet dance history.
- Learning about famous Ballet dancers.
- Learning about famous Ballet choreographers and directors.

New Jersey Department of Education - State Instructional Mandates:

Topics that address the LGBTQ Mandate...

Students will learn about choreographers from diverse backgrounds during the investigative portion of the creative process.

Topics that address the Diversity, Equity, and Inclusion Mandate... Students will learn about choreographers and dances from diverse backgrounds during the investigative portion of the creative process.

Unit #: 3 – Tap Dance

Overview: Dance Technique- Tap Dance Skills – During this unit the students will acquire knowledge and develop skills in the basic techniques of Tap Dance.

Essential Questions:

1. How do dancers work with space, time and energy to communicate artistic expression?
2. How is the body used as an instrument for technical and artistic expression?
3. What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance?
4. How is a dance understood?
5. How is dance interpreted?

Enduring Understanding:

1. Space, time, and energy are basic elements of dance.
2. The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.
3. Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.
4. Dance is perceived and analyzed to comprehend its meaning.
5. Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.

Students will be able to:

Goals/Objectives

- Learn about the different vocabulary that is necessary to perform Tap dance skills.
- Apply and utilize the Tap terms in class combinations and choreography.
- Identify proper spelling of Tap terminology/vocabulary.

Students will know:

Learning Targets/ Skills

- How to execute basic Tap warm-up exercises.
- How to execute basic across the floor Tap exercises.
- How to execute basic Tap center combinations.

Suggested Experiences:

- Learning about Tap dance history.
- Learning about famous Tap dancers.
- Learning about famous Tap choreographers and directors

New Jersey Department of Education - State Instructional Mandates:

Topics that address the LGBTQ Mandate...

Students will learn about choreographers from diverse backgrounds during the investigative portion of the creative process.

Topics that address the Diversity, Equity, and Inclusion Mandate... Students will learn about choreographers and dances from diverse backgrounds during the investigative portion of the creative process.

Unit #: 4 – Jazz Dance

Overview: Dance Technique- Jazz Dance Skills – During this unit the students will acquire knowledge and develop skills in the basic techniques of Jazz Dance.

Essential Questions:

1. How do dancers work with space, time and energy to communicate artistic expression?
2. How is the body used as an instrument for technical and artistic expression?
3. What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance?
4. How is a dance understood?
5. How is dance interpreted?

Enduring Understanding:

1. Space, time, and energy are basic elements of dance.
2. The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.
3. Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.
4. Dance is perceived and analyzed to comprehend its meaning.
5. Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.

Students will be able to:

Goals/Objectives

- Learn about the different vocabulary that is necessary to perform Jazz dance skills.
- Apply and utilize the Jazz terms in class combinations and choreography.
- Identify proper spelling of Jazz terminology/vocabulary.

Students will know:

Learning Targets/ Skills

- How to execute basic Jazz warm-up exercises.
- How to execute basic across the floor Jazz exercises.
- How to execute basic Jazz center combinations.
- How to make connections between Jazz dance and Hip Hop dance.

Suggested Experiences:

- Learning about Jazz dance history.
- Learning about famous Jazz dancers.
- Learning about famous Jazz choreographers and directors

New Jersey Department of Education - State Instructional Mandates:

Topics that address the Amistad Commission Mandate... Students will learn about different artists and styles of dances who and that represent different cultures.

Topics that address the LGBTQ Mandate...

Students will learn about choreographers from diverse backgrounds during the investigative portion of the creative process.

Topics that address the Diversity, Equity, and Inclusion Mandate... Students will learn about choreographers and dances from diverse backgrounds during the investigative portion of the creative process.

Unit #: 5 – Creating Choreography

Overview: Creating Choreography – During this unit the students will acquire knowledge and develop skills in the basic techniques of creating and learning choreography.

Essential Questions:

1. Where do choreographers get ideas for dances?
2. What influences choice-making in creating choreography?
3. How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?
4. How do dancers work with space, time and energy to communicate artistic expression?
5. How is the body used as an instrument for technical and artistic expression?
6. What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance?
7. How is a dance understood?
8. How is dance interpreted?
9. What criteria are used to evaluate dance?
10. How does dance deepen our understanding of ourselves, other knowledge, and events around us?
11. How does knowing about societal, cultural, historical and community experiences expand dance literacy?

Enduring Understanding:

1. Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.
2. The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.
3. Choreographers analyze, evaluate, refine, and document their work to communicate meaning.
4. Space, time, and energy are basic elements of dance.
5. The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.
6. Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.
7. Dance is perceived and analyzed to comprehend its meaning.
8. Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.
9. Criteria for evaluating dance vary across genres, styles, and cultures.
10. As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.
11. Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.

Students will be able to:

Goals/Objectives

- Apply lessons taught by the teacher into their own choreography.
- Conceive, create, and teach choreography to their peers.
- Design all aspects of their piece beyond the choreography.

Students will know:

Learning Targets/ Skills

- How to lead class stretches and warm-ups.
- How to construct choreography and teach it to their peers.

- How to deliver constructive criticism to the class.

Suggested Experiences:

- Edit music for specific dance selections.
- Design lighting.
- Design and choose costumes.
- Design scenery/props.
- Design and apply make-up.
- Design a hair style.

New Jersey Department of Education - State Instructional Mandates:

Topics that address the LGBTQ Mandate...

Students will learn about choreographers from diverse backgrounds during the investigative portion of the creative process.

Topics that address the Diversity, Equity, and Inclusion Mandate... Students will learn about choreographers and dances from diverse backgrounds during the investigative portion of the creative process.

Unit #: 6 – Performing

Overview: Performing – During this unit the students will acquire knowledge and develop skills needed to perform on stage in a dance concert.

Essential Questions:

1. Where do choreographers get ideas for dances?
2. What influences choice-making in creating choreography?
3. How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?
4. How do dancers work with space, time and energy to communicate artistic expression?
5. How is the body used as an instrument for technical and artistic expression?
6. What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance?

Enduring Understanding:

1. Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.
2. The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.
3. Choreographers analyze, evaluate, refine, and document their work to communicate meaning.
4. Space, time, and energy are basic elements of dance.
5. The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.
6. Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.

Students will be able to:

Goals/Objectives

- Apply all of the technique they have learned into choreography that is performed on stage.
- Perform in various styles of dance techniques.
- Gain knowledge in all aspects needed to perform in a dance concert.

Students will know:

Learning Targets/ Skills

- How to prepare for a live performance on stage.
- How to perform in a large or small group.
- How to deliver a performance on a professional level.

Suggested Experiences:

- Perform various styles of dances.
- Convey a story without using a language.
- Edit music for specific dance selections.
- Design lighting.
- Design and choose costumes.
- Design scenery/props.
- Design and apply make-up.
- Design a hair style.

New Jersey Department of Education - State Instructional Mandates:

Topics that address the LGBTQ Mandate...

Students will learn about choreographers from diverse backgrounds during the investigative portion of the creative process.

Topics that address the Diversity, Equity, and Inclusion Mandate... Students will learn about choreographers and dances from diverse backgrounds during the investigative portion of the creative process.

Unit #: 7 – Production

Overview: Production – During this unit the students will acquire knowledge and develop skills needed to produce a dance concert.

Essential Questions:

1. Where do choreographers get ideas for dances?
2. What influences choice-making in creating choreography?
3. How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?
4. How do dancers work with space, time and energy to communicate artistic expression?
5. How is the body used as an instrument for technical and artistic expression?
6. What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance?

Enduring Understanding:

1. Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.
2. The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.
3. Choreographers analyze, evaluate, refine, and document their work to communicate meaning.
4. Space, time, and energy are basic elements of dance.
5. The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.
6. Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.

Students will be able to:

Goals/Objectives

- Understand skills needed to produce a show or concert.
- Conceptualize scenery/prop ideas to help enhance the choreography and performance.
- Conceptualize costume plots to help enhance the choreography and performance.
- Conceptualize make-up ideas to help enhance the choreography and performance.

Students will know:

Learning Targets/ Skills

- How to create a budget for a dance concert.
- How to create a rehearsal schedule.
- How to design a playbill.
- How to use garage band to edit music.
- How to select costumes for specific dances.
- How to basic stage make-up and hair.
- How to program lights for each dance.

Suggested Experiences:

- Design a publicity poster.
- Prepare a press release.
- Fund-raising.
- Create ads and boosters in a playbill.
- Design and choose costumes for specific dance selections.
- Design scenery/props for specific dance selections.
- Design lighting for specific dance selections.
- Edit music for specific dance selections.
- Design a floor plan for the choreography of one piece.
- Design and apply make-up.
- Design a hair style.

New Jersey Department of Education - State Instructional Mandates:Topics that address the LGBTQ Mandate...

Students will learn about choreographers from diverse backgrounds during the investigative portion of the creative process.

Topics that address the Diversity, Equity, and Inclusion Mandate... Students will learn about choreographers and dances from diverse backgrounds during the investigative portion of the creative process.

Unit #: 8 – Careers in Dance

Overview: Careers in Dance – During this unit the students will acquire knowledge and develop skills from different areas of dance. They will learn about other employment opportunities that the dance profession offers.

Essential Questions:

1. Where do choreographers get ideas for dances?
2. What influences choice-making in creating choreography?
3. How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?
4. How do dancers work with space, time and energy to communicate artistic expression?
5. How is the body used as an instrument for technical and artistic expression?
6. What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance?
7. How is a dance understood?
8. How is dance interpreted?
9. What criteria are used to evaluate dance?
10. How does dance deepen our understanding of ourselves, other knowledge, and events around us?
11. How does knowing about societal, cultural, historical and community experiences expand dance literacy?

Enduring Understanding:

1. Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.
2. The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.
3. Choreographers analyze, evaluate, refine, and document their work to communicate meaning.
4. Space, time, and energy are basic elements of dance.
5. The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.
6. Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.
7. Dance is perceived and analyzed to comprehend its meaning.
8. Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.
9. Criteria for evaluating dance vary across genres, styles, and cultures.
10. As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.
11. Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.

Students will be able to:

Goals/Objectives

- Describe the importance of attaining employability skills and work habits.
- Identify career interests, skills, and work habits in all areas of the dance field.
- Research, identify, and act on job openings.
- Prepare a resumé.

Students will know:

Learning Targets/ Skills

- Students should learn about different job opportunities related to dance and performance.
- Students should be able to create a list of responsibilities for specific dance occupations.
- Students will learn about different resources to locate job opportunities.

Suggested Experiences:

- Work in groups to identify careers in dance and audition opportunities.
- Create a resumé.
- Create a dance performance portfolio.
- Develop a list of compressive skills needed to be a desirable employee.

New Jersey Department of Education - State Instructional Mandates:Topics that address the LGBTQ Mandate...

Students will learn about choreographers from diverse backgrounds during the investigative portion of the creative process.

Topics that address the Diversity, Equity, and Inclusion Mandate... Students will learn about choreographers and dances from diverse backgrounds during the investigative portion of the creative process.

Unit #: 9 – Auditioning

Overview: Auditioning – During this unit the students will acquire knowledge and develop skills on how to prepare for and participate in a dance audition.

Essential Questions:

1. How do dancers work with space, time and energy to communicate artistic expression?
2. How is the body used as an instrument for technical and artistic expression?
3. What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance?

Enduring Understanding:

1. Space, time, and energy are basic elements of dance.
2. The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.
3. Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.

Students will be able to:

Goals/Objectives

- Learn the proper techniques needed for a dance audition.
- Follow basic audition directions.
- Create a resumé.
- Learn how to stand out in an audition. Show uniqueness.

Students will know:

Learning Targets/ Skills

- How to select appropriate clothing/shoes for each specific type of dance audition.
- How to create a proper resumé.
- How to network.

Suggested Experiences:

- Work on techniques to be able to learn dance combinations quickly.
- Identify the audition committee.
- Simulate a dance audition.
- Prepare for and perform at an actual audition.

Unit #: 10 – Self-Evaluation

Overview: Self-Evaluation – During this unit the students will focus on taking all of the information they acquired throughout the year to be able to give a proper critique of choreography. They will learn the basics of how to evaluate their own performances as well as their classmates in order to develop and deliver constructive criticism.

Essential Questions:

4. Where do choreographers get ideas for dances?
5. What influences choice-making in creating choreography?
6. How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?
7. How do dancers work with space, time and energy to communicate artistic expression?
8. How is the body used as an instrument for technical and artistic expression?
9. What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance?
10. How is a dance understood?
11. How is dance interpreted?
12. What criteria are used to evaluate dance?
13. How does dance deepen our understanding of ourselves, other knowledge, and events around us?
14. How does knowing about societal, cultural, historical and community experiences expand dance literacy?

Enduring Understanding:

4. Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.
5. The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.
6. Choreographers analyze, evaluate, refine, and document their work to communicate meaning.
7. Space, time, and energy are basic elements of dance.
8. The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.
9. Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.
10. Dance is perceived and analyzed to comprehend its meaning.
11. Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.
12. Criteria for evaluating dance vary across genres, styles, and cultures.
13. As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.
14. Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.

Students will be able to:

Goals/Objectives

- Students will be able to evaluate their own performance.
- Students will be able to evaluate a video performance.
- Students will be able to properly critique each other.
- Students will be able to create a dance combination and teach it.

Students will know:

Learning Targets/ Skills

- How to apply all of the performance techniques to critically evaluate a performance.
- How to use dance terminology to properly express criticism and praise.
- How to give feedback to peers in a respectful constructive way.

Suggested Experiences:

- Video one's self and self-critique.
- Critiquing classmates in person.
- Watching performances writing reviews.
- Choreographing combinations and have it critiqued by the class.
- Self-reflection.
- Analyze feedback from peers.

Dance

Content Area: **Performing Arts**
Course(s): **Introduction to Dance, Dance Ensemble , Dance Major, Dance Company**
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

New Jersey Learning Standards- Dance Proficient

DA.9-12.1.1.12prof.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.
DA.9-12.1.1.12prof.Re7a	Use genre-specific terminology to analyze recurring patterns of movement and their relationships in dance in context of artistic intent.
DA.9-12.1.1.12prof.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).
DA.9-12.1.1.12prof.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.
DA.9-12.1.1.12prof.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.
DA.9-12.1.1.12prof.Cn10b	Research global issues, including climate change, using multiple research methods to inform original dances expressed through multiple genres, styles, and varied cultural perspectives.
DA.9-12.1.1.12prof.Cr1b	Analyze the elements of dance to expand personal movement vocabulary and ascertain new movement possibilities through the creation of choreographic works.
DA.9-12.1.1.12prof.Pr5b	Demonstrate joint articulations and basic anatomical terms (e.g., muscles, bones, tendons, ligaments) as they relate to dance. Apply kinesthetic principles and various body systems.
DA.9-12.1.1.12prof.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.
DA.9-12.1.1.12prof.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.
DA.9-12.1.1.12prof.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.
DA.9-12.1.1.12prof.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.
DA.9-12.1.1.12prof.Pr6b	Rehearse a dance and apply specific feedback to refine performance accuracy, consistency, and expressiveness. Demonstrate group awareness and develop personal rehearsal strategies.
DA.9-12.1.1.12prof.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.

DA.9-12.1.1.12prof.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.
DA.9-12.1.1.12prof.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.
DA.9-12.1.1.12prof.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.
DA.9-12.1.1.12prof.Pr5a	Evaluate and apply healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) and safe body-use practices that are essential for the dancer.
DA.9-12.1.1.12prof.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).
DA.9-12.1.1.12prof.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.
DA.9-12.1.1.812prof.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.
DA.9-12.1.1.12prof.Cr3	Refining and completing products.
DA.9-12.1.1.12prof.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.
DA.9-12.1.1.12prof.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).
DA.9-12.1.1.12prof.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.
DA.9-12.1.1.12prof.Pr6a	Investigate visualization, motor imagery, and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill.

New Jersey Learning Standards- Dance Accomplished

DA.9-12.1.1.12acc.Cr2b	Develop an artistic statement that reflects a personal aesthetic for an original dance study or dance. Select and demonstrate movements that support the artistic statement.
DA.9-12.1.1.12acc.Pr4a	Expand partner and ensemble skills. Execute floor and air pathways while maintaining relationships with spatial focus and intentionality. Dance alone and with others with spatial intention.
DA.9-12.1.1.12acc.Pr5e	Execute clarity of movement intention during complex movement sequences. Use style/genre specific vocabulary and execute codified movements with style/genre specific alignment and characteristics, through focused practice and repetition.
DA.9-12.1.1.812acc.Pr6d	Select and organize, alone and with others, technical and production elements necessary to fulfill the artistic intent of dance works in alternative performance venues.
DA.9-12.1.1.12acc.Pr5b	Investigate how kinesthetic principles and various body systems relate to the dancing body. Examine how the muscles and bones animate the dancer's moving structure.

DA.9-12.1.1.12acc.Cr1b	Manipulate movement vocabulary from various dance genres using the elements of dance to create new choreographic works.
DA.9-12.1.1.12acc.Pr6c	Implement performance strategies to enhance projection. Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, cooperation) and model 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.
DA.9-12.1.1.12acc.Pr5a	Research healthful strategies essential for dancers and modify personal practice based on findings.
DA.9-12.1.1.12acc.Cr3a	Clarify the artistic intent of a dance using established artistic criteria, self-reflection and the feedback of others. Analyze and evaluate the impact of choices made in the revision process. Justify the reasons for revisions.
DA.9-12.1.1.12acc.Cn10a	Evaluate personal choreography and how personal experiences and exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to dance works.
DA.9-12.1.1.12acc.Re9a	Differentiate artistic criteria to determine what makes an effective performance and justify the point of view. Consider content, context, genre, style, and/or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.
DA.9-12.1.1.12acc.Pr5d	Develop personal conditioning practices, using different body conditioning techniques, that improve range of motion, muscular flexibility, strength, and endurance to enhance performance.
DA.9-12.1.1.12acc.Re7a	Use genre-specific dance terminology to analyze dance works, recurring patterns of movement and their relationships that create structure and meaning in dance.
DA.9-12.1.1.12acc.Cn10b	Collaboratively investigate global issues, including climate change, to inform the development of an original dance project. Evaluate and present ways in which critical concepts are communicated metaphorically through dance.
DA.9-12.1.1.12acc.Re7b	Analyze and compare the movement patterns and their relationships in a variety of genres, styles, or cultural movement practices and explain how their differences impact communication and intent within a cultural context. Use genre-specific dance terminology.
DA.9-12.1.1.12acc.Pr4c	Perform planned and improvised movement sequences and dance combinations while self-monitoring and adjusting dynamics and energy to the choreographic intent.
DA.9-12.1.1.12acc.Cn11a	Analyze how the role of dance in a global society has influenced various cultures, societies and historical periods throughout history. Examine how innovations in the arts have impacted dance-making in these communities in relation to the ideas and perspectives of the people from whom the dances originate.
DA.9-12.1.1.12acc.Pr6b	Apply rehearsal strategies to refine ensemble skills, performance accuracy, consistency, and expressiveness. Develop personal rehearsal strategies to enhance artistry and achieve performance goals.
DA.9-12.1.1.12acc.Cr1a	Synthesize content generated from stimulus materials to choreograph dance studies or dances using original or codified movement.
DA.9-12.1.1.12acc.Pr6a	Embody the use of the senses and create imagery to envision a particular outcome, projecting and completing movements to enhance dance performance.
DA.9-12.1.1.12acc.Re8a	Analyze and discuss how the elements of dance, execution of dance movements and context contribute to artistic expression in a variety of genres, styles or cultural movement practices using genre specific terminology.
DA.9-12.1.1.12acc.Cr2a	Work individually and collaboratively to design dance studies that integrate and recombine movement vocabulary, choreographic devices and dance structures drawn

from a variety of dance genres. Explain how the dance vocabulary and structures clarify the artistic intent.

DA.9-12.1.1.12acc.Pr5c

Maintain optimal alignment and adjust the placement and shifting energy of the body while traveling through space, both preceding and following jumps.

DA.9-12.1.1.12acc.Cr3b

Develop a strategy to record a dance using recognized systems of dance documentation (e.g., writing, a form of notation symbols, using media technologies).

New Jersey Learning Standards- Dance Advanced

DA.9-12.1.1.12acc.Cr2b

Develop an artistic statement that reflects a personal aesthetic for an original dance study or dance. Select and demonstrate movements that support the artistic statement.

DA.9-12.1.1.12acc.Pr4a

Expand partner and ensemble skills. Execute floor and air pathways while maintaining relationships with spatial focus and intentionality. Dance alone and with others with spatial intention.

DA.9-12.1.1.12acc.Pr5e

Execute clarity of movement intention during complex movement sequences. Use style/genre specific vocabulary and execute codified movements with style/genre specific alignment and characteristics, through focused practice and repetition.

DA.9-12.1.1.12acc.Pr6d

Select and organize, alone and with others, technical and production elements necessary to fulfill the artistic intent of dance works in alternative performance venues.

DA.9-12.1.1.12acc.Pr5b

Investigate how kinesthetic principles and various body systems relate to the dancing body. Examine how the muscles and bones animate the dancer's moving structure.

DA.9-12.1.1.12acc.Cr1b

Manipulate movement vocabulary from various dance genres using the elements of dance to create new choreographic works.

DA.9-12.1.1.12acc.Pr6c

Implement performance strategies to enhance projection. Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, cooperation) and model 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.

DA.9-12.1.1.12acc.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.

DA.9-12.1.1.12acc.Pr5a

Research healthful strategies essential for dancers and modify personal practice based on findings.

DA.9-12.1.1.12acc.Cr3a

Clarify the artistic intent of a dance using established artistic criteria, self-reflection and the feedback of others. Analyze and evaluate the impact of choices made in the revision process. Justify the reasons for revisions.

DA.9-12.1.1.12acc.Cn10a

Evaluate personal choreography and how personal experiences and exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to dance works.

DA.9-12.1.1.12acc.Re9a

Differentiate artistic criteria to determine what makes an effective performance and justify the point of view. Consider content, context, genre, style, and/or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.

DA.9-12.1.1.12acc.Pr5d

Develop personal conditioning practices, using different body conditioning techniques, that improve range of motion, muscular flexibility, strength, and endurance to enhance performance.

DA.9-12.1.1.12acc.Re7a

Use genre-specific dance terminology to analyze dance works, recurring patterns of movement and their relationships that create structure and meaning in dance.

DA.9-12.1.1.12acc.Cn10b	Collaboratively investigate global issues, including climate change, to inform the development of an original dance project. Evaluate and present ways in which critical concepts are communicated metaphorically through dance.
DA.9-12.1.1.12acc.Re7b	Analyze and compare the movement patterns and their relationships in a variety of genres, styles, or cultural movement practices and explain how their differences impact communication and intent within a cultural context. Use genre-specific dance terminology.
DA.9-12.1.1.12acc.Pr4c	Perform planned and improvised movement sequences and dance combinations while self-monitoring and adjusting dynamics and energy to the choreographic intent.
DA.9-12.1.1.12acc.Cn11a	Analyze how the role of dance in a global society has influenced various cultures, societies and historical periods throughout history. Examine how innovations in the arts have impacted dance-making in these communities in relation to the ideas and perspectives of the people from whom the dances originate.
DA.9-12.1.1.12acc.Pr6b	Apply rehearsal strategies to refine ensemble skills, performance accuracy, consistency, and expressiveness. Develop personal rehearsal strategies to enhance artistry and achieve performance goals.
DA.9-12.1.1.12acc.Cr1a	Synthesize content generated from stimulus materials to choreograph dance studies or dances using original or codified movement.
DA.9-12.1.1.12acc.Pr6a	Embody the use of the senses and create imagery to envision a particular outcome, projecting and completing movements to enhance dance performance.
DA.9-12.1.1.12acc.Re8a	Analyze and discuss how the elements of dance, execution of dance movements and context contribute to artistic expression in a variety of genres, styles or cultural movement practices using genre specific terminology.
DA.9-12.1.1.12acc.Cr2a	Work individually and collaboratively to design dance studies that integrate and recombine movement vocabulary, choreographic devices and dance structures drawn from a variety of dance genres. Explain how the dance vocabulary and structures clarify the artistic intent.
DA.9-12.1.1.12acc.Pr5c	Maintain optimal alignment and adjust the placement and shifting energy of the body while traveling through space, both preceding and following jumps.
DA.9-12.1.1.12acc.Cr3b	Develop a strategy to record a dance using recognized systems of dance documentation (e.g., writing, a form of notation symbols, using media technologies).

Career Readiness, Life Skills Standards

WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
WRK.K-12.P.2	Attend to financial well-being.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
WRK.K-12.P.7	Plan education and career paths aligned to personal goals.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.

Interdisciplinary Connection

In the high school dance classes, students use visual aids or read lyrics which associates to language arts classes. Students use math through counting, adding, and subdividing beats as they learn choreography. Additionally, classes relate to social studies through the connection of dance to various regions of the world and time periods/genres from which they derive. Finally, dance classes connect to science and physical education through the explanation of kinesthetics, balance, and muscle groups.

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
CRP.K-12.CRP11	Use technology to enhance productivity.
TECH.9.4.12.IML.9	Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).
LA.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
HPE.2.6.12.A.CS1	Taking personal responsibility to develop and maintain physical activity levels provides opportunities for increased health, fitness, enjoyment, challenges, self-expression, and social interaction.
HPE.2.2.12.C.1	Analyze the impact of competition on personal character development.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
HPE.2.5.12.A.CS1	Movement skill performance is primarily impacted by the quality of instruction, practice, assessment, feedback, and effort.
LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
TECH.9.4.12.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
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.
TECH.9.4.12.IML.4	Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).
LA.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CRP.K-12.CRP1

Act as a responsible and contributing citizen and employee.

CRP.K-12.CRP6

Demonstrate creativity and innovation.

CAEP.9.2.12.C

Career Preparation