

Unit IV - Choreography

Content Area: **Dance**
Course(s): **Choreography/Improvisation**
Time Period: **Sept-Jan/Feb-June**
Length: **85 Days 9-12**
Status: **Published**

Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Choreography/Improvisation, 9-12

Choreography

Belleville Board of Education

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Board Approved:

Unit Overview

Students will synthesize improvisational skills with choreographic devices, structures and elements to create a dance work.

Enduring Understanding

Choreography is a process. Dance first, think later.

Essential Questions

- What is your creative process?
- How can improvisation lead to composition?
- What are the choreographic structures, devices and elements?
- How do we structure a dance?
- How do professional choreographers use the choreographic devices, structures and elements to convey meaning?

Exit Skills

- Differentiate between a solo, duet, trio and group piece of choreography
- Importance of improvisation skills and their significant relationship to choreography
- How to structure a complete piece of choreography
- Proper stage directions from all viewpoints
- Leadership skills and collaboration: how to take on the role of an instructor/choreographer and communicate movement ideas clearly to other dancers and ultimately to an audience

- Basic aesthetic principles
- Importance of selecting the right accompaniment and/or music choice. Music shouldn't overpower the dancer
- Simultaneously arrange movement, music and tempo in a clear manner
- Constructively criticize and evaluate one's own work and the work of others; the ability to speak clearly about one's thoughts on movement ideas

New Jersey Student Learning Standards (NJSL-S)

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|------------------------|---|
| 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.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.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.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). |
| 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.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.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.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.Pr6a | Embody the use of the senses and create imagery to envision a particular outcome, |

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| | projecting and completing movements to enhance dance performance. |
| 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.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.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.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.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.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. |

Interdisciplinary Connections

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| LA.W.9-10.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| LA.W.9-10.4 | 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.11-12.2 | 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.11-12.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| 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.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.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.

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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. |
| SOC.6.1.12.D.2.a | Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution. |
| SOC.6.1.12.D.3.e | Determine the impact of religious and social movements on the development of American culture, literature, and art. |
| 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. |
| TECH.9.4.12.CT | Critical Thinking and Problem-solving |

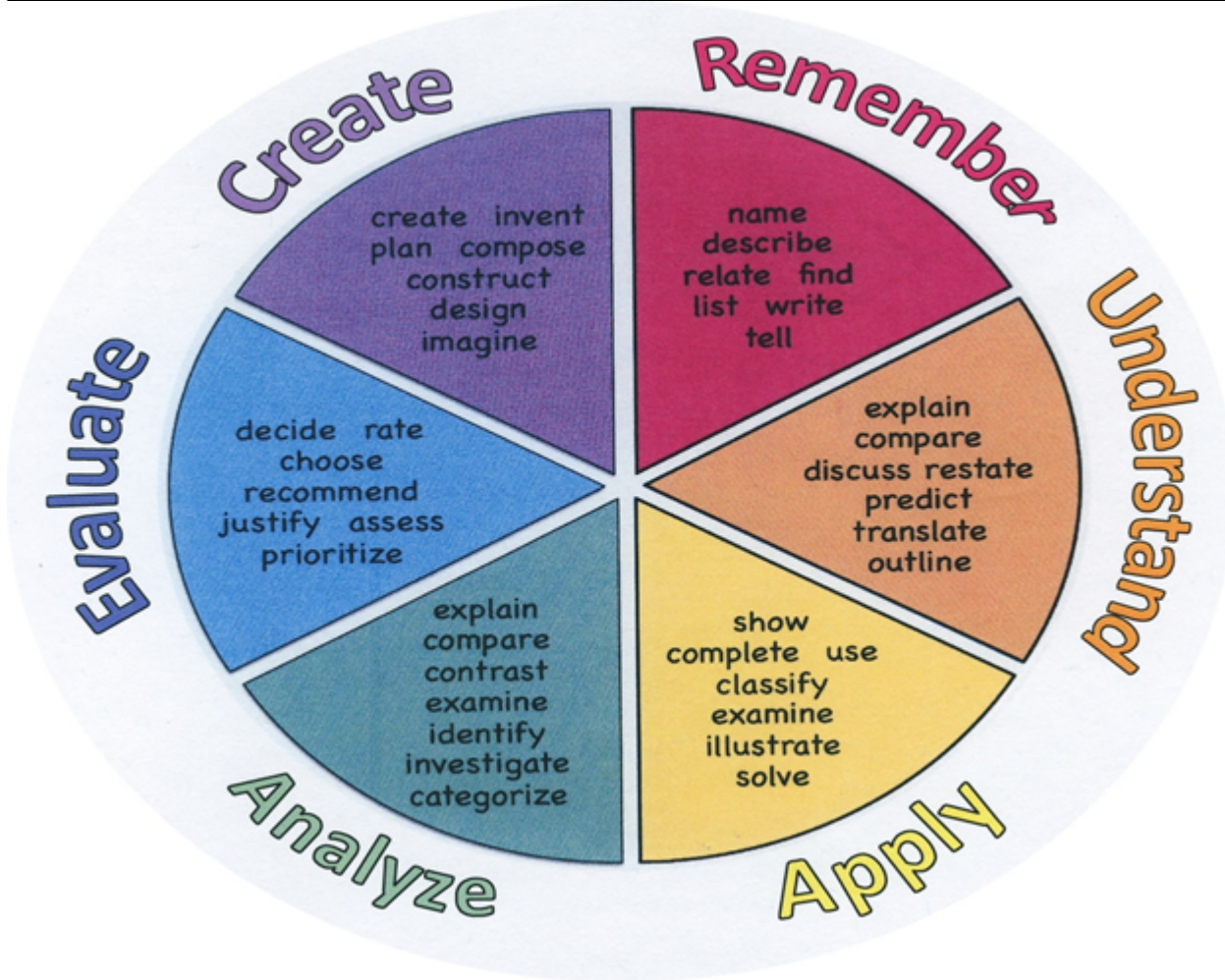
Learning Objectives

- Respond appropriately to improvisational prompts and activities
- Create short dance studies based on improvisation
- Describe and apply choreographic devices, structures and elements to improvisation and choreography
- Create a dance work utilizing choreographic devices, structures and principles
- Analyze professional works for their clear use of choreographic devices, structures and elements

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 Reproduce | Summarize Tell Translate Associate Compute Convert Discuss Estimate Extrapolate Generalize Predict | Discover Divide Examine Graph Interpolate Manipulate Modify Operate Subtract | Separate | | Reconstruct Revise Rewrite Transform |
|---------------------|--|--|----------|--|---|



Suggested Activities & Best Practices

- Daily participation

- Skill improvement
- Knowledge of movement theories and terminology
- Understanding of aesthetic principles
- Ability to synthesize knowledge through creative projects and choreography
- Ability to solve problems
- Ability to analyze one's own skills in creative thinking
- Development memorization skills
- Ability to function as a cooperative member of a group

Assessment Evidence - Checking for Understanding (CFU)

- 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

Choreography: A Basic Approach Using Improvisation – Sandra Cerny Minton

Teaching Beginning Dance Improvisation - Joan Woodbury and Shirley Ririe

Ancillary Resources

Additional resources as needed at the discretion of the instructor

Technology Infusion

- Dance Apps
- Movies
- Music
- MS Word
- Photography/Videotaping
- Technical Design in the Arts
- Mo-Cap

Alignment to 21st Century Skills & Technology

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| VPA.1.1.12.A.4 | Synthesize knowledge of anatomical principles related to body alignment, body patterning, balance, strength, and coordination in compositions and performances. |
| 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.CS4 | Artistry in dance performance is accomplished through complete integration of anatomical principles and clear direction of intent and purpose. |
| 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.2 | Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras. |
| 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.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.4 | Collaborate in the design and production of dances that use choreographic structures and incorporate various media and/or technologies. |
| 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.CS3 | Dance artistry is achieved through refined technique, musicality, clarity of choreographic intent, stylistic nuance, and application of proper body mechanics. |
| VPA.1.3.12.A.CS4 | Dance production is collaborative and requires choreographic, technological, design, and performance skill. |
| VPA.1.3.12.B.3 | Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs. |
| VPA.1.3.12.B.CS1 | Technical accuracy, musicality, and stylistic considerations vary according to genre, culture, and historical era. |
| VPA.1.3.12.B.CS2 | The ability to read and interpret music impacts musical fluency. |
| VPA.1.3.12.B.CS3 | Understanding of how to manipulate the elements of music is a contributing factor to musical artistry. |

21st Century Skills/Interdisciplinary Themes

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

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

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Teacher reads assessments aloud
- Additional time
- Preview vocabulary
- Preview content & concepts

- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Independent research and projects
- Multiple intelligence options
- Project-based learning
- Problem-based learning
- Tiered activities/assignments

Lo-Prep Differentiations

- Choice of books or activities
- Flexible grouping
- Goal setting with students
- Mini workshops to re-teach or extend skills
- Varied journal prompts
- Varied supplemental materials

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

- 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
- multiple test sessions
- multi-sensory presentation
- 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)

- 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

- 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)

- 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

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: