Unit 1: Elements of Dance and Kinesthetic Movement

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Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Unit 1:

Elements of Dance and Kinesthetic Movement

Belleville Board of Education

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Unit Overview

In this unit, students will focus on dance themes and choreography. Students will look at dancing as more than simple body movements, but as interaction of human choices and potential goals. Student will become familiar with various types of choreography and will look at historical themes present in various dance movements. They will understand that choices of choreography result from the interaction of a variety of forces.

Enduring Understanding

Dancing is a social process - one that can be enhanced through human interaction and choreography.

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?

Exit Skills

- 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.

New Jersey Student Learning Standards (NJSLS-S)

VPA.1.1.8.A.1	Interpret the choreographic structures of contrast and transition, the process of reordering and chance, and the structures of AB, ABA, canon, call and response, and narrative.
VPA.1.1.8.A.2	Analyze dance techniques and styles to discern the compositional use of the elements of dance and choreographic principles relating to dynamics, as well as to discern spatial relationships.
VPA.1.1.8.A.CS4	The quality of integrated movement depends on body alignment and the synchronized use of major and minor muscle groups. Variety in body patterns, range of motion, application of the elements of dance, and skill level enhance dance compositions and performance.
VPA.1.3.8.A.1	Incorporate a broad range of dynamics and movement qualities in planned and improvised solo and group works by manipulating aspects of time, space, and energy.
VPA.1.3.8.A.2	Choreograph and perform cohesive dance works that reflect social, historical, and/or political themes.
VPA.1.3.8.A.CS1	Movement dynamics and qualities emphasize time, space, and energy. Movement affinities and effort actions impact dynamic tension and spatial relationships.
VPA.1.3.8.B.2	Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.

Interdisciplinary Connections

ELA

- Prepare to participate in effective conversation and create presentations

- Research and write

- Read and comprehend complex information

S.S.

- Research and develop presentations using a variety of media

LA.RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
LA.W.8.4	Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.SL.8	Speaking and Listening

Learning Objectives

- 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.

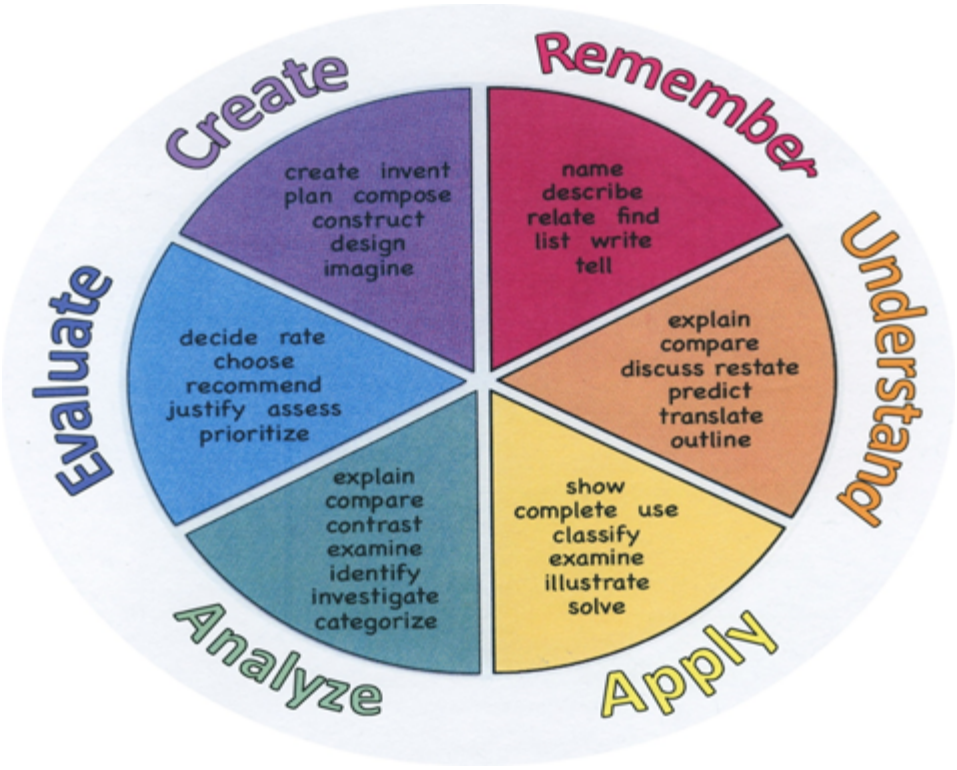
- Manipulate the aspects of time space and weight to communicate meaning in movement using combinations of effort actions, movement dynamics and qualities to communicate meaning in improvisation and choreographed solo or group works.

- 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.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give	Prepare	Point out	Contrast	Invent
Name	Examples	Produce	Select	Critique	Make
Omit	Illustrate	Select	Subdivide	Determine	Originate
Recite	Indicate	Show	Survey	Grade	Organize
Select	Interrelate	Sketch	Arrange	Justify	Plan
State	Interpret	Solve	Breakdown	Measure	Produce
Count	Infer	Use	Combine	Rank	Role Play
Draw	Match	Add	Detect	Rate	Drive
Outline	Paraphrase	Calculate	Diagram	Support	Devise
Point	Represent	Change	Discriminate	Test	Generate
Quote	Restate	Classify	Illustrate		Integrate
Recall	Rewrite	Complete	Outline		Prescribe
Recognize	Select	Compute	Point out		Propose
Repeat	Show	Discover	Separate		Reconstruct
Reproduce	Summarize	Divide			Revise
	Tell	Examine			Rewrite
	Translate	Graph			Transform
	Associate	Interpolate			
	Compute	Manipulate			
	Convert	Modify			
	Discuss	Operate			
	Estimate	Subtract			
	Extrapolate				
	Generalize				
	Predict				



Suggested Activities & Best Practices

- 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 ody 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.

Assessment Evidence - Checking for Understanding (CFU)

- Maintain a dance portfolio over time (paper or digital) with journal reflections, research ideas, notation, videos, photographs, clippings about dance from magazines and newspapers, dance resources and performance "notes."-summative assessment

- Evaluate informal in-class performances.-formative assessment

Create a DBQ using video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics.-summative assessment.

Written Reports-alternate assessment

Use technology to create a presentation on the impact of dance on specific groups of people and historical events.-benchmark assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline

- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

- Choreographic Structure: http://www.artsalive.ca/en/dan/make/toolbox/formstructure.asp

- Application: 8 Counts - https://itunes.apple.com/us/app/8counts/id379903606?mt=8

- Video: Bring in da Noise, Bring in da Funk: https://www.youtube.com/watch?v=Dp_bM_c-BT0

- Video: 42nd Street: https://www.youtube.com/watch?v=R8Q7vcnU9nc

- ArtsAlive Website: http://artsalive.ca/en/

- Great performances PBS: http://www.pbs.org/wnet/gperf/

- Dance Styles: http://justdanceballroom.com/styles.asp

- Contemporary Dance Vocabulary: https://www.contemporary-dance.org/dance-terms.html

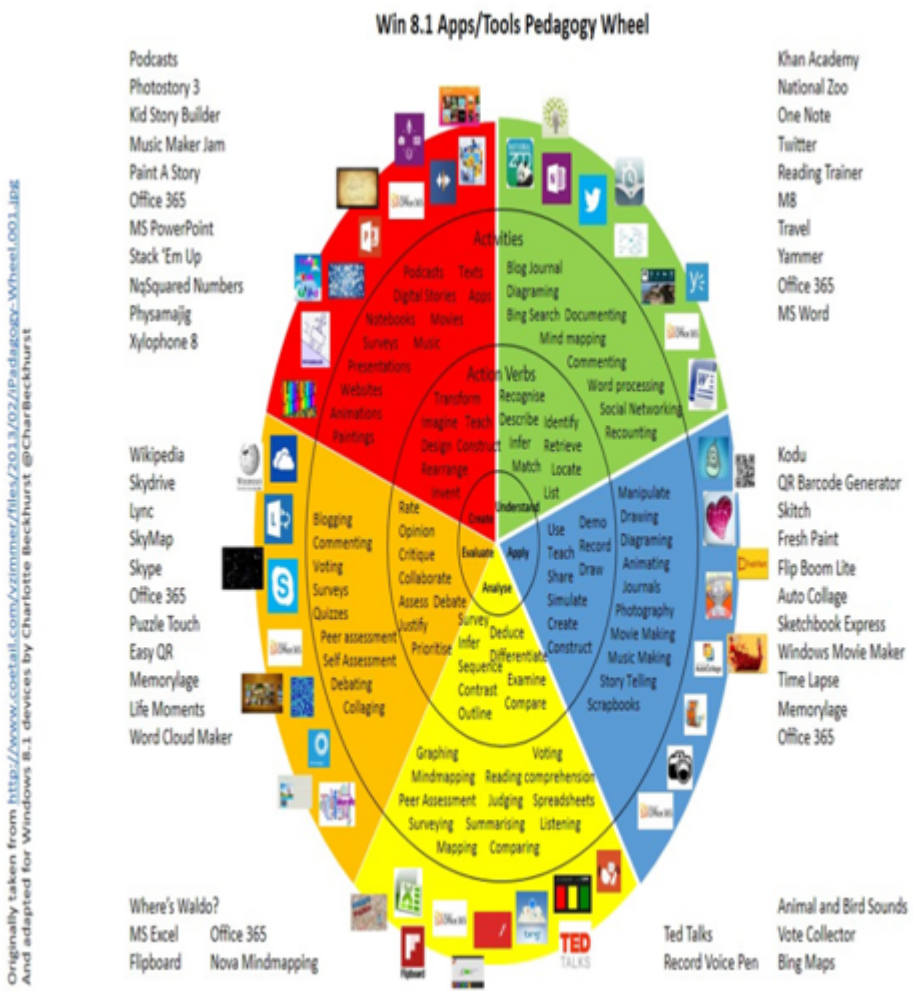
Ancillary Resources

- Book: Dance Composition Basics- Capturing the Choreographer's Craft By Pamela Sofras

Technology Infusion

- Conduct short research projects on the cultural origins of dance to support analysis, reflection, and research

- Use technology to create a presentation on the impact of dance on specific groups of people and historical events.



Alignment to 21st Century Skills & Technology

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

21st Century Skills/Interdisciplinary Themes

- Communicate and collaborate with partners.

- Look at dance as a reflection of history and the historical movements in time.

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CAEP.9.2.8.B.1	Research careers within the 16 Career Clusters ® and determine attributes of career success.
CAEP.9.2.8.B.2	Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

Differentiation

- Small group instruction.

- Utilize study guides when necessary.

- Blended learning - use technology to share choreography when students are not comfortable presenting to the class.

- Allow students to record themselves and share with the class.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments

- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

● Use sentence/paragraph frames to assist with writing reports.

● Leveled texts for analyzing primary and secondary sources

● Create a world wall with cultural dance names/vocabulary.

● Utilize graphic responses in journals.

● Provide extended time for written responses and reports.

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length

- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

● Vocalization

● Modeling

● Use Gestures

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

● Enroll parents as dance advocates in the school.

● Incorporate student choice in selection of songs.

● Use a graphic organizer to categorize movements.

● Repeat signal directions as needed.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

● Create and lead the class in a warm up using balance, strength and flexibility

● Compare and contrast small and large body movements and the parts of the body they engage

● Develop an 8-count or longer routine focusing on one body part. Teach routine to peers.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments

- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Elements of Dance and Kinestetic Movement

NJSLS: See attached

Interdisciplinary Connection: Hisory

Statement of Objective: Analyze dance techniques and styles to discern the compositional use of the elements of dance and choreographic principles relating to dynamics, as well as to discern spatial relationships.

Anticipatory Set/Do Now: View the video provided and record your reactions - what can you tell from the style of the movements being used?

Learning Activity: Students research and create a presentation of various styles of dance.

Student Assessment/CFU's:See attached in Unit 1.

Materials: Video, ScreenCastify, audio.

21st Century Themes and Skills: Communicating and working in groups (see standards attached in Unit 1)

Differentiation/Modifications: Adjust groups according to student need. Allow students to create a variety of presentation. Provide additional time for students with IEPs and 504s.

Integration of Technology: On-line resources/ Google Classroom/ Flip Grid