Unit 3: Choreography and Performance

Content Area: **Art**
Course(s): **Sample Course, Dance Studio**
Time Period: **Sept-June**
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Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Unit 3: Choreography and Performance

Belleville Board of Education

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Unit Overview

In Unit 3, students will apply the knowledge of themes and techniques from previous units and express how individual style can effect group performance. Students will also work on technique to make their dances more expressive using style and choice of

music.

Enduring Understanding

- Music and theme work together to create a more effective style of dance.

- Dance is expressive, that expressiveness is further enhanced by music.

- Style and dance can be a personal or a public experience.

Essential Questions

- How do our individual styles affect a group performance?

- How can I recognize this dance to enhance its expressiveness?

- How can I use music more effectively to support my theme?

Exit Skills

- Create a work with peers using original movement material devices to manipulate phrases, and a clear choreographic structure.

- Perform a dance using a preferred style.

- Interpret a dance in terms of content (narrative, themed or abstract) and context (theatrical, ritual or social).

- Produce a performance with peers, taking various roles, and analyze the skills needed for such jobs.

New Jersey Student Learning Standards (NJSLS-S)

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.3	Examine how dance compositions are influenced by various social themes and arts media (e.g., dance for camera, interactive, telematics).
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.3	Choreograph and perform movement sequences that demonstrate artistic application of

	anatomical and kinesthetic principles as well as rhythmic acuity.
VPA.1.3.8.A.4	Use media arts and technology in the creation and performance of short, original choreographic compositions.
VPA.1.4.8.A.5	Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art.
VPA.1.4.8.A.6	Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.
VPA.1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.

Interdisciplinary Connections

ELA

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

- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

S.S.

- Understand the history and origin of specific techniques.

LA.RI.8	Reading Informational Text
LA.W.8	Writing
LA.SL.8	Speaking and Listening
SOC.6.3.8.CS.C	Economics, Innovation, and Technology

Learning Objectives

- Identify the use of arts media in dance master works.

- Manipulate one single effort factor in each effort state combination including: Awake state (space-time), Rhythm State (weight-time), Dream State (weight-flow), Remote State (space-flow), Mobile State (flowtime), Stabile State (spaceweight) to communicate a meaning.

- Develop and demonstrate strength, flexibility and coordination with application of anatomically sound body mechanics.

- Analyze/interpret the role and use of technology and media arts to convey meaning in master dance works and create and perform a short solo or group dance composition utilizing technology and media arts (e.g., television, film, video, radio, and electronic media) as catalyst for, in support of, and/or fully integrated within the dance composition.

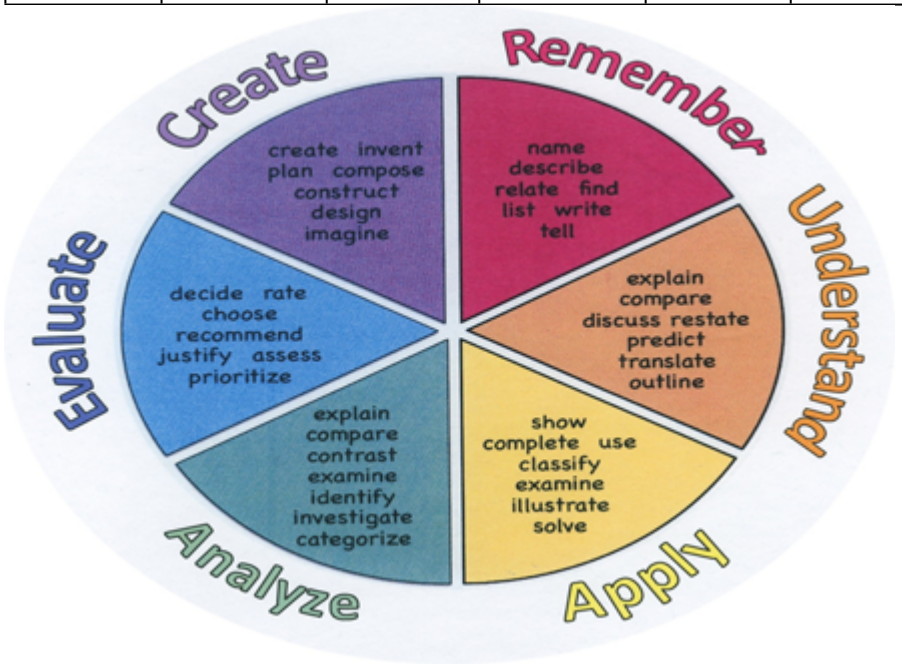
- Interpret the characteristics of imagery and representation in various dance works and apply symbolism to a short original choreographic work.

- Differentiate the elements of style and design of a traditional and non-traditional dance work and apply conventional and

nonconventional elements of style to express new ideas in selfgenerated choreography.

- Objectively assess observable criteria regarding content, form, technical proficiency and formal structures in various self and peer generated works of dance using rubrics and holistic scoring guides.

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

- Create a work with peers using original movement material devices to manipulate phrases, and a clear choreographic structure.

- Take video footage of only classmates' feet and legs as they are rehearsing a dance; repeat with only the upper body; use to revise performance.

- With peers, create a video of students dancing to weave into a performance.

- Interpret a dance in terms of content (narrative, themed or abstract) and context (theatrical, ritual or social).

- Analyze a dance's content and social/cultural context.

- Produce a performance with peers, taking various roles, and analyze the skills needed for such jobs.

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 and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics.-formative assessment

Create a Multimedia Poster-benchmark assessment

Written Reports-alternate 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

- Telling a Story Through Dance: http://www.sedl.org/afterschool/lessonplans/index.cgi?show_record=125

- Magisto - https://www.magisto.com/

- Playbook Dance - https://itunes.apple.com/us/app/playbook.dance/id572038933?mt=8

- Hip Hop Dance Moves for Kids - https://www.howcast.com/guides/994-hip-hop-dance-moves-for-kids/

- Contemporary Dancing for Beginners - https://www.youtube.com/watch?v=KstgOWbM6vk

- Indian Folk Dance: http://www.youtube.com/watch?v=-knKCPnRpR0

- Latin Folk Dance: http://www.youtube.com/watch?v=qihYdSsLhXo

- Russian Folk Dance: http://www.youtube.com/watch?v=niY0GZpQQSI

Ancillary Resources

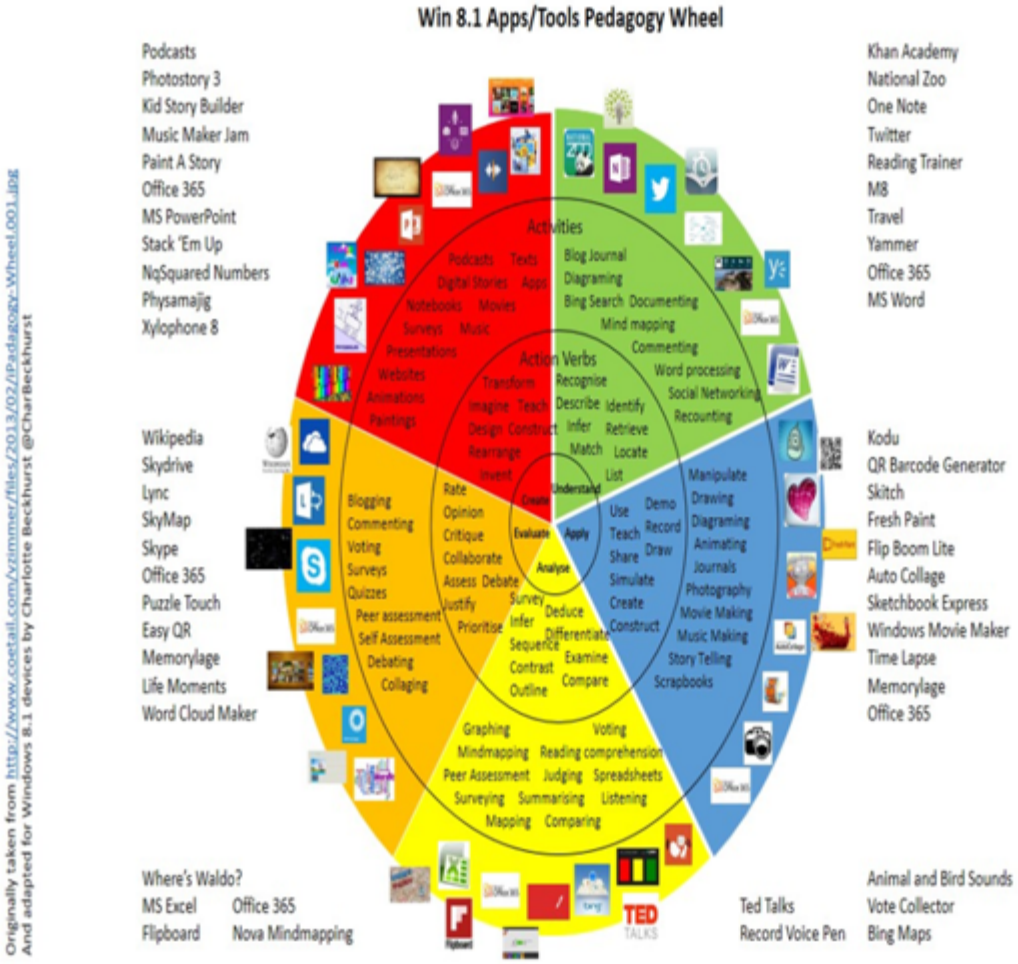
N/A

- Additional resources must be approved by an administrator prior to being used.

Technology Infusion

- Create a culminating presentation utilizing available technology.

- Share with peers via Twitter.



Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- Technology.

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

21st Century Skills/Interdisciplinary Themes

- 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

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.

21st Century Skills

- Collaborate with peers to create a product.

- Apply knowledge of past history to predict the future of dance.

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

Differentiation

- Provide additional time as per individual IEPs and 504s.

- Provide study guides for assessments.

- Utilize blended learning approaches and allow students to complete additional studies at home.

- Allow students to record and share final assignments rather than presenting live.

- Utilize games as formative assessments.

- Allow students to create their own rubrics.

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)

- Choose rhythm, tempo, or theme to focus on when dancing to a particular piece.
- Create a 4-count movement phrase to share with peers.
- Add a simple vocal or percussion phrase to music.
- Work with a peer to develop a short choreography routine.

- 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)

● Display labeled images of dance movements.

● Use body movement to respond to theme / emotion in sound

● Restate dance steps aloud before performance.

- 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

● Invite parents, neighbors, friends, the school principal and other community members to attend class performances.

● Break choreography into smaller pieces.

● Conference with teacher during the dance planning process.

- 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)

● Compare and contrast choreography from two or more dance styles and present findings to peers.

● Develop longer movement phrases individually and in collaboration with peers.

● Create a movement pattern to respond to a spoken text with emphasis on symbolism and theme.

- 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

See Sample Lesson in Unit 1.