

***MONROE TOWNSHIP PUBLIC SCHOOLS
WILLIAMSTOWN, NEW JERSEY***

Williamstown High School



Dance IV

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Written by: Jeanine Shoemaker

Stan Krzyminski, Director of Curriculum

Dean Insana, Supervisor of Special Areas

Monroe Township Public Schools
Williamstown, New Jersey

Philosophy of Education

The administration, faculty, and staff of Monroe Township Public Schools, in cooperation with parent and the community, and with active participation of the students, are committed to viewing each other as individuals, respecting each person's uniqueness, and setting high expectations for all students. The school system will assist each student to become a contributing member of our society by providing a learning environment that is responsive to the needs of the individual student, community, and changing society by providing a learning environment that nurtures values and morals. This environment will be conducive to acquisition of knowledge, as well as to the development of problem solving, critical thinking, and organizational skills. We will provide a learning environment that is responsive to the needs of the individual student, community, and changing society. We will aid our students in developing responsible behavior, a positive attitude toward themselves and others, the necessary life skills to become productive citizens and lifetime learners. We accept the challenge and responsibility of accomplishing these goals.

Revised: August, 1996

Williamstown High School
Williamstown, New Jersey

Philosophy

We believe that an educated and responsible citizenry is essential to a democratic way of life. A free secondary school education should be available to all who are of secondary school age. Each individual should be helped to utilize his/her personal resources in achieving his/her potential.

We believe the program of studies should provide a general basic education for all; a vocational education for some; and a curriculum for the college-bound student. The program of studies should contain courses not only for the academically talented but also for those with learning difficulties. We also believe that the school should provide varied experiences and develop an interest in creative activities which will enrich the leisure time of students throughout their lives.

We believe that education should be concerned with the whole person and provide opportunities to develop mentally, physically, emotionally, socially and morally. We believe we should assist our students to become more fully aware of their worth as individuals and also aware of the importance of others in the community, and of their shared responsibility to that community. We believe the school and community are partners in the educational process; therefore, the school should reflect the needs of the community.

Williamstown High School
Williamstown, New Jersey

The Visual and Performing Arts

Department Philosophy

The Visual and Performing Arts Department is committed to teaching all students what they need for development of their talents in the areas of art, music and theatre arts. Students should be able to take courses, which enable them to unlock their creative abilities, and then enable them to perform and create in their areas of interest. It is the goal of this department to foster ideals which permit the student to become more artistically self aware through the development of the student's creative abilities, and become more self-assured through the performance process.

Through these basic goals, it is our hope that each student will become more creative in their chosen field of endeavor, and develop into a more self-confident individual, We hope that each student develops an appreciation for the arts and how they can enrich their life and make the a more knowledgeable individual.

Through the course of a student's Visual and Performing Arts education, the student should be able to justify its connection to other subjects and the needs of the society. This realization will serve to enrich the student's abilities and make them a more marketable commodity.

Williamstown High School
Williamstown, New Jersey

COURSE ORGANIZATION

DANCE IV

LENGTH OF TIME:	FULL YEAR
NUMBER OF PERIODS PER WEEK:	5
NUMBER OF CREDITS:	5.00
PREREQUISITES:	NONE
REQUIRED:	ELECTIVE
RANK:	NON-WEIGHTED

Pursuant to the High School Graduation Standards Act (NJSA 18A:7, et. Seq) successful completion of this course will require:

- A. Regular attendance as mandated by Board Policy
- B. Mastery of the below content/objectives and achievement of the proficiencies required.

PURPOSE STATEMENT

Our Visual and Performing Arts Curriculum is constructed to enable a student to obtain training in both theoretical and applied hands on experiences. This will allow the student the opportunity to develop specific skills in both comprehensive and applied areas. This curriculum is aligned with the New Jersey State Core Content standards in the area of the fine and performing arts

The term applied in a broad sense covers all performance groups and all courses, which provide the student with the greatest amount of creativity. Its counterpart is comprehensive which is a study of visual and performing arts as a language of expression.

Dance is designed to develop a dancer's skill in dance techniques and style. Dancers will be expected to perform basic dance techniques, evaluate their performance, and develop skills in choreography. The class will be design to enrich the student's skills and abilities to perform on a higher level. Evaluation will be done through performance, critiques, and written assignments.

The student taking this course should have an elementary degree of Dance training. The student should have a desire to pursue their Dance training and development.

The students will develop an awareness of careers related to the content of this course. This will be accomplished through the use of guest speakers, periodicals, and discussion.

Monroe Township Public Schools
Williamstown, New Jersey
Course Proficiency Requirements

OVERVIEW

Dance IV is designed for those really interested in studying dance to further develop their skills on an Advanced level of dance techniques and styles. Dancers will be expected to perform these advanced dance techniques in ballet, jazz & modern while developing their own artistic voices and skills in choreography and costuming. Dancers will also add to the dance terminology syllabus used in Dance I-II & III that is used globally today in all forms of dance. Students will also get an overall view of specific social dances created throughout the years that help shape dance, as we know it. This class is ultimately designed to enrich a students' performing arts education to an advanced level, and to assist them in their preparation for higher education or pursuit of a career in the professional arena. Evaluation will be done through mandatory rehearsals & performances in and out of school, video critiques, test/quizzes and written assignments.

The course is based on the New Jersey Core Curriculum Standards for the Visual and Performing Arts. Each unit is group by a Focus Topic and each topic is reinforced by applicable objectives.

PROFICIENCIES

Upon completion of the course the student will be able to:

1. Explore and interpret various dance techniques through class demonstration, video and other support materials.
2. Evaluate and interpret dance orally and in writing, using appropriate terminology.
3. Demonstrate knowledge of the history of dance and its evolution.
4. Create works of art that communicate personal opinions, thoughts, and ideas.
5. Demonstrate originality and individual artistic expression in performance dance.
6. Identify, plan and provide solutions to design problems of space, structure, objects, sound and/or events in private or public environments.
7. Demonstrate an understanding of technology, methods, materials, and creative processes commonly used in dance, music, theater, and visual arts.
8. Participate in a Dance Performances that will be shown at private or public events.

CAREER/OBJECTIVES

Wherever appropriate, information concerning requirements, qualifications, and opportunities for careers in or related to the field of Dance will be presented and discussed with the students. Use will be made of speakers, related audio visual aids, booklets, pamphlets, and published articles and materials.

MEASUREMENT OF STUDENT ACHIEVEMENT

To successfully complete the course a student shall earn a minimum passing grade as outlined by Board of Education policy. The following criteria will be employed to evaluate student's proficiency. 1. Multiple Choice, 2. Essay, 3. Fill-In-Blanks, 4. Open-ended, 5. Writing Samples, 6. Auth./Perf. Bases, 7. Problem Solving, 8. Oral Presentations, 9. Self-evaluation, 12. Participation and Discussion, 13. Teacher Observation, 14. Portfolio, 15. Homework, 16. Performance Assessment, 17. Other (Explain).

The State of New Jersey

Visual Arts

Core Course Proficiencies

Aesthetics/Personal Philosophy

The student will:

1. Understand the study of aesthetics as a philosophical process which deals with questions about the nature and meaning of art.
2. Weigh conflicting ideas about art to achieve a personal coherent viewpoint.
3. Apply informed judgments as well as personal opinion when responding to works of art.
4. Develop an appreciation for artistic freedom.

Creating/Performing

5. Effectively use a variety of tools, equipment, media, and processes as required by projects.
6. Experience and create original are works of varied media through the use of traditional and contemporary methods and technologies.
7. Demonstrate through the creative process an understanding of the elements and principles of artistic design in original two- and three- dimensional artworks.
8. Demonstrate the awareness of and adherence to know health and safety practices.
9. Demonstrate the appropriate use pf time in the completion of an assignment.
10. Use description, analysis, interpretation, and judgment about visual relationships based on aesthetic values to improve his/her work.
11. Develop an awareness of careers related to the content of this course of study.

Critical/Analytical/Judgment/Evaluative

12. Demonstrate a working knowledge of the elements of art criticism.
13. Apply criteria for observing, analyzing, and understanding visual expression.
14. Establish a set of evaluative criteria for assessing personal art work and the work of others.
15. Articulate and support criticism based on aesthetic criteria.

Historical/Cultural/Social Contexts

The students will:

16. Recognize various styles and trends from the history of world art.
17. Recognize representative artist and their roles in society.
18. Develop an understanding of art history as a reference tool for personal expression.

19. Identify and describe, using the appropriate vocabulary, various visual art forms from different historical and contemporary periods and cultures.
20. Utilized a variety of sources which can be found in museums, galleries, cultural institutions, and the community.
21. Recognize different techniques through an exposure to the work of various artists.
22. Recognize the importance of preserving the artistic heritage of various cultures.
23. Develop an understanding of recurrent social and cultural themes and subject matter.

Music Department – Scope and Sequence

		AP Music Theory	Music	Exploring the Arts	Music Awareness	Band	Choir	Dance	Theatre	Music Technology
AESTHETICS		X	X	X	X	X	X	X	X	X
Historical/Cultural Awareness:		X	X	X	X	X	X	X	X	X
	Dance			X				X	X	X
	Art			X	X			X	X	X
	Drama			X				X	X	X
	Musical Theater			X					X	X
Evaluation:										
	Self	X	X	X	X	X	X	X	X	X
	Group	X	X	X	X	X	X	X	X	X
	Critiquing	X	X	X	X	X	X	X	X	X
LISTENING SKILLS		X	X	X	X	X	X	X	X	X
Rhythm:		X	X	X	X	X	X	X	X	X
	Beat	X	X	X	X	X	X	X	X	X
	Tempo	X	X	X	X	X	X	X	X	X
	Meters/Time Signatures	X	X		X	X	X			X
	Note & Rest Values	X	X		X	X	X			X
	Counting & Performing	X	X		X	X	X			X
Sound:		X	X		X	X	X			X
	Pitch/Notation	X	X		X	X	X			X
	Intensity	X	X		X	X	X			X
	Timbre	X	X		X	X	X			X
	Instrument Ranges	X	X		X	X	X			X
	Dynamics	X	X		X	X	X			X

Music Department – Scope and Sequence

		AP Music Theory	Music	Exploring the Arts	Music Awareness	Band	Choir	Dance	Theatre	Music Technology
Scales:		X	X		X	X	X			X
	Major	X	X		X	X	X			X
	Minor									
		X	X		X	X	X			X
	Chromatic	X	X		X	X	X			X
	Key Signatures	X	X		X	X	X			X
	Ancient Modes	X	X							X
	Diatonic	X	X		X	X	X			X
	Whole Tone	X	X		X	X	X			X
	Pentatonic	X	X		X	X	X			X
Triads/Chords:		X	X		X	X	X			X
	Major	X	X		X	X	X			X
	Minor	X	X		X	X	X			X
	Diminished	X	X		X	X	X			X
	Augmented	X	X		X	X	X			X
	Tonic	X	X							X
	Dominant	X	X							X
	Chord Forms	X	X							X
	Voicing	X	X							X
	Sub-Dominant	X	X							X
	Dominant Seventh Chord	X	X							X
	Secondary Dominant	X	X							X
	Seventh Chords	X	X		X	X	X			X
	Inversions	X	X		X	X	X			X

Music Department – Scope and Sequence

		AP Music Theory	Music	Exploring the Arts	Music Awareness	Band	Choir	Dance	Theatre	Music Technology
Four Part Writing:		X	X		X					X
	Composition	X	X		X					X
	Dictation	X	X							
	Aural Analysis	X	X							
Melodic Line:		X	X		X	X	X			X
	Melodic Movement	X	X			X	X	X		X
	Phrases	X	X			X	X	X		X
	Breathing	X	X			X	X	X		X
	Motives	X	X			X	X			X
Triads/Chords:	Melodic Curves	X	X			X	X			X
	Melodic Climax	X	X			X	X			X
	Melodic Extensions	X	X							X
	Passing Tones	X	X							X
	Embellishing Tones	X	X							X
	Dictation	X	X							X
	Aural Analysis	X	X							X
Harmonic Progressions:		X	X		X	X	X			X
	Modulations	X	X							X
	Cadences	X	X							X
	Figured Bass	X	X							X
	Dictation	X	X							X
	Aural Analysis	X	X							X
Careers in Arts:		X	X	X	X	X	X	X	X	X
Classroom Performance:		X	X	X	X	X	X	X	X	X
Public Performance:		X	X			X	X	X	X	X

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 1 **Explore and interpret various dance techniques on an Advanced level through class demonstration, video, and other support materials**

Content Standard CPI	Content Objectives	Suggested Instructional Strategies/Activities	Assessment Strategies	Materials, Technology Resources
		1. Specific Frameworks 2. Lecture 3. Discussion Groups 4. Audio/Visual 5. Demonstration 6. Cooperative Groups 7. Lab 8. Reading 9. Practice by doing 10. Teaching Others 11. Homework 12. Field Trip 13. Projects 14. Objects	1. Multiple Choice 2. Essay 3. Fill-In-Blanks 4. Open-ended 5. Writing Samples 6. Auth/Per Based 7. Problem Solving 8. Oral Presentation 9. Self-Evaluation 10. Class Survey 11. Timing/Drills 12. Participation/Discussion 13. Teacher Observation 14. Portfolio 15. Other (explain) a. Lab Work	1. Textbooks 2. Software 3. Survey 4. AVA/Video 5. Supplemental 6. Resource People 7. Other (explain)
1.3.8.A.1 1.3.12.A.1, 2	1.1 Students will know and perform advanced classical ballet movement	2,3,4,5,6,9,12,11,13	8,9,10,11,12,13,14,15	4,5,6
1.3.8.A.1 1.3.12.A.1, 2	1.2 Students will know and perform advanced jazz movement	2,3,4,5,6,9,12,11,13	8,9,10,11,12,13,14,15	4,5,6
1.3.8.A.1 1.3.12.A.1 - 3	1.3 Students will know and perform advanced Modern movement	2,3,4,5,6,9,12,11,13	8,9,10,11,12,13,14,15	4,5,6
1.3.8.A.1 1.3.12.A.1 - 3	1.4 Students will know and perform advanced improvisational class	2,3,4,5,6,9,12,11,13	8,9,10,11,12,13,14,15	4,5,6
1.3.8.A.1 1.3.12.A.1 - 3	1.5 Students will distinguish and understand different styles of classical ballet on an advanced level	2,3,4,5,6,9,12,11,13	8,9,10,11,12,13,14,15	4,5,6
1.3.8.A.1 1.3.12.A.1 - 3	1.6 Students will know and perform advanced classical ballet techniques.	2,3,4,5,6,9,12,11,13	8,9,10,11,12,13,14,15	4,5,6
1.3.8.A.1 1.3.12.A.1 - 3	1.7 Students will know and perform advanced ballet bar technique	2,3,4,5,6,9,12,11,13	8,9,10,11,12,13,14,15	4,5,6
1.3.8.A.1 1.3.12.A.1 - 3	1.8 Students will distinguish and understand the difference between adagio and petite allegro combinations on an advanced level	2,3,4,5,6,9,12,11,13	8,9,10,11,12,13,14,15	4,5,6
1.3.8.A.1 1.3.12.A.1 - 3	1.9 Students will know and perform advanced adagio combinations	2,3,4,5,6,9,12,11,13	8,9,10,11,12,13,14,15	4,5,6
1.3.8.A.1 1.3.12.A.1 - 3	1.10 Students will know and perform advanced petite allegro combination	2,3,4,5,6,9,12,11,13	8,9,10,11,12,13,14,15	4,5,6
1.3.8.A.1 1.3.12.A.1 - 3	1.11 Students will distinguish and understand different style of jazz techniques	2,3,4,5,6,9,12,11,13	8,9,10,11,12,13,14,15	4,5,6
1.3.8.A.1 1.3.12.A.1 - 3	1.12 Students will know and perform jazz warm-up exercise	2,3,4,5,6,9,12,11,13	8,9,10,11,12,13,14,15	4,5,6

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 1 **Explore and interpret various dance techniques on an Advanced level through class demonstration, video, and other support materials**

Content Standard CPI	Content Objectives	Suggested Instructional Strategies/Activities	Assessment Strategies	Materials, Technology Resources
		1. Specific Frameworks 2. Lecture 3. Discussion Groups 4. Audio/Visual 5. Demonstration 6. Cooperative Groups 7. Lab 8. Reading 9. Practice by doing 10. Teaching Others 11. Homework 12. Field Trip 13. Projects 14. Objects	1. Multiple Choice 2. Essay 3. Fill-In-Blanks 4. Open-ended 5. Writing Samples 6. Auth/Per Based 7. Problem Solving 8. Oral Presentation 9. Self-Evaluation 10. Class Survey 11. Timing/Drills 12. Participation/Discussion 13. Teacher Observation 14. Portfolio 15. Other (explain) a. Lab Work	1. Textbooks 2. Software 3. Survey 4. AVA/Video 5. Supplemental 6. Resource People 7. Other (explain)
1.3.8.A.1 1.3.12.A.1 – 3	1.13 Students will know and perform advanced jazz technique	2,3,4,5,6,9,12,11,13	8,9,10,11,12,13,14,15	4,5,6
1.3.8.A.1 1.3.12.A.1 – 3	1.14 Students will distinguish and understand the elements of rhythm and tempo's in an advanced context	2,3,4,5,6,9,12,11,13	8,9,10,11,12,13,14,15	4,5,6
1.3.8.A.1 1.3.12.A.1 – 3	1.15 Students will distinguish and understand different styles of modern/improvisation techniques on an advanced level	2,3,4,5,6,9,12,11,13	8,9,10,11,12,13,14,15	4,5,6
1.3.8.A.1 1.3.12.A.1 – 3	1.16 Students will know and perform a modern/improvisation warm-up exercise on an advanced level	2,3,4,5,6,9,12,11,13	8,9,10,11,12,13,14,15	4,5,6
1.3.8.A.1 1.3.12.A.1 – 3	1.17 Students will know and perform advanced modern/improvisation techniques	2,3,4,5,6,9,12,11,13	8,9,10,11,12,13,14,15	4,5,6

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 2 **Evaluate and interpret dance orally and in writing, using appropriate terminology on an Advanced level**

Content Standard CPI	Content Objectives	Suggested Instructional Strategies/Activities	Assessment Strategies	Materials, Technology Resources
		1. Specific Frameworks 2. Lecture 3. Discussion Groups 4. Audio/Visual 5. Demonstration 6. Cooperative Groups 7. Lab 8. Reading 9. Practice by doing 10. Teaching Others 11. Homework 12. Field Trip 13. Projects 14. Objects	1. Multiple Choice 2. Essay 3. Fill-In-Blanks 4. Open-ended 5. Writing Samples 6. Auth/Per Based 7. Problem Solving 8. Oral Presentation 9. Self-Evaluation 10. Class Survey 11. Timing/Drills 12. Participation/Discussion 13. Teacher Observation 14. Portfolio 15. Other (explain) a. Lab Work	1. Textbooks 2. Software 3. Survey 4. AVA/Video 5. Supplemental 6. Resource People 7. Other (explain)
1.3.12.A.1 – 4	2.1 Students will advance their studies to understand different classical ballet styles	2,3,4,5,6,8,9,10,11	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	4,5,6
1.3.12.A.1 – 4	2.2 Students will know and define the classical ballet syllabus on an advanced level	2,3,4,5,6,8,9,10,11	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	4,5,6
1.3.12.A.1 – 4	2.3 Students will know and define advanced classical ballet steps, positions, and movement at bar	2,3,4,5,6,8,9,10,11	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	4,5,6
1.3.12.A.1 – 4	2.4 Students will know and define advanced classical ballet steps, positions, and movements in center	2,3,4,5,6,8,9,10,11	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	4,5,6
1.3.12.A.1 – 4	2.5 Students will know and define advanced classical ballet steps and movement that travel	2,3,4,5,6,8,9,10,11	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	4,5,6
1.3.12.A.1 – 4	2.6 Students will know and define advanced classical ballet arm, foot, and body positions	2,3,4,5,6,8,9,10,11	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	4,5,6
1.3.12.A.1 – 4	2.7 Students will know and define different advanced jazz styles	2,3,4,5,6,8,9,10,11	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	4,5,6
1.3.12.A.1 – 4	2.8 Students will know and define traditional jazz techniques on an advanced level	2,3,4,5,6,8,9,10,11	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	4,5,6
1.3.12.A.1 – 4	2.9 Students will know and define commercial jazz techniques on an advanced level	2,3,4,5,6,8,9,10,11	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	4,5,6
1.3.12.A.1 – 4	2.10 Students will know and define advanced jazz steps and movement in center	2,3,4,5,6,8,9,10,11	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	4,5,6

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 2 **Evaluate and interpret dance orally and in writing, using appropriate terminology on an Advanced level**

Content Standard CPI	Content Objectives	Suggested Instructional Strategies/Activities	Assessment Strategies	Materials, Technology Resources
		1. Specific Frameworks 2. Lecture 3. Discussion Groups 4. Audio/Visual 5. Demonstration 6. Cooperative Groups 7. Lab 8. Reading 9. Practice by doing 10. Teaching Others 11. Homework 12. Field Trip 13. Projects 14. Objects	1. Multiple Choice 2. Essay 3. Fill-In-Blanks 4. Open-ended 5. Writing Samples 6. Auth/Per Based 7. Problem Solving 8. Oral Presentation 9. Self-Evaluation 10. Class Survey 11. Timing/Drills 12. Participation/Discussion 13. Teacher Observation 14. Portfolio 15. Other (explain) a. Lab Work	1. Textbooks 2. Software 3. Survey 4. AVA/Video 5. Supplemental 6. Resource People 7. Other (explain)
1.3.12.A.1 – 4	2.11 Students will know and define advanced jazz steps and movements that travel	2,3,4,5,6,8,9,10,11	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	4,5,6
1.3.12.A.1 – 4	2.12 Students will know and define different advanced modern styles taught	2,3,4,5,6,8,9,10,11	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	4,5,6
1.3.12.A.1 – 4	2.13 Students will know and define different advanced modern floor techniques	2,3,4,5,6,8,9,10,11	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	4,5,6
1.3.12.A.1 – 4	2.14 Students will know and define advanced modern steps and movement in center	2,3,4,5,6,8,9,10,11	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	4,5,6
1.3.12.A.1 – 4	2.15 Students will know and define advanced modern steps and movement that travel	2,3,4,5,6,8,9,10,11	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	4,5,6

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 3 Demonstrate knowledge of the history of dance and its' evolution on an Advanced Level

Content Standard CPI	Content Objectives	Suggested Instructional Strategies/Activities	Assessment Strategies	Materials, Technology Resources
		1. Specific Frameworks 2. Lecture 3. Discussion Groups 4. Audio/Visual 5. Demonstration 6. Cooperative Groups 7. Lab 8. Reading 9. Practice by doing 10. Teaching Others 11. Homework 12. Field Trip 13. Projects 14. Objects	1. Multiple Choice 2. Essay 3. Fill-In-Blanks 4. Open-ended 5. Writing Samples 6. Auth/Per Based 7. Problem Solving 8. Oral Presentation 9. Self-Evaluation 10. Class Survey 11. Timing/Drills 12. Participation/Discussion 13. Teacher Observation 14. Portfolio 15. Other (explain) a. Lab Work	1. Textbooks 2. Software 3. Survey 4. AVA/Video 5. Supplemental 6. Resource People 7. Other (explain)
1.2.12.A.1, 2	3.1 Students will continue to understand and how dance began on an advanced level	2,3,4,5,6,8,10,11	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	2,3,4,5,6
1.2.12.A.1, 2	3.2 Students will continue to understand and know the different time periods of dance on an advanced level	2,3,4,5,6,8,10,11	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	2,3,4,5,6
1.2.12.A.1, 2	3.3 Students will continue to understand and know dance pioneers of ballet dance on an advanced level	2,3,4,5,6,8,10,11	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	2,3,4,5,6
1.2.12.A.1, 2	3.4 Students will continue to understand and know dance pioneers of jazz dance on an advanced level	2,3,4,5,6,8,10,11	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	2,3,4,5,6
1.2.12.A.1, 2	3.5 Students will understand and know dance pioneers and performances of modern dance on an advanced level	2,3,4,5,6,8,10,11	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	2,3,4,5,6
1.2.12.A.1, 2	3.6 Student will understand and know the evolution of dance from the 18 th century through the 20 th century on an advanced level	2,3,4,5,6,8,10,11	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	2,3,4,5,6
1.2.12.A.1, 2	3.7 Students will understand and know the role dance played in defining different eras through time on an advanced level	2,3,4,5,6,8,10,11	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	2,3,4,5,6
1.2.12.A.1, 2	3.8 Students will understand and know the role danced played in political and social events through time on an advanced level	2,3,4,5,6,8,10,11	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	2,3,4,5,6
1.2.12.A.1, 2	3.9 Students will understand and know the role dance played in historical events on an advanced level	2,3,4,5,6,8,10,11	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	2,3,4,5,6
1.2.12.A.1, 2	3.10 Students will understand and know different cultural dances on an advanced level	2,3,4,5,6,8,10,11	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	2,3,4,5,6

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 4 **Create works of art that communicate personal opinions, thoughts, and ideas on an Advanced Level**

Content Standard CPI	Content Objectives	Suggested Instructional Strategies/Activities	Assessment Strategies	Materials, Technology Resources
		1. Specific Frameworks 2. Lecture 3. Discussion Groups 4. Audio/Visual 5. Demonstration 6. Cooperative Groups 7. Lab 8. Reading 9. Practice by doing 10. Teaching Others 11. Homework 12. Field Trip 13. Projects 14. Objects	1. Multiple Choice 2. Essay 3. Fill-In-Blanks 4. Open-ended 5. Writing Samples 6. Auth/Per Based 7. Problem Solving 8. Oral Presentation 9. Self-Evaluation 10. Class Survey 11. Timing/Drills 12. Participation/Discussion 13. Teacher Observation 14. Portfolio 15. Other (explain) a. Lab Work	1. Textbooks 2. Software 3. Survey 4. AVA/Video 5. Supplemental 6. Resource People 7. Other (explain)
1.1.12.A.1-4 1.4.12.A.1	4.1 Students will demonstrate and perform their own choreography using different rhythmic patterns on an advance level	2,3,4,5,6,9,10,11	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	1,2,3,4,5,6
1.1.12.A.1-4 1.4.12.A.1	4.2 Students will demonstrate and perform their own choreography using props on an advanced level	2,3,4,5,6,9,10,11	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	1,2,3,4,5,6
1.1.12.A.1-4 1.4.12.A.1	4.3 Students will demonstrate and perform their own choreography using levels on an advanced level	2,3,4,5,6,9,10,11	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	1,2,3,4,5,6
1.1.12.A.1-4 1.4.12.A.1	4.4 Students will demonstrate and perform their own choreography using visual aid	2,3,4,5,6,9,10,11	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	1,2,3,4,5,6
1.1.12.A.1-4 1.4.12.A.1	4.5 Students will demonstrate and perform their own choreography using special patterns in an advanced level	2,3,4,5,6,9,10,11	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	1,2,3,4,5,6
1.1.12.A.1-4 1.4.12.A.1	4.6 Students will demonstrate and perform their own choreography using different shapes and accents of the body in an advanced level	2,3,4,5,6,9,10,11	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	1,2,3,4,5,6
1.1.12.A.1-4 1.4.12.A.1	4.7 Students will use past/current events as topics to create movement on an advanced level	2,3,4,5,6,9,10,11	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	1,2,3,4,5,6
1.1.12.A.1-4 1.4.12.A.1	4.8 Students will use music to interpret dance on an advanced level	2,3,4,5,6,9,10,11	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	1,2,3,4,5,6
1.1.12.A.1-4 1.4.12.A.1	4.9 Students will use words/poems as music to create movement on an advanced level	2,3,4,5,6,9,10,11	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	1,2,3,4,5,6

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 4 **Create works of art that communicate personal opinions, thoughts, and ideas on an Advanced Level**

Content Standard CPI	Content Objectives	Suggested Instructional Strategies/Activities	Assessment Strategies	Materials, Technology Resources
		1. Specific Frameworks 8. Reading 2. Lecture 9. Practice by doing 3. Discussion Groups 10. Teaching Others 4. Audio/Visual 11. Homework 5. Demonstration 12. Field Trip 6. Cooperative Groups 13. Projects 7. Lab 14. Objects	1. Multiple Choice 8. Oral Presentation 2. Essay 9. Self-Evaluation 3. Fill-In-Blanks 10. Class Survey 4. Open-ended 11. Timing/Drills 5. Writing Samples 12. Participation/Discussion 6. Auth/Per Based 13. Teacher Observation 7. Problem Solving 14. Portfolio 15. Other (explain) a. Lab Work	1. Textbooks 2. Software 3. Survey 4. AVA/Video 5. Supplemental 6. Resource People 7. Other (explain)
1.1.12.A.1-4 1.4.12.A.1	4.10 Students will use silence with movement and create a theme on an advanced level	2,3,4,5,6,9,10,11	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	1,2,3,4,5,6
1.1.12.A.1-4 1.4.12.A.1	4.11 Students will demonstrate and perform their own work to their peers and performance in/out of school	2,3,4,5,6,9,10,11	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	1,2,3,4,5,6
1.1.12.A.1-4 1.4.12.A.1	4.12 Students will demonstrate and perform other student’s work on an advanced level	2,3,4,5,6,9,10,11	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	1,2,3,4,5,6
1.1.12.A.1-4 1.4.12.A.1	4.13 Students will critique other student’s work	2,3,4,5,6,9,10,11	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	1,2,3,4,5,6

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 5 Demonstrate originally and individual artistic expression in performance dance on a more Advance Level

Content Standard CPI	Content Objectives	Suggested Instructional Strategies/Activities	Assessment Strategies	Materials, Technology Resources
		1. Specific Frameworks 2. Lecture 3. Discussion Groups 4. Audio/Visual 5. Demonstration 6. Cooperative Groups 7. Lab 8. Reading 9. Practice by doing 10. Teaching Others 11. Homework 12. Field Trip 13. Projects 14. Objects	1. Multiple Choice 2. Essay 3. Fill-In-Blanks 4. Open-ended 5. Writing Samples 6. Auth/Per Based 7. Problem Solving 8. Oral Presentation 9. Self-Evaluation 10. Class Survey 11. Timing/Drills 12. Participation/Discussion 13. Teacher Observation 14. Portfolio 15. Other (explain) a. Lab Work	1. Textbooks 2. Software 3. Survey 4. AVA/Video 5. Supplemental 6. Resource People 7. Other (explain)
9.4.12.C.13 1.1.12.A.1, 2	5.1 Students will be encouraged to demonstrate and perform their own sense of movement in phrases	2,3,4,5,6,9,10,11,12,13	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	1,2,3,4,5,6,7
9.4.12.C.13 1.1.12.A.1, 2	5.2 Students will be encouraged to demonstrate and perform their own sense of movement in tempo using timing	2,3,4,5,6,9,10,11,12,13	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	1,2,3,4,5,6,7
9.4.12.C.13 1.1.12.A.1, 2	5.3 Students will be encouraged to demonstrate and perform their own sense of movement using space	2,3,4,5,6,9,10,11,12,13	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	1,2,3,4,5,6,7
9.4.12.C.13 1.1.12.A.1, 2	5.4 Students will be encouraged to demonstrate and perform their own sense of movement as a soloist	2,3,4,5,6,9,10,11,12,13	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	1,2,3,4,5,6,7
9.4.12.C.13 1.1.12.A.1, 2	5.5 Students will be encouraged to demonstrate and perform their own sense of movement in a group	2,3,4,5,6,9,10,11,12,13	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	1,2,3,4,5,6,7
9.4.12.C.13 9.4.12.C.(4). 1.1.12.A.1, 2	5.6 Students will demonstrate and perform class work technique/combination in all disciplines of dance (ballet, jazz and modern) encouraged to apply their own artistic expression	2,3,4,5,6,9,10,11,12,13	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	1,2,3,4,5,6,7
9.4.12.C.13 1.1.12.A.1, 2	5.7 Students will demonstrate and perform faculty choreography in performance encouraged to apply their own artistic expression	2,3,4,5,6,9,10,11,12,13	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	1,2,3,4,5,6,7
9.4.12.C.13 1.1.12.A.1, 2	5.8 Students will demonstrate and perform their own unique qualities in a class work techniques	2,3,4,5,6,9,10,11,12,13	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	1,2,3,4,5,6,7

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 5 **Demonstrate originally and individual artistic expression in performance dance on a more Advance Level**

Content Standard CPI	Content Objectives	Suggested Instructional Strategies/Activities	Assessment Strategies	Materials, Technology Resources
		1. Specific Frameworks 2. Lecture 3. Discussion Groups 4. Audio/Visual 5. Demonstration 6. Cooperative Groups 7. Lab 8. Reading 9. Practice by doing 10. Teaching Others 11. Homework 12. Field Trip 13. Projects 14. Objects	1. Multiple Choice 2. Essay 3. Fill-In-Blanks 4. Open-ended 5. Writing Samples 6. Auth/Per Based 7. Problem Solving 8. Oral Presentation 9. Self-Evaluation 10. Class Survey 11. Timing/Drills 12. Participation/Discussion 13. Teacher Observation 14. Portfolio 15. Other (explain) a. Lab Work	1. Textbooks 2. Software 3. Survey 4. AVA/Video 5. Supplemental 6. Resource People 7. Other (explain)
9.4.12.C.13 1.1.12.A.1-4	5.9 Students will demonstrate and perform their own unique qualities in performance	2,3,4,5,6,9,10,11,12,13	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	1,2,3,4,5,6,7
9.4.12.C.49-51	5.10 Students will demonstrate and perform leadership roles	2,3,4,5,6,9,10,11,12,13	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	1,2,3,4,5,6,7
1.1.12.A.1	5.11 Students will demonstrate classroom and performance etiquette	2,3,4,5,6,9,10,11,12,13	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	1,2,3,4,5,6,7
1.1.12.A.1	5.12 Students will demonstrate imitative in classroom and performance	2,3,4,5,6,9,10,11,12,13	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	1,2,3,4,5,6,7

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 6 Identify, plan, and provide solutions to design problems of space, structure, objects, sound, and/or events in private or public environments

Content Standard CPI	Content Objectives	Suggested Instructional Strategies/Activities	Assessment Strategies	Materials, Technology Resources
		1. Specific Frameworks 2. Lecture 3. Discussion Groups 4. Audio/Visual 5. Demonstration 6. Cooperative Groups 7. Lab 8. Reading 9. Practice by doing 10. Teaching Others 11. Homework 12. Field Trip 13. Projects 14. Objects	1. Multiple Choice 2. Essay 3. Fill-In-Blanks 4. Open-ended 5. Writing Samples 6. Auth/Per Based 7. Problem Solving 8. Oral Presentation 9. Self-Evaluation 10. Class Survey 11. Timing/Drills 12. Participation/Discussion 13. Teacher Observation 14. Portfolio 15. Other (explain) a. Lab Work	1. Textbooks 2. Software 3. Survey 4. AVA/Video 5. Supplemental 6. Resource People 7. Other (explain)
1.1.12.A.1, 2	6.1 Students will understand and know how to use exits/entrances both on and off stage	2,3,4,5,6,8,9,10,11,12,13	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	4,5,6,7
1.1.12.A.1, 2	6.2 Students will understand and know how to work with different stage structures	2,3,4,5,6,8,9,10,11,12,13	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	4,5,6,7
1.1.12.A.1, 2	6.3 Students will understand and know how to perform in different stage dimensions	2,3,4,5,6,8,9,10,11,12,13	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	4,5,6,7
1.1.12.A.1, 2	6.4 Students will understand and know how to perform in different spaces and venues	2,3,4,5,6,8,9,10,11,12,13	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	4,5,6,7
1.1.12.A.1, 2	6.5 Students will understand and know how to adjust movement and spacing in performance for smaller or larger arenas	2,3,4,5,6,8,9,10,11,12,13	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	4,5,6,7
1.1.12.A.1, 2	6.6 Students will understand and know how to perform with obstructive views during performance	2,3,4,5,6,8,9,10,11,12,13	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	4,5,6,7
1.1.12.A.1, 2 9.4.12.C.(4).3, 4	6.7 Students will understand and know how to make choreographic and social adjustments for viewing audiences	2,3,4,5,6,8,9,10,11,12,13	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	4,5,6,7
1.1.12.A.1, 2 9.4.12.C.36	6.8 Students will understand and know how to perform around stage materials	2,3,4,5,6,8,9,10,11,12,13	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	4,5,6,7
1.1.12.A.1, 2 9.4.12.C.36	6.9 Students will understand and know how to perform with stage materials	2,3,4,5,6,8,9,10,11,12,13	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	4,5,6,7

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 6 **Identify, plan and provide solutions to design problems of space, structure, objects, sound and/or events in private or public environments**

Content Standard CPI	Content Objectives	Suggested Instructional Strategies/Activities	Assessment Strategies	Materials, Technology Resources
		1. Specific Frameworks 2. Lecture 3. Discussion Groups 4. Audio/Visual 5. Demonstration 6. Cooperative Groups 7. Lab 8. Reading 9. Practice by doing 10. Teaching Others 11. Homework 12. Field Trip 13. Projects 14. Objects	1. Multiple Choice 2. Essay 3. Fill-In-Blanks 4. Open-ended 5. Writing Samples 6. Auth/Per Based 7. Problem Solving 8. Oral Presentation 9. Self-Evaluation 10. Class Survey 11. Timing/Drills 12. Participation/Discussion 13. Teacher Observation 14. Portfolio 15. Other (explain) a. Lab Work	1. Textbooks 2. Software 3. Survey 4. AVA/Video 5. Supplemental 6. Resource People 7. Other (explain)
1.1.12.A.1, 2 9.4.12.C.(4).3, 4	6.10 Students will understand and know how to perform with props	2,3,4,5,6,8,9,10,11,12,13	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	4,5,6,7
1.1.12.A.1, 2	6.11 Students will understand and know how to work with limited sound equipment and volume	2,3,4,5,6,8,9,10,11,12,13	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	4,5,6,7
1.1.12.A.1, 2	6.12 Students will understand and know how to problem solve changes and limitation for performances	2,3,4,5,6,8,9,10,11,12,13	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	4,5,6,7

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 7 Demonstrate an understanding of technology, methods, materials, and creative processes commonly used in dance, music, theater, and visual arts

Content Standard CPI	Content Objectives	Suggested Instructional Strategies/Activities	Assessment Strategies	Materials, Technology Resources
		1. Specific Frameworks 2. Lecture 3. Discussion Groups 4. Audio/Visual 5. Demonstration 6. Cooperative Groups 7. Lab 8. Reading 9. Practice by doing 10. Teaching Others 11. Homework 12. Field Trip 13. Projects 14. Objects	1. Multiple Choice 2. Essay 3. Fill-In-Blanks 4. Open-ended 5. Writing Samples 6. Auth/Per Based 7. Problem Solving 8. Oral Presentation 9. Self-Evaluation 10. Class Survey 11. Timing/Drills 12. Participation/Discussion 13. Teacher Observation 14. Portfolio 15. Other (explain) a. Lab Work	1. Textbooks 2. Software 3. Survey 4. AVA/Video 5. Supplemental 6. Resource People 7. Other (explain)
1.1.12.A.1, 2	7.1 Students will understand and know how to costume a dance piece considering text of work, lighting and venue	2,3,4,5,6,8,9,10,11, 13	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	3,4,5,6
1.1.12.A.1, 2	7.2 Students will understand and know how lighting system words and its functions for performances	2,3,4,5,6,8,9,10,11, 13	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	3,4,5,6
1.1.12.A.1, 2	7.3 Students will understand and know the functions of overhead lighting and how it can light the space on stage	2,3,4,5,6,8,9,10,11, 13	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	3,4,5,6
1.1.12.A.1, 2	7.4 Students will understand and know the functions of side lighting and how it can light the space on stage	2,3,4,5,6,8,9,10,11, 13	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	3,4,5,6
1.1.12.A.1, 2	7.5 Students will understand and know what special effects are and how it can add texture on stage	2,3,4,5,6,8,9,10,11, 13	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	3,4,5,6
1.1.12.A.1, 2	7.6 Students will understand and know when lighting/special effects are best used for lighting stage	2,3,4,5,6,8,9,10,11, 13	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	3,4,5,6
1.1.12.A.1, 2	7.7 Students will understand and know the functions and use of audio equipment	2,3,4,5,6,8,9,10,11, 13	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	3,4,5,6
1.1.12.A.1, 2	7.8 Students will understand and know what audio equipment is best for performance	2,3,4,5,6,8,9,10,11, 13	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	3,4,5,6
1.1.12.A.1, 2	7.9 Students will understand and know proper terminology for stage direction	2,3,4,5,6,8,9,10,11, 13	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	3,4,5,6

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 7 Demonstrate an understanding of technology, methods, materials, and creative processes commonly used in dance, music, theater, and visual arts

Content Standard CPI	Content Objectives	Suggested Instructional Strategies/Activities	Assessment Strategies	Materials, Technology Resources
		1. Specific Frameworks 2. Lecture 3. Discussion Groups 4. Audio/Visual 5. Demonstration 6. Cooperative Groups 7. Lab 8. Reading 9. Practice by doing 10. Teaching Others 11. Homework 12. Field Trip 13. Projects 14. Objects	1. Multiple Choice 2. Essay 3. Fill-In-Blanks 4. Open-ended 5. Writing Samples 6. Auth/Per Based 7. Problem Solving 8. Oral Presentation 9. Self-Evaluation 10. Class Survey 11. Timing/Drills 12. Participation/Discussion 13. Teacher Observation 14. Portfolio 15. Other (explain) a. Lab Work	1. Textbooks 2. Software 3. Survey 4. AVA/Video 5. Supplemental 6. Resource People 7. Other (explain)
1.1.12.A.1, 3, 4	7.10 Students will understand and know proper terminology for wings, legs, curtains, scrims and front/backdrops	2,3,4,5,6,8,9,10,11, 13	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	3,4,5,6
1.1.12.A.1, 3, 4	7.11 Students will understand and know how to determine center and quarter marking on stage	2,3,4,5,6,8,9,10,11, 13	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	3,4,5,6
1.1.12.A.1, 3, 4	7.12 Students will understand and know where/when an orchestra pit is used	2,3,4,5,6,8,9,10,11, 13	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	3,4,5,6
1.1.12.A.1, 3, 4	7.13 Students will understand and know different stage flooring used for performances	2,3,4,5,6,8,9,10,11, 13	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	3,4,5,6
1.1.12.A.1, 3, 4	7.14 Students will understand and know the difference between stage and glow tape and when it is used	2,3,4,5,6,8,9,10,11, 13	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	3,4,5,6
1.1.12.A.1, 3, 4	7.15 Students will understand and know when visual aid can be appropriate with text work during performances	2,3,4,5,6,8,9,10,11, 13	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	3,4,5,6
1.1.12.A.1, 3, 4	7.16 Students will understand and know how visual aid equipment can be used on stage and its proper set up	2,3,4,5,6,8,9,10,11, 13	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	3,4,5,6

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 8 **Participate in a dance performance to be shown for private or public events**

Content Standard CPI	Content Objectives	Suggested Instructional Strategies/Activities	Assessment Strategies	Materials, Technology Resources
		1. Specific Frameworks 2. Lecture 3. Discussion Groups 4. Audio/Visual 5. Demonstration 6. Cooperative Groups 7. Lab 8. Reading 9. Practice by doing 10. Teaching Others 11. Homework 12. Field Trip 13. Projects 14. Objects	1. Multiple Choice 2. Essay 3. Fill-In-Blanks 4. Open-ended 5. Writing Samples 6. Auth/Per Based 7. Problem Solving 8. Oral Presentation 9. Self-Evaluation 10. Class Survey 11. Timing/Drills 12. Participation/Discussion 13. Teacher Observation 14. Portfolio 15. Other (explain) a. Lab Work	1. Textbooks 2. Software 3. Survey 4. AVA/Video 5. Supplemental 6. Resource People 7. Other (explain)
1.3.12.A.1	8.1 Students will understand and know how to promote/advertise for a showing/concert	2,3,4,5,6,9,10,11	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	4,5,6,7
1.3.12.A.1, 2	8.2 Students will understand and know how to set-up a program booklet and why it is used	2,3,4,5,6,9,10,11	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	4,5,6,7
1.3.12.A.1	8.3 Students will understand and know the importance of spacing rehearsal	2,3,4,5,6,9,10,11	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	4,5,6,7
1.3.12.A.3	8.4 Students will understand and know the importance of technical rehearsal	2,3,4,5,6,9,10,11	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	4,5,6,7
1.3.12.A.1	8.5 Students will understand and know the importance of dress rehearsal	2,3,4,5,6,9,10,11	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	4,5,6,7
1.3.12.A.1	8.6 Students will understand and know what “call time” is and its importance	2,3,4,5,6,9,10,11	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	4,5,6,7
1.3.12.A.1	8.7 Students will understand and know how to apply proper stage make-up	2,3,4,5,6,9,10,11	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	4,5,6,7
9.4.12.C.(1).4	8.8 Students will understand and know how photography can be useful at performance	2,3,4,5,6,9,10,11	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	4,5,6,7
9.4.12.C.(1).4, 5, 6	8.9 Students will understand and know how videotaping can be useful at performance	2,3,4,5,6,9,10,11	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	4,5,6,7
1.3.12.A.1-4	8.10 Students will be responsible to attend all spacing, tech and dress rehearsal			

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 8 **Participate in a dance performance to be shown for private or public events**

Content Standard CPI	Content Objectives	Suggested Instructional Strategies/Activities	Assessment Strategies	Materials, Technology Resources
		1. Specific Frameworks 2. Lecture 3. Discussion Groups 4. Audio/Visual 5. Demonstration 6. Cooperative Groups 7. Lab 8. Reading 9. Practice by doing 10. Teaching Others 11. Homework 12. Field Trip 13. Projects 14. Objects	1. Multiple Choice 2. Essay 3. Fill-In-Blanks 4. Open-ended 5. Writing Samples 6. Auth/Per Based 7. Problem Solving 8. Oral Presentation 9. Self-Evaluation 10. Class Survey 11. Timing/Drills 12. Participation/Discussion 13. Teacher Observation 14. Portfolio 15. Other (explain) a. Lab Work	1. Textbooks 2. Software 3. Survey 4. AVA/Video 5. Supplemental 6. Resource People 7. Other (explain)
1.3.12.A.1-4	8.11 Students will be responsible for taking care of all costumes given to them	2,3,4,5,6,9,10,11	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	4,5,6,7
1.3.12.A.1-4	8.12 Students will be responsible to know and perform faculty choreography at any/all concert/venues	2,3,4,5,6,9,10,11	1,2,3,4,5,6,7,8,9,10,11,12,13,14,15	4,5,6,7

APPENDIX

RESOURCES – DANCE IV

NEW JERSEY CORE CURRICULUM STANDARDS
FOR VISUAL AND PERFORMING ARTS.

THE AMERICAN DANCE LEGACY INSTITUTE AT
BROWN UNIVERSITY

Web site: www.brown.edu/Departments/Theatre_Speech_Dance

DANCING THROUGH THE CURRICULUM

Julie A. Strandberg, Carolyn Adams and Ruth Andrien
New York, NY 10027

ADVICE FOR DANCERS

Linda Hamilton, Phd
New York, NY 10027

A DANCERS MANUAL

Bobby Boling
New York, NY 10027

DANCERS RESOURCE

Mark Jones
New York, NY 10027

ASSORTED DANCE PERFORMANCES & HISTORY VIDEO'S