k-2 Unit - Rhythm & Dance

Content Area: **Physical Education & Health**
Course(s):
Time Period: **Marking Period 1**
Length: **9 Weeks**
Status: **Published**

Unit Overview

This unit will consist of changing movement in response to changes in music (tempo, beat, rhythm etc.). Correction of errors and responding to teacher's verbal cues will be addressed. Students will be in different spatial settings and demonstrating appropriate control will be discussed.

Core Ideas:

1. The body moves with confidence in a variety of the age appropriate performances.
2. Feedback improves the learning of movement skills and concepts.

Standards

Standard: 2.5 Motor Skill Development, All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hoping, skipping, running).

2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.

2.2.2.PF.2: Explore how to move different body parts in a controlled manner.

2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).

Anchor Standard 1: Generating and conceptualizing ideas.

Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.

Essential Question: Where do choreographers get ideas for dances?

Practice: Explore

Performance Expectations:

● 1.1.2.Cr1a: Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery,

objects) and suggest additional sources for movement ideas.

● 1.1.2.Cr1b: Combine movements using the elements of dance to solve a movement problem.

Anchor Standard 2: Organizing and developing ideas. Enduring Understanding: The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.

Essential Question: What influences choice-making in creating choreography?

Practice: Plan

Performance Expectations:

● 1.1.2.Cr2a: Create a movement sequence with a beginning, middle and end. Incorporate the use of a choreographic device.

● 1.1.2.Cr2b: Develop a dance study by selecting a specific movement vocabulary to communicate a main idea.

Discuss how the dance communicates nonverbally. Anchor Standard 3: Refining and completing products. Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning. Essential Question: How do choreographers use self-reflection, feedback from others and documentation to improve the quality of their work?

● 1.1.2.Cr3a: Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.

● 1.1.2.Cr3b: Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video captioning, etc.

Anchor Standard 4:

Selecting, analyzing, and interpreting work.

Enduring Understanding: Space, time and energy are basic elements of dance.

Essential Question: How do dancers work with space, time and energy to communicate artistic expression?

Practice: Express

Performance Expectations:

● 1.1.2.Pr4a: Perform planned and improvised movement sequences, with variations in direction (e.g., forward/backward, up/down, big/small, sideways, right/left, diagonal), spatial level (e.g., low, middle, high), and spatial pathways (e.g., straight, curved, circular, zigzag), alone and in small groups.

● 1.1.2.Pr4b: Perform planned and improvised movement sequences, with variations in tempo, meter, and rhythm, alone and in small groups.

● 1.1.2.Pr4c: Demonstrate contrasting dynamics and energy with accuracy (e.g., loose/tight, light/heavy, sharp/smooth).

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Enduring Understanding: The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.

Essential Question: How is the body used as an instrument for technical and artistic expression?

Practices: Embody, Execute Performance Expectations:

● 1.1.2.Pr5a: Identify personal and general space to share space safely with other dancers. Categorize healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer.

● 1.1.2.Pr5b: Identify basic body parts and joints (e.g., limb, bone) and joint actions (e.g., bend, rotate). Examine how basic body organs (e.g., brain, lungs, heart) relate and respond to dance movements.

● 1.1.2.Pr5c: Explore the use of spine and pursue use of elongated spine. Demonstrate body organization (e.g., core/distal, head/tail, upper/lower half lateral) and explore cross-lateral body organization. Demonstrate holding a shape in the body while traveling through space.

● 1.1.2.Pr5d: Explore a variety of body positions requiring a range of strength, flexibility and core support.

● 1.1.2.Pr5e: Explore locomotor action vocabulary (e.g., gallop, hop, slide, skip) and non-locomotor action vocabulary (e.g., bending, stretching, twisting) and execute codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition (e.g., breath control, body part initiations, body sequencing).

Anchor Standard 6: Conveying meaning through art. Enduring Understandings: 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.

Essential Questions: What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance?

Practice: Present Performance Expectations:

● 1.1.2.Pr6a: Explore how visualization, motor imagery and breath can enhance body mechanics and the quality of a movement skill.

● 1.1.2.Pr6b: Rehearse a simple dance using full body movement. Demonstrate the ability to recall the sequence and spatial elements.

● 1.1.2.Pr6c: Dance for and with others in a designated space identifying a distinct area for audience and performers.

● 1.1.2.Pr6d: Use simple production elements (e.g., hand props, scenery, media projections) in a dance work.

Responding

Anchor Standard 7: Perceiving and analyzing products.

Enduring Understanding: Dance is perceived and analyzed to comprehend its meaning.

Essential Question: How is a dance understood?

Practice: Analyze

Performance Expectations:

● 1.1.2.Re7a: Demonstrate movements in a dance that develop patterns.

● 1.1.2.Re7b: Observe and describe performed dance movements from a specific genre or culture.

Exemplar Learning Activities

Students will engage in following, creating, and performing choreography.

Materials

Core Materials:

- District provided materials
- District Cardio Drumming set
- Shape NJ
- Spark PE curriculum

Technology

Technology Literacy

9.4.5.DC.1: Explain the need for and use of copyrights.

Technology - Data & Analysis

8.1.5.DA.4: Organize and present climate change data visually to highlight relationships or support a claim.

Evidence of Learning/Assessment

Formative Assessment

- Teacher Observation
- Exit Tickets
- Peer Assessment
- Self-Assessment

Summative Assessment

- Rubrics
- Peer Assessment
- Self-Assessment

Accommodations & Modifications

Special Education

Follow IEP Plan which may contain some of the following examples…

- In-class support with special ed assistant
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit the number of questions
- Scribe

504

Follow 504 Plan which may contain some of the following examples…

- In-class support with special assistant
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit the number of questions
- Scribe

ELL

- Translation device/dictionary
- In class/ support with special ed assistant
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit number of questions
- Scribe

At-risk of Failure

- Extra time during the intervention period
- In-class/pull-out support with special ed teacher
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Study Guides
- Limit the number of questions
- Scribe

Gifted & Talented

- Independent projects
- Tiered grouping

Interdisciplinary Connections

Connections to NJSLS - English Language Arts

- RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (2-PS1-4)
- W.2.8 Recall information from experiences or gather information from provided sources to answer a question. (2-PS1-1), (2-PS1-2), (2-PS1-3)

Connections to NJSLS - Mathematics

- MP.4 Model with mathematics. (2-PS1-1), (2-PS1-2)
- 2.G.A.3 Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths.

Recognize that equal shares of identical wholes need not have the same shape.

Connections to NJSLS - Science

- K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.
- K-2-ETS1-2 Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem

Connections to NJSLS - Social Studies

- 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.

Climate Change: Technology - Effects on the Natural World

- 8.2.2.ETW.1: Classify products as resulting from nature or produced as a result of technology.
- 8.2.2.ETW.3: Describe or model the system used for recycling technology.

Connection to NJDOE SEL Competencies

- Self-Awareness
- Self-Management
- Social Awareness
- Responsible Decision-Making
- Relationship Skills

Amistad Law:

N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students. Historical figures in science and sports.

Holocaust Law:

N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

Bullying and respect for others.

Asian American and Pacific Islander Studies Legislation:

Every board of education shall incorporate the information regarding the contributions of Asian American and Pacific Islander musicians to our country in an appropriate place in the curriculum of elementary and secondary school students.

DEI

Beginning in the 2021-2022 school year, each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards P.L. 2021 Ch 32.

NJ Curriculum Mandates: Galloway Teacher Resource Crosswalk

Historical figures in science and sports.

Career Readiness, Life Literacies, and Key Skills

Critical Thinking and Problem Solving:

- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).

Career Ready Practices

- CRP6. Demonstrate creativity and innovation.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.