# Introduction to Dance Forms 9-12

Content Area: **Music**
Course(s):
Time Period: **Marking Period 1**
Length: **30 Days**
Status: **Published**

## Summary

ELD standards:https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

This unit is an exploratory introduction to forms of codified technique practices, with the goal to develop movement patterns for performance. Genres will include forms of modern dance, ballet, jazz, hip hop, tap and ballroom.

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| 9.4.12.CI.1 | Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). |
| 9.4.12.CI.3 | Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1). |
| 1.1.12prof.Cr1a | Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement. |
| 1.1.12prof.Cr1b | Analyze the elements of dance to expand personal movement vocabulary and ascertain new movement possibilities through the creation of choreographic works. |
| 2.2 | Recognize the skills needed to establish and achieve personal and educational goals |
| 2.3 | Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals |
| 9.4.12.CT.1 | Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). |
| 9.4.12.CT.2 | Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). |
| 3.2 | Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds |
| 1.1.12prof.Cr2a | Manipulate a variety of choreographic devices and dance structures to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to explain how the dance structures clarify the artistic intent. |
| 3.3 | Demonstrate an understanding of the need for mutual respect when viewpoints differ |
| 1.1.12prof.Cr2b | Choose a theme to develop a dance and create corresponding movements to communicate the theme. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally. |
| 3.4 | Demonstrate an awareness of the expectations for social interactions in a variety of settings |
| 4.1 | Develop, implement and model effective problem-solving, and critical thinking skills |

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| 5.2 | Utilize positive communication and social skills to interact effectively with others |
| 1.1.12prof.Pr4a | Develop partner and ensemble skills that enable contrasting level changes while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases. |
| 1.1.12prof.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. |
| 1.1.12prof.Pr4c | Perform planned and improvised movement sequences and dance combinations with variations that accurately demonstrate contrasting dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose). |
| 1.1.12prof.Pr5c | Demonstrate body coordination while moving (e.g., elongated spine, vertical alignment, release of tension from shoulders; use of vertical, off center, non-vertical alignment) the body through space. |
| 1.1.12prof.Pr5d | Explore movement that develops a wide range of motion, muscular flexibility, strength, and endurance. Explore different body conditioning techniques (e.g., yoga, weight training, aerobics, Pilates). |
| 1.1.12prof.Pr5e | Demonstrate style/genre specific vocabulary and codified movements with style/genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing. |
| 1.1.12prof.Pr6a | Investigate visualization, motor imagery, and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill. |
| 1.1.12prof.Pr6b | Rehearse a dance and apply specific feedback to refine performance accuracy, consistency, and expressiveness. Demonstrate group awareness and develop personal rehearsal strategies. |
| 1.1.12prof.Pr6c | Adapt movements to performance area. Demonstrate 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. |
| 9.4.12.IML.8 | Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). |
| 1.1.812prof.Pr6d | Demonstrate a variety of technical elements (e.g., costumes, lighting, sound, performance cues) of a dance performance. Utilize production and technical terminology to communicate with performers and backstage personnel. |
| 9.4.12.IML.9 | Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4). |
| 9.4.12.TL.3 | Analyze the effectiveness of the process and quality of collaborative environments. |
| 1.1.12prof.Re7b | Analyze the use of elements of dance in a variety of genres, styles or cultural movement practices within the cultural context to communicate intent. Use genre-specific dance terminology to compare and contrast. |
| 1.1.12prof.Re9a | Analyze artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, and/or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology. |
| 1.1.12prof.Cn11a | Analyze and discuss the role of dance in a global society. Examine genres, styles, historical time periods, societal changes and perspectives and how those changes impact dance in relation to the ideas and perspectives of the people from whom the dances originate. |

## Essential Questions/Enduring Understandings

Essential Questions:

- What makes a dance style or genre considered a technique?

- How are different techniques connected, whether through physical choices or through a historical and cultural lens?

- Why is it important for dancers to be well rounded and aware of various styles and genres of dance?

- How do traditional techniques and styles impact performances?

Enduring Understandings:

- Dance techniques have been codified and taught over the course of the last 150 years, and are ever-evolving.

- Knowing and appreciating a wide variety of dance forms, and their connectedness, is important for 21st century dancers.

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| 1.1 | Recognize one's feelings and thoughts |
| 9.4.12.CI.1 | Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). |
| 1.3 | Recognize one's personal traits, strengths, and limitations |
| 9.4.12.CI.2 | Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8). |
| 1.4 | Recognize the importance of self-confidence in handling daily tasks and challenges |
| 9.4.12.CI.3 | Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1). |
| 1.1.12prof.Cr1a | Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement. |
| 2.1 | Understand and practice strategies for managing one's own emotions, thoughts, and behaviors |
| 1.1.12prof.Cr1b | Analyze the elements of dance to expand personal movement vocabulary and ascertain new movement possibilities through the creation of choreographic works. |
| 2.2 | Recognize the skills needed to establish and achieve personal and educational goals |
| 2.3 | Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals |
| 9.4.12.CT.2 | Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). |

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| 3.1 | Recognize and identify the thoughts, feelings, and perspectives of others |
| 3.2 | Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds |
| 3.3 | Demonstrate an understanding of the need for mutual respect when viewpoints differ |
| 9.4.12.DC.1 | Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a). |
| 4.1 | Develop, implement and model effective problem-solving, and critical thinking skills |
| 5.2 | Utilize positive communication and social skills to interact effectively with others |
| 9.4.12.DC.7 | Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a). |
| 1.1.12prof.Pr4a | Develop partner and ensemble skills that enable contrasting level changes while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases. |
| 1.1.12prof.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. |
| 1.1.12prof.Pr4c | Perform planned and improvised movement sequences and dance combinations with variations that accurately demonstrate contrasting dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose). |
| 1.1.12prof.Pr5b | Demonstrate joint articulations and basic anatomical terms (e.g., muscles, bones, tendons, ligaments) as they relate to dance. Apply kinesthetic principles and various body systems. |
| 1.1.12prof.Pr5c | Demonstrate body coordination while moving (e.g., elongated spine, vertical alignment, release of tension from shoulders; use of vertical, off center, non-vertical alignment) the body through space. |
| 1.1.12prof.Pr5d | Explore movement that develops a wide range of motion, muscular flexibility, strength, and endurance. Explore different body conditioning techniques (e.g., yoga, weight training, aerobics, Pilates). |
| 1.1.12prof.Pr5e | Demonstrate style/genre specific vocabulary and codified movements with style/genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing. |
| 1.1.12prof.Pr6a | Investigate visualization, motor imagery, and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill. |
| 1.1.12prof.Pr6b | Rehearse a dance and apply specific feedback to refine performance accuracy, consistency, and expressiveness. Demonstrate group awareness and develop personal rehearsal strategies. |
| 1.1.12prof.Pr6c | Adapt movements to performance area. Demonstrate 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. |
| 1.1.812prof.Pr6d | Demonstrate a variety of technical elements (e.g., costumes, lighting, sound, performance cues) of a dance performance. Utilize production and technical terminology to communicate with performers and backstage personnel. |
| 9.4.12.TL.3 | Analyze the effectiveness of the process and quality of collaborative environments. |
| 1.1.12prof.Re7a | Use genre-specific terminology to analyze recurring patterns of movement and their relationships in dance in context of artistic intent. |
| 1.1.12prof.Re7b | Analyze the use of elements of dance in a variety of genres, styles or cultural movement practices within the cultural context to communicate intent. Use genre-specific dance terminology to compare and contrast. |

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| 1.1.12prof.Re8a | Distinguish different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, execution of dance movements and context enhance meaning and support intent using genre specific dance techniques. |
| 1.1.12prof.Cn11a | Analyze and discuss the role of dance in a global society. Examine genres, styles, historical time periods, societal changes and perspectives and how those changes impact dance in relation to the ideas and perspectives of the people from whom the dances originate. |

## Students Will Know/Students Will be Skilled at

Students will identify and demonstrate movement patterns found in various western dance forms.

Students will be able to cite specific genres and styles and their historical and cultural significance.

Students will be able to compare, contrast and analyze various western dance forms.

Students will be able to execute performance pieces within one or more of these genres.

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| 1.1 | Recognize one's feelings and thoughts |
| 1.2 | Recognize the impact of one's feelings and thoughts on one's own behavior |
| 9.4.12.CI.1 | Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). |
| 1.3 | Recognize one's personal traits, strengths, and limitations |
| 1.4 | Recognize the importance of self-confidence in handling daily tasks and challenges |
| 9.4.12.CI.2 | Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8). |
| 2.1 | Understand and practice strategies for managing one's own emotions, thoughts, and behaviors |
| 2.2 | Recognize the skills needed to establish and achieve personal and educational goals |
| 2.3 | Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals |
| 9.4.12.CT.2 | Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). |
| 3.1 | Recognize and identify the thoughts, feelings, and perspectives of others |
| 3.2 | Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds |
| 1.1.12prof.Cr2a | Manipulate a variety of choreographic devices and dance structures to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to explain how the dance structures clarify the artistic intent. |
| 1.1.12prof.Cr2b | Choose a theme to develop a dance and create corresponding movements to communicate the theme. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally. |

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| 3.3 | Demonstrate an understanding of the need for mutual respect when viewpoints differ |
| 3.4 | Demonstrate an awareness of the expectations for social interactions in a variety of settings |
| 9.4.12.DC.1 | Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a). |
| 1.1.12prof.Pr4a | Develop partner and ensemble skills that enable contrasting level changes while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases. |
| 1.1.12prof.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. |
| 1.1.12prof.Pr4c | Perform planned and improvised movement sequences and dance combinations with variations that accurately demonstrate contrasting dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose). |
| 1.1.12prof.Pr5b | Demonstrate joint articulations and basic anatomical terms (e.g., muscles, bones, tendons, ligaments) as they relate to dance. Apply kinesthetic principles and various body systems. |
| 9.4.12.IML.2 | Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources. |
| 1.1.12prof.Pr5c | Demonstrate body coordination while moving (e.g., elongated spine, vertical alignment, release of tension from shoulders; use of vertical, off center, non-vertical alignment) the body through space. |
| 1.1.12prof.Pr5d | Explore movement that develops a wide range of motion, muscular flexibility, strength, and endurance. Explore different body conditioning techniques (e.g., yoga, weight training, aerobics, Pilates). |
| 1.1.12prof.Pr5e | Demonstrate style/genre specific vocabulary and codified movements with style/genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing. |
| 1.1.12prof.Pr6a | Investigate visualization, motor imagery, and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill. |
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| 1.1.12prof.Re7a | Use genre-specific terminology to analyze recurring patterns of movement and their relationships in dance in context of artistic intent. |
| 1.1.12prof.Re8a | Distinguish different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, execution of dance movements and context enhance meaning and support intent using genre specific dance techniques. |
| 1.1.12prof.Re9a | Analyze artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, and/or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology. |
| 1.1.12prof.Cn10a | Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer impact personal interpretation. Consider |

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| | how personal background and experiences influence responses to dance works. |
| 1.1.12prof.Cn11a | Analyze and discuss the role of dance in a global society. Examine genres, styles, historical time periods, societal changes and perspectives and how those changes impact dance in relation to the ideas and perspectives of the people from whom the dances originate. |

## Learning Plan

Students will brainstorm about what they know about various dance styles and genres.

Students will be introduced, over the course, to multiple contrasting dance forms, including the proper historical and cultural context of each.

Students will take place in basic and intermediate movement instruction in specific genres, including both technical and creative work, culminating in a performance.

Students will take part in individual or group research to bring relevant information to the class about specific styles or genres.

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## Evidence/Performance Tasks

Demonstrate basic knowledge of specific genres and styles and common movement patterns within each.

Demonstrate the ability to compare, contrast and discuss the historical and cultural lens and impact of various styles and genres of western dance.

Demonstrate the ability to perform movement phases in various forms.

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## Materials

Internet for research

Music

Class set of dance publications

Google Classroom/Docs

iPad/Video Camera

https://docs.google.com/document/d/1oy9t_EcIdEQB5Hpcjc2Iz7brpFvX2Gx66hWRi3kln0o/edit

## Suggested Strategies for Modification

Represent information in multiple formats and media.

Provide multiple pathways for students' actions and expressions.

Provide multiple ways to engage students' interests and motivation

Each student will be on their own individualized path learning codified dance techniques. One on one assistance, peer to peer feedback and video and writing assignments will help students who are struggling.

Injured students are expected to observe and write daily reflections on what they see. If they are in a small group they will give direction to the rest of the group and aid in any research or presentation process. If a student's injury is isolated to one part of the body, the student is expected to participate in the movement portion of the assignment and not use that body part.

https://docs.google.com/spreadsheets/d/1C3OhNA0rFVsYDNpj7fv8ZXdli34ZrSC3mEU91_uQWYo/edit#gid=1426178898