

# Unit II - Time

Content Area: **Dance**  
Course(s): **Creative Movement**  
Time Period: **Sept-Jan/Feb-June**  
Length: **10 Days - 9-12**  
Status: **Published**

## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

**Curriculum Guide**

## Creative Movement, 9-12

## Time

**Belleville Board of Education**

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**Belleville, NJ 07109**

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Board Approved:

## **Unit Overview**

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Students will identify and discuss the concepts of time: speed & rhythm that influence Creative Movement and apply elements of performance quality to the performance of choreography in the dance style.

## **Enduring Understanding**

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Creative Movement is a style that rejects many of the rigid constraints of Ballet and instead focuses on

creative self-expression.

## **Essential Questions**

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- How do we accurately perform movements specific to Creative Movement?
- How are the following elements: speed & rhythm defined?

## **Exit Skills**

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- Understand the concepts of time
- Proper language, vocabulary and terminology used in Creative Movement
- Learn to solve movement problems that are both simple and complex
- Gain an understanding of the dance histories and cultures of the world's peoples
- Increase listening skills and learn how to follow directions
- Sharpen skills for observation and learn how to make informed judgments regarding dance performances and choreography
- Increased learning in other curricular areas as dance is integrated into the curriculum
- Creative skills are expanded

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|-------------------------|--|
| 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.Pr5   | Developing and refining techniques and models or steps needed to create products.  |
| 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.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.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. |

## Interdisciplinary Connections

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| MA.G-CO.A.1    | Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.  |
| MA.G-CO.D      | Make geometric constructions   |
| LA.RI.11-12.7  | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.   |
| LA.RI.11-12.9  | Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history. |
| LA.W.11-12.1.D | Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.  |
| LA.W.11-12.2   | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  |
| LA.W.11-12.2.A | Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.       |
| LA.W.11-12.3   | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  |

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| LA.W.11-12.4      | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LA.W.11-12.10     | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.                                       |
| MA.G-GMD.B        | Visualize relationships between two-dimensional and three-dimensional objects  |
| MA.G-MG.A.1       | Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).   |
| MA.G-MG.A.3       | Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).                       |
| SOC.6.1.12.D.3.e  | Determine the impact of religious and social movements on the development of American culture, literature, and art.  |
| SOC.6.1.12.D.8.b  | Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.   |
| SOC.6.1.12.D.14.f | Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.   |
| WRK.9.2.12.CAP.7  | Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.         |
| 9-12.HS-LS2-4.5.1 | Use mathematical representations of phenomena or design solutions to support claims.   |
| TECH.9.4.12.CT    | Critical Thinking and Problem-solving  |

## Learning Objectives

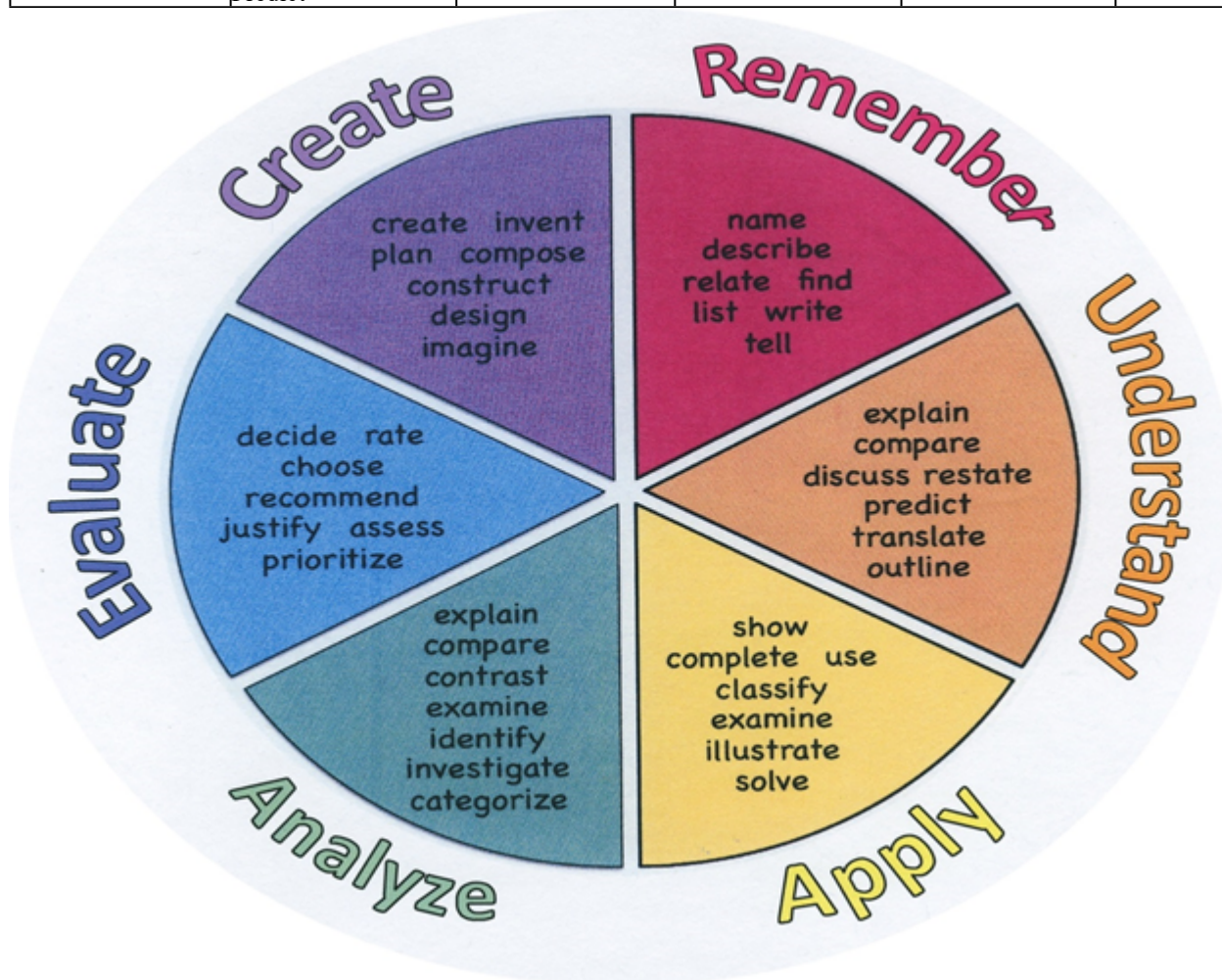
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- Demonstrate and perform movement skills specific to Creative Movement
- Discuss the techniques that influence Creative Movement and identify specific examples of the influences
- Recall elements of performance quality and apply them to the performance of the genre
- Observe and discuss elements of performance quality in Creative Movement works
- Construct and interpret meaning from dance

**Action Verbs:** Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

| 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 Examples | Prepare    | Point out     | Contrast  | Invent      |
| Name     | Illustrate    | Produce    | Select        | Critique  | Make        |
| Omit     | Indicate      | Select     | Subdivide     | Determine | Originate   |
| Recite   | Interrelate   | Show       | Survey        | Grade     | Organize    |

|           |             |             |              |         |             |
|-----------|-------------|-------------|--------------|---------|-------------|
| Select    | Interpret   | Sketch      | Arrange      | Justify | Plan        |
| State     | Infer       | Solve       | Breakdown    | Measure | Produce     |
| Count     | Match       | Use         | Combine      | Rank    | Role Play   |
| Draw      | Paraphrase  | Add         | Detect       | Rate    | Drive       |
| Outline   | Represent   | Calculate   | Diagram      | Support | Devise      |
| Point     | Restate     | Change      | Discriminate | Test    | Generate    |
| Quote     | Rewrite     | Classify    | Illustrate   |         | Integrate   |
| Recall    | Select      | Complete    | Outline      |         | Prescribe   |
| Recognize | Show        | Compute     | Point out    |         | Propose     |
| Repeat    | Summarize   | Discover    | Separate     |         | Reconstruct |
| Reproduce | Tell        | Divide      |              |         | Revise      |
|           | Translate   | Examine     |              |         | Rewrite     |
|           | Associate   | Graph       |              |         | Transform   |
|           | Compute     | Interpolate |              |         |             |
|           | Convert     | Manipulate  |              |         |             |
|           | Discuss     | Modify      |              |         |             |
|           | Estimate    | Operate     |              |         |             |
|           | Extrapolate | Subtract    |              |         |             |
|           | Generalize  |             |              |         |             |
|           | Predict     |             |              |         |             |



## **Suggested Activities & Best Practices**

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- Daily participation
- Skill improvement
- Ability to function as a cooperative member of a group
- Creative projects and choreography
- Memorization skills
- Problem solving
- Analyze one's own skills in creative thinking
- Movement theories and terminology

## **Assessment Evidence - Checking for Understanding (CFU)**

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- 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**

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*Creative Dance for All Ages – Anne Green Gilbert*

## **Ancillary Resources**

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Additional resources as needed and determined appropriate by the instructor

## **Technology Infusion**

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- Digital Stories
- Apps - Dance Maker, BarreNotes
- Movies
- Music
- Presentations
- Peer/Self Assessments
- Office 365
- MS Word
- Photography/Videotaping
- Technical Design in the Arts

## **Alignment to 21st Century Skills & Technology**

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|------------------|---|
| VPA.1.1.12       | All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.  |
| VPA.1.1.12.A.2   | Categorize the elements, principles, and choreographic structures of dance masterworks.   |
| VPA.1.1.12.A.CS1 | Creating master works in dance requires ability to comprehend, articulate, and manipulate time, space, and energy across and within a broad spectrum of choreographic structures and through the use of many choreographic devices. |
| VPA.1.1.12.A.CS3 | Interpretation of dance is heavily reliant on its context.  |
| VPA.1.1.12.D.2   | Translate literary, musical, theatrical, and dance compositions by using them as  |

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|                  | stimulus/inspiration for corresponding visual artworks.   |
| VPA.1.2.12.A.1   | Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.  |
| VPA.1.2.12.A.CS2 | Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.  |
| VPA.1.3.12.A.1   | Integrate and recombine movement vocabulary drawn from a variety of dance genres, using improvisation as a choreographic tool to create solo and ensemble compositions.   |
| VPA.1.3.12.A.3   | Demonstrate dance artistry with technical proficiency, musicality, stylistic nuance, clarity of choreographic intent, and efficiency of movement through the application of proper body mechanics.  |
| VPA.1.3.12.A.CS1 | Creating highly integrated improvisational movement sequences develops personal style for solo and ensemble work. Characteristics of style vary broadly across dance genres.  |
| VPA.1.3.12.A.CS2 | Aesthetic quality results from conceptual coherence and from understanding and application of the principle unity of form and content.  |
| VPA.1.4.12.B.1   | Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras. |
| VPA.1.4.12.B.CS3 | Art and art-making reflect and affect the role of technology in a global society.   |

## 21st Century Skills/Interdisciplinary Themes

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Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century/Interdisciplinary Themes** that will be incorporated into this unit.

- 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

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Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century Skills** that will be incorporated into this unit.

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

## **Differentiation**

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Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Teacher reads assessments aloud
- Rephrase written directions
- Additional time
- Preview vocabulary
- Preview content & concepts
- Behavior management plan
- Student(s) work with assigned partner
- Visual presentation
- Auditory presentations
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Group investigations
- Independent research and projects
- Multiple intelligence options
- Personal agendas
- Project-based learning
- Problem-based learning
- Tiered activities/assignments
- Varying organizers for instructions

## Lo-Prep Differentiations:

- Exploration by interest
- Flexible grouping
- Goal setting with students
- Open-ended activities
- Varied journal prompts

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

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- 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)**

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- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- 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 work presented 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**

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- 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 work presented 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)**

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- 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**

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Unit Name: Time

NJSLS: See above

Interdisciplinary Connection: Math

Statement of Objective: Take three steps, creating an accent on the first beat in plie and the other two steps in releve, (down, up, up)

Anticipatory Set/Do Now: Warm-up exercises

Learning Activity: Practice the waltz run changing speeds using 3/4 tempo

Student Assessment/CFU's: Teacher observation, self and peer evaluation, classroom performances of learned material, weekly journal, creative projects, rubrics.

Materials: Mirrors, music

21st Century Themes and Skills: Creativity & Innovation, Critical Thinking and Problem Solving, Communication, Collaboration

Differentiation/Modifications: Preview content & concepts, Project based learning, Varied journal prompts

Integration of Technology: Technical design in the arts, recordings, photography/videotaping