

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

Williamstown High School



Dance III

September 2011

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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, 2011

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 III

| | |
|------------------------------------|---------------------|
| 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, and the National Dance Education Organization's Standards for Learning and Teaching Dance in the Arts: Ages 5-18.

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 III is designed to develop a dancer's skill in various forms of dance techniques and styles. Students will be expected to develop and perform dance techniques, evaluate their performance, and develop skills in choreography on an intermediate/advance level. This course will provide all students with opportunities to participate in, experience, create, and understand the value in the art of dance. Evaluation will be done through authentic performance assessments, critiques, written assignments, and written exams.

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

Monroe Township Public Schools
Williamstown, New Jersey
Course Proficiency Requirements

OVERVIEW

Dance III is designed to teach and develop a dancer's skill on an intermediate/advance level in various forms of basic dance techniques and styles such as ballet, jazz, hip-hop and modern dance with emphasis placed on refining ballet technique, self-discipline and focus.

Although performances are a by-product of dance and are mandatory for this course, emphasis will be focused on understanding and knowing the subject area and, more importantly, how it relates to life and life-long learning. As this course will provide all students with opportunities to participate in, experience, create, and understand the value in the art of dance. The hope is to inspire young people and allow all learners to be successful in a variety of learning styles. Dance is a foundation for other learning, and helps develop initiative, planning skills, time management skills, flexibility, and the ability to work collaboratively and cooperatively with their peers. This class teaches skills that are essential for the 21st Century workplace.

Students will be expected to perform basic dance techniques, evaluate their performance, and develop skill in choreography. This class is designed to enrich the student's skills and abilities to perform on a higher level in preparation for the Dance IV level. Evaluation will be done through authentic performance assessments, critiques, written assignments, and written exams.

The course is based on the New Jersey Core Curriculum Standards for the Visual and Performing Arts, and the National Dance Education Organization's Standards for Learning and Teaching Dance in the Arts: Ages 5-18. Each unit is grouped by a Focus Topic and each topic is reinforced by applicable objectives.

PROFICIENCIES

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

1. Explore, interpret and embody various dance techniques through class demonstration, video and other support materials.
2. Evaluate, interpret and respond to dance orally and in writing, using appropriate terminology.
3. Demonstrate knowledge of dance in a historical, political, social, and cultural context.
4. Create and respond to works of art that communicate personal opinions, thoughts, and ideas.
5. Demonstrate originality and individual artistic expression in performance dance.
6. Students will interconnect their knowledge of dance in relation to history, culture, other content areas, healthy living, 21st century skills and life-long learning.

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 performance to be shown for 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 time management skills when completing assignments.
10. Perceive, describe, analyze, interpret, and make informed judgments 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 artwork 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. Utilize a variety of sources which can be found in museums, galleries, cultural institutions, and the community.
21. Recognize different techniques through 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.

Making Connections, Technology, Well-Being and Life Long Learning

The students will:

24. Identify elements in a performance (e.g., passion, commitment, professionalism) that motivate students to aspire to excellence.
25. Identify skills and qualities that lead to success in the dance field and in life such as responsibility, adaptability, organization, communication, project management, time management.
26. Understand and use videotape as a tool for revising dance and as an integrated part of performance.
27. Navigate a wide range of dance websites for dance news, and research independently.
28. Incorporate other arts and disciplines into dance creation and performance.
29. Analyze the effect of dance on strength, endurance, aerobic conditioning, flexibility, coordination, physical and mental self-control, emotional state, socialization and cooperation, spiritual fulfillment and balance in life.
30. Refine dancing through self-regulation, understanding personal strengths and limitations, work with an understanding of stylistic intent, and develop strategies to improve execution.
31. Apply habits of mind and work habits gained from participation in dance to other career paths.

Dance Department -Scope and Sequence Dance I-IV

| | | | | | <u>Introduce</u> Dance I | <u>Refine</u> Dance II& III | <u>Master</u> Dance IV |
|--|--|---|--|--|-----------------------------|--------------------------------|---------------------------|
| Skills and Techniques | Recognize and demonstrate kinesthetic awareness through proper body alignment and technique. | Recognize and demonstrate that different dance forms have various techniques and vocabularies. | Demonstrate the use of basic to beginning level dance technique. | Identify a variety of artistic decisions that are required to create and perform dance. | | ✓ | |
| Choreographic Principles and Processes | Use improvisation (free and structured) to discover and generate movement. | Recognize and explain how the creative process in dance is influenced by personal movement styles. | Demonstrate through the creative process an understanding of the elements and principles of artistic design in original two- and three-dimensional artworks. | Define and identify basic choreographic principles. | | ✓ | |
| Critical and Creative Thinking | Demonstrate and define basic dance vocabulary. | Demonstrate understanding of concentration and focus as part of the role of a performer of dance. | Establish a set of evaluative criteria for assessing personal artwork and the work of others. | Articulate and support criticism based on aesthetic criteria. | | ✓ | |
| Historical/Cultural Social Contexts | Identify ways that dance reflects, records, and influences history. | Recognize different techniques through exposure to the work of various artists, and their roles in society. | Develop an understanding of art history as a reference tool for personal expression. | Observe and discuss significant dance works with respect to historical, cultural, philosophical, and/or artistic perspectives. | | ✓ | |
| Making Connections, Technology, Well-Being and Life Long Learning | Identify elements in a performance (e.g., passion, commitment, professionalism) that motivate students to aspire to excellence. Refine dancing through self-regulation, understanding personal strengths and limitations, work with an understanding of stylistic intent, and develop strategies to improve execution. | Identify skills and qualities that lead to success in the dance field and in life such as responsibility, adaptability, organization, communication, project management, time management. Apply habits of mind and work habits gained from participation in dance to other career paths | Understand and use technology as a tool for revising and researching dance as an integrated part of performance. | Incorporate other arts and disciplines into dance creation and performance. | | | |

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 1 Explore, interpret and embody various dance techniques on an intermediate/advance level through class demonstration, video and other support materials.

Standard: 1.3 Dance Performance

Essential Questions: What are the different styles in dance and why is warm up in each style essential in dance? What is the relationship between movement & time? What are the principals of choreographic phrases/work & what are choreographic structures?

| Content Standard CPI | Established Goals Content Objectives Measurable Skills | Instructional Strategies & Performance Tasks | | | | Measurable Performance Assessments & Evidence | | | | Resources | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------------|--|--|---------------------|-----------------|---------------|---|-----------------------|-----------------------|-------------------------------|------------|-----------------|------------------|--------------|----------------|--------------|---------------------|-----------------------|--------------------|-----------------|------------|--------------------------|----------------------|------------------------|--------------|--------------------|--------------|------------------------|------------------------|-----------------------|--------------|--------------------|--------------------|-----------------------|
| | | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | 9. | 10. | | | | | | | | | | | | | | | | | | | | | | |
| | The Student will: | 1. Problem Based Learning | 2. Teacher Directed | 3. Study Groups | 4. Technology | 5. Demonstration | 6. Cooperative Groups | 7. Literature Circles | 8. Participation & Discussion | 9. Reading | 10. Application | 11. Lab (report) | 12. Homework | 13. Field Trip | 14. Projects | 15. Other (explain) | 16. Oral Presentation | 1. Self-Assessment | 2. Class Survey | 3. Rubrics | 4. Reflective Discussion | 5. Performance Tasks | 6. Teacher Observation | 7. Portfolio | 8. Other (explain) | 1. Textbooks | 2. Technology Software | 3. Technology Hardware | 4. Graphic Organizers | 5. AVA/Video | 6. Primary Sources | 7. Resource People | 8. Internet Resources |
| 1.3.5.A.5 | 1.1 Students will know and perform classical ballet techniques. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | | | | | | | | | | | | | | | | | | | | | | | |
| 1.3.5.A.5 | 1.2 Students will know and perform jazz techniques. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | | | | | | | | | | | | | | | | | | | | | | | |
| 1.3.5.A.5 | 1.3 Students will know and perform hip-hop techniques. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | | | | | | | | | | | | | | | | | | | | | | | |
| 1.3.5.A.5 | 1.4 Students will know and perform Modern techniques. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | | | | | | | | | | | | | | | | | | | | | | | |
| 1.3.5.A.5 | 1.5 Students will understand and perform improvisation. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | | | | | | | | | | | | | | | | | | | | | | | |
| 1.3.5.A.5 | 1.6 Students will distinguish and understand different styles of classical ballet. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | | | | | | | | | | | | | | | | | | | | | | | |
| 1.3.5.A.5 | 1.7 Students will distinguish and understand different style of jazz techniques. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | | | | | | | | | | | | | | | | | | | | | | | |
| 1.3.5.A.5 | 1.8 Students will distinguish and understand different styles of hip-hop techniques. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | | | | | | | | | | | | | | | | | | | | | | | |
| 1.3.5.A.5 | 1.9 Students will distinguish and understand different styles of modern techniques. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | | | | | | | | | | | | | | | | | | | | | | | |
| 1.3.5.A.5 | 1.10 Students will know and identify the elements of dance movement (body, time, space, energy). | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | | | | | | | | | | | | | | | | | | | | | | | |

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 1 Explore, interpret and embody various dance techniques on an intermediate/advance level through class demonstration, video and other support materials.

Standard: 1.3 Dance Performance

Essential Question: What are the different styles in dance and why is warm up in each style essential in dance?

| Content Standard CPI | Established Goals Content Objectives Measurable Skills | Instructional Strategies & Performance Tasks | | | | Measurable Performance Assessments & Evidence | | | | Resources | |
|-------------------------|---|--|-------------------------------|---------------------|-----------------|---|----------------------|-----------------------|---------------------------|------------------------|------------------------|
| | | 1. | 2. | 9. | 10. | 1. | 2. | 9. | 10. | 1. | 2. |
| | The Student will: | 1. Problem Based Learning | 2. Teacher Directed | 9. Reading | 10. Application | 1. Multiple Choice | 2. Essay | 9. Self-Assessment | 10. Class Survey | 1. Textbooks | 2. Technology Software |
| | | 3. Study Groups | 4. Technology | 11. Lab (report) | 12. Homework | 3. Fill-In-Blanks | 4. Academic Prompts | 11. Rubrics | 12. Reflective Discussion | 3. Technology Hardware | 4. Graphic Organizers |
| | | 5. Demonstration | 6. Cooperative Groups | 13. Field Trip | 14. Projects | 5. Writing Samples | 6. Lab Report | 13. Performance Tasks | 14. Teacher Observation | 5. AVA/Video | 6. Primary Sources |
| | | 7. Literature Circles | 8. Participation & Discussion | 15. Other (explain) | | 7. Problem Solving | 8. Oral Presentation | 15. Portfolio | 16. Other (explain) | 7. Resource People | 8. Internet Resources |
| 1.3.5.A.5 | 1.11 Students will know a variety of warm-up exercises. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | |
| 1.3.5.A.4 | 1.12 Students will demonstrate, identify and analyze basic anatomy and kinesiology principles. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | |
| 1.3.5.A.5 | 1.13 Students will begin to gain an understanding of kinesthetic awareness and movement principles (alignment, flexibility, balance, strength, endurance) and begin to apply this understanding to their dance technique. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | |
| 1.3.P.A.4 | 1.14 Students will refine the ability to sustain concentration, focus, and projection while dancing. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | |

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 2 Evaluate, interpret and respond to dance orally and in writing, using appropriate terminology on an intermediate/advance level.

Standard: 1.3 Dance Performance

Essential Question: How can you apply previously learned skills and terminology to communicate & perform technique learned in the language of the Art?

| Content Standard CPI | Established Goals Content Objectives Measurable Skills | Instructional Strategies & Performance Tasks | | | | Measurable Performance Assessments & Evidence | | | | Resources | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------------|---|--|------------------|--------------|------------|---|--------------------|--------------------|----------------------------|-----------|-------------|--------------|----------|------------|----------|-----------------|-----------------|-------|----------------|------------------|-----------------|------------|-----------------|-------------------|-----------------|--------------|---------|-----------------------|-------------------|---------------------|-----------|-----------------|-----------|---------------------|---------------------|--------------------|-----------|-----------------|
| | | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | 9. | 10. | 11. | 12. | 13. | 14. | 15. | 16. | | | | | | | | | | | | | | | | | | | | | |
| | | Problem Based Learning | Teacher Directed | Study Groups | Technology | Demonstration | Cooperative Groups | Literature Circles | Participation & Discussion | Reading | Application | Lab (report) | Homework | Field Trip | Projects | Other (explain) | Multiple Choice | Essay | Fill-In-Blanks | Academic Prompts | Writing Samples | Lab Report | Problem Solving | Oral Presentation | Self-Assessment | Class Survey | Rubrics | Reflective Discussion | Performance Tasks | Teacher Observation | Portfolio | Other (explain) | Textbooks | Technology Software | Technology Hardware | Graphic Organizers | AVA/Video | Primary Sources |
| | The Student will: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.3.5.A.5 | 2.1 Students will know and define the different classical ballet styles/syllabi. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.3.5.A.5 | 2.2 Students will know and define classical ballet terminology. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.3.5.A.5 | 2.3 Students will know and define classical ballet movement at the barre, in center and while travelling. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.3.5.A.5 | 2.4 Students will know and define different jazz styles. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.3.5.A.5 | 2.5 Students will know and define jazz terminology. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.3.5.A.5 | 2.6 Students will know and define jazz steps and movements that travel. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.3.5.A.5 | 2.7 Students will know and define hip-hop techniques. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.3.5.A.5 | 2.8 Students will know and define hip-hop terminology. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.3.5.A.5 | 2.9 Students will know and define different modern styles. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.3.5.A.5 | 2.10 Students will know and define different modern floor techniques. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.3.5.A.5 | 2.11 Students will know and define modern steps and movement in center and while traveling. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 2 Evaluate, interpret and respond to dance orally and in writing, using appropriate terminology on an intermediate/advance level.

Standard: 1.3 Dance Performance

Essential Question: How can you apply previously learned skills and terminology to communicate & perform technique learned in the language of the Art?

| Content Standard CPI | Established Goals Content Objectives Measurable Skills | Instructional Strategies & Performance Tasks | | | | Measurable Performance Assessments & Evidence | | | | Resources | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------------|---|--|---------------------|-----------------|---------------|---|-----------------------|-----------------------|-------------------------------|------------|-----------------|------------------|--------------|----------------|--------------|---------------------|--------------------|----------|-------------------|---------------------|--------------------|---------------|--------------------|----------------------|--------------------|------------------|-------------|---------------------------|-----------------------|-------------------------|---------------|---------------------|--------------|------------------------|------------------------|-----------------------|--------------|--------------------|--------------------|-----------------------|
| | | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | 9. | 10. | 11. | 12. | 13. | 14. | 15. | 16. | | | | | | | | | | | | | | | | | | | | | | | |
| | The Student will: | 1. Problem Based Learning | 2. Teacher Directed | 3. Study Groups | 4. Technology | 5. Demonstration | 6. Cooperative Groups | 7. Literature Circles | 8. Participation & Discussion | 9. Reading | 10. Application | 11. Lab (report) | 12. Homework | 13. Field Trip | 14. Projects | 15. Other (explain) | 1. Multiple Choice | 2. Essay | 3. Fill-In-Blanks | 4. Academic Prompts | 5. Writing Samples | 6. Lab Report | 7. Problem Solving | 8. Oral Presentation | 9. Self-Assessment | 10. Class Survey | 11. Rubrics | 12. Reflective Discussion | 13. Performance Tasks | 14. Teacher Observation | 15. Portfolio | 16. Other (explain) | 1. Textbooks | 2. Technology Software | 3. Technology Hardware | 4. Graphic Organizers | 5. AVA/Video | 6. Primary Sources | 7. Resource People | 8. Internet Resources |
| 1.4.5.A.2 | 2.12 Students will observe or perform a dance and discuss the main ideas, theme, or feeling of the dance from a personal point of view. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.4.P.A.1 | 2.13 Students will analyze critique and respond with positive and useful comments about dance performance. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 3 Demonstrate knowledge of dance in a historical, political, social, and cultural context on an intermediate/advance level.

Standard: 1.2 History of the Arts and Culture

Essential Question: How does the body move through space?

| Content Standard CPI | Established Goals Content Objectives Measurable Skills | Instructional Strategies & Performance Tasks | | | | Measurable Performance Assessments & Evidence | | | | Resources | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------------|--|--|---------------------|-----------------|---------------|---|-----------------------|-----------------------|-------------------------------|------------|-----------------|------------------|--------------|----------------|--------------|---------------------|--------------------|----------|-------------------|---------------------|--------------------|---------------|--------------------|----------------------|--------------------|------------------|-------------|---------------------------|-----------------------|-------------------------|---------------|---------------------|--------------|------------------------|------------------------|-----------------------|--------------|--------------------|--------------------|-----------------------|
| | | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | 9. | 10. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | The Student will: | 1. Problem Based Learning | 2. Teacher Directed | 3. Study Groups | 4. Technology | 5. Demonstration | 6. Cooperative Groups | 7. Literature Circles | 8. Participation & Discussion | 9. Reading | 10. Application | 11. Lab (report) | 12. Homework | 13. Field Trip | 14. Projects | 15. Other (explain) | 1. Multiple Choice | 2. Essay | 3. Fill-In-Blanks | 4. Academic Prompts | 5. Writing Samples | 6. Lab Report | 7. Problem Solving | 8. Oral Presentation | 9. Self-Assessment | 10. Class Survey | 11. Rubrics | 12. Reflective Discussion | 13. Performance Tasks | 14. Teacher Observation | 15. Portfolio | 16. Other (explain) | 1. Textbooks | 2. Technology Software | 3. Technology Hardware | 4. Graphic Organizers | 5. AVA/Video | 6. Primary Sources | 7. Resource People | 8. Internet Resources |
| 1.2.8.A.3 | 3.1 Students will understand and know how dance began. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.2.8.A.3 | 3.2 Students will understand and know the different time-periods of dance. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.2.5.A.3 | 3.3 Students will understand and know dance pioneers. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.2.12.A.1 | 3.4 Student will understand and know the evolution of dance from the 18 th century through the 21 th century. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.2.12.A.1 | 3.5 Students will understand and know the role dance played in defining different eras through time. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.2.8.A.2 | 3.6 Students will understand and know the role danced played in political and social events through time. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.2.8.A.3 | 3.7 Students will understand and know the role dance played in historical events. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.2.2.A.1 | 3.8 Students will understand and know different cultural dances and demonstrate respect for a diversity of dance styles, and ideas and informed opinions that differ from their own. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 4 Create and respond to works of art that communicate personal opinions, thoughts, and ideas on an intermediate/advance level.

Standard: 1.1 The Creative Process, 1.3 Dance Performance, 1.4 Aesthetic Responses & Critique Methodologies

Essential Question: How do people use dance to convey emotion & meaning?

| Content Standard CPI | Established Goals Content Objectives Measurable Skills | Instructional Strategies & Performance Tasks | | | | Measurable Performance Assessments & Evidence | | | | Resources | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|----------------------|--|--|---------------------|-----------------|---------------|---|-----------------------|-----------------------|-------------------------------|------------|-----------------|------------------|--------------|----------------|--------------|---------------------|--------------------|----------|-------------------|---------------------|--------------------|---------------|--------------------|----------------------|--------------------|------------------|-------------|---------------------------|-----------------------|-------------------------|---------------|---------------------|--------------|------------------------|------------------------|-----------------------|--------------|--------------------|--------------------|-----------------------|
| | | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | 9. | 10. | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | The Student will: | 1. Problem Based Learning | 2. Teacher Directed | 3. Study Groups | 4. Technology | 5. Demonstration | 6. Cooperative Groups | 7. Literature Circles | 8. Participation & Discussion | 9. Reading | 10. Application | 11. Lab (report) | 12. Homework | 13. Field Trip | 14. Projects | 15. Other (explain) | 1. Multiple Choice | 2. Essay | 3. Fill-In-Blanks | 4. Academic Prompts | 5. Writing Samples | 6. Lab Report | 7. Problem Solving | 8. Oral Presentation | 9. Self-Assessment | 10. Class Survey | 11. Rubrics | 12. Reflective Discussion | 13. Performance Tasks | 14. Teacher Observation | 15. Portfolio | 16. Other (explain) | 1. Textbooks | 2. Technology Software | 3. Technology Hardware | 4. Graphic Organizers | 5. AVA/Video | 6. Primary Sources | 7. Resource People | 8. Internet Resources |
| 1.1.2.A.1 | 4.1 Students will identify the elements of dance in planned and improvised dance sequences. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.3.2.A.1 | 4.2 Students will create and perform planned and improvised movement sequences using the elements of dance, to communicate meaning around a variety of themes. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.1.2.A.2 | 4.3 Students will use improvisation to discover new movement to fulfill the intent of the choreography. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.3.5.A.3 | 4.4 Students will demonstrate and perform their own movement sequences using props and/or visual aids. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.3.8.A.2 | 4.5 Students will use past/current events as topics to create movement sequences. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.3.P.A.6 | 4.6 Use movement/dance to convey meaning around a theme or to show feelings. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.3.P.A.1 | 4.7 Move the body in a variety of ways, with and without music. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.3.P.A.3 | 4.8 Students will demonstrate and perform other student's work. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.4.2.B.2 | 4.9 Students will analyze and respond to other student's work. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.3.P.A.3 | 4.10 Students will demonstrate and perform their own work. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 5 Demonstrate originally and individual artistic expression in performance dance on an intermediate/advance level.

Standard: 1.3 Dance Performance, 1.4 Aesthetic Responses & Critique Methodologies

Essential Question: How do you build confidence and character in your performance skills?

| Content Standard CPI | Established Goals Content Objectives Measurable Skills | Instructional Strategies & Performance Tasks | | | | Measurable Performance Assessments & Evidence | | | | Resources | | | | | | | | | | | | | | | |
|-------------------------|---|--|---------------------|-----------------|---------------|---|-----------------------|-----------------------|-------------------------------|------------|-----------------|------------------|--------------|----------------|--------------|---------------------|---------------------|--------------|------------------------|------------------------|-----------------------|--------------|--------------------|--------------------|-----------------------|
| | | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | 9. | 10. | 11. | 12. | 13. | 14. | 15. | 16. | | | | | | | | |
| | The Student will: | 1. Problem Based Learning | 2. Teacher Directed | 3. Study Groups | 4. Technology | 5. Demonstration | 6. Cooperative Groups | 7. Literature Circles | 8. Participation & Discussion | 9. Reading | 10. Application | 11. Lab (report) | 12. Homework | 13. Field Trip | 14. Projects | 15. Other (explain) | 16. Other (explain) | 1. Textbooks | 2. Technology Software | 3. Technology Hardware | 4. Graphic Organizers | 5. AVA/Video | 6. Primary Sources | 7. Resource People | 8. Internet Resources |
| 1.3.5.A.5 | 5.1 Students will demonstrate, refine and perform class work technique and combinations in all disciplines of dance (ballet, jazz, hip-hop and modern) encouraged to apply their own artistic expression. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | | | | | | | | | | | | | | | |
| 1.3.5.A.5 | 5.2 Students will demonstrate, refine and perform faculty choreography and be encouraged to apply their own artistic expression. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | | | | | | | | | | | | | | | |
| 1.3.5.A.5 | 5.3 Students will demonstrate, refine and perform their own unique qualities in a class work techniques. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | | | | | | | | | | | | | | | |
| | 5.4 Students will demonstrate and refine the ability to contribute constructively as both a leader and a follower. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | | | | | | | | | | | | | | | |
| 1.4.P.A.5 | 5.5 Students will and refine classroom and performance etiquette. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | | | | | | | | | | | | | | | |
| 1.4.P.A.5 | 5.6 Students will demonstrate and refine the appropriate audience skills during creative movement and dance performances. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | | | | | | | | | | | | | | | |
| 1.3.5.A.5 | 5.7 Students will demonstrate and perform their own unique choreography. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | | | | | | | | | | | | | | | |

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 6 Students will interconnect their knowledge of dance in relation to history, culture, other content areas, healthy living, 21st century skills and life-long learning on an intermediate/advance level.

Standard: 9.3

Essential Question: How does the body move through space? How do people use dance to convey emotion & meaning?

| Content Standard CPI | Established Goals Content Objectives Measurable Skills | Instructional Strategies & Performance Tasks | | | Measurable Performance Assessments & Evidence | | | Resources |
|-------------------------|--|--|---------------------|----------------------|---|------------------------|--|-----------|
| | | 1. Problem Based Learning | 9. Reading | 1. Multiple Choice | 9. Self-Assessment | 1. Textbooks | | |
| | | 2. Teacher Directed | 10. Application | 2. Essay | 10. Class Survey | 2. Technology Software | | |
| | | 3. Study Groups | 11. Lab (report) | 3. Fill-In-Blanks | 11. Rubrics | 3. Technology Hardware | | |
| | | 4. Technology | 12. Homework | 4. Academic Prompts | 12. Reflective Discussion | 4. Graphic Organizers | | |
| | | 5. Demonstration | 13. Field Trip | 5. Writing Samples | 13. Performance Tasks | 5. AVA/Video | | |
| | | 6. Cooperative Groups | 14. Projects | 6. Lab Report | 14. Teacher Observation | 6. Primary Sources | | |
| | | 7. Literature Circles | 15. Other (explain) | 7. Problem Solving | 15. Portfolio | 7. Resource People | | |
| | | 8. Participation & Discussion | | 8. Oral Presentation | 16. Other (explain) | 8. Internet Resources | | |
| | The Student will: | | | | | | | |
| | 6.1 Students will demonstrate and refine connections between dance and concepts in other curricular areas. | 1,2,3,4,5,6,8,9,10,12,14 | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | 4,5,6,7,8 |
| | 6.2 Students will set higher goals to maintain or achieve personal health and well-being through dance. | 1,2,3,4,5,6,8,9,10,12,14 | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | 4,5,6,7,8 |
| | 6.3 Students will identify how other arts disciplines are integrated into dance creation and performance. | 1,2,3,4,5,6,8,9,10,12,14 | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | 4,5,6,7,8 |
| | 6.4 Students will explain how health and nutrition enhance dance ability. | 1,2,3,4,5,6,8,9,10,12,14 | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | 4,5,6,7,8 |
| | 6.5 Students will demonstrate, refine and explain how warm-up exercises promote strength, health, physical safety, and reduced risk of injury. | 1,2,3,4,5,6,8,9,10,12,14 | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | 4,5,6,7,8 |
| | 6.6 Students will evaluate personal actions, commitment, and discipline necessary to achieve dance goals. | 1,2,3,4,5,6,8,9,10,12,14 | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | 4,5,6,7,8 |
| | 6.7 Students will interpret dance from personal, cultural, and historical contexts. | 1,2,3,4,5,6,8,9,10,12,14 | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | 4,5,6,7,8 |
| | 6.8 Students will use dance to illustrate how people express themselves differently. | 1,2,3,4,5,6,8,9,10,12,14 | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | 4,5,6,7,8 |
| | 6.9 Students will demonstrate respect for one's well-being and the well-being of others. | 1,2,3,4,5,6,8,9,10,12,14 | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | 4,5,6,7,8 |
| | 6.10 Students will recognize that self-confidence, self-discipline, and self-motivation help individuals succeed in dance, and begin to develop these characteristics. | 1,2,3,4,5,6,8,9,10,12,14 | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | 4,5,6,7,8 |

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 6 Students will interconnect their knowledge of dance in relation to history, culture, other content areas, healthy living, 21st century skills and life-long learning on an intermediate/advance level.

Standard: 9.3

Essential Question: How does the body move through space? How do people use dance to convey emotion & meaning?

| Content Standard CPI | Established Goals Content Objectives Measurable Skills | Instructional Strategies & Performance Tasks | | | Measurable Performance Assessments & Evidence | | | Resources |
|-------------------------|---|--|---------------------|--|---|---------------------------|--|------------------------|
| | | 1. Problem Based Learning | 9. Reading | | 1. Multiple Choice | 9. Self-Assessment | | 1. Textbooks |
| | | 2. Teacher Directed | 10. Application | | 2. Essay | 10. Class Survey | | 2. Technology Software |
| | | 3. Study Groups | 11. Lab (report) | | 3. Fill-In-Blanks | 11. Rubrics | | 3. Technology Hardware |
| | | 4. Technology | 12. Homework | | 4. Academic Prompts | 12. Reflective Discussion | | 4. Graphic Organizers |
| | | 5. Demonstration | 13. Field Trip | | 5. Writing Samples | 13. Performance Tasks | | 5. AVA/Video |
| | | 6. Cooperative Groups | 14. Projects | | 6. Lab Report | 14. Teacher Observation | | 6. Primary Sources |
| | | 7. Literature Circles | 15. Other (explain) | | 7. Problem Solving | 15. Portfolio | | 7. Resource People |
| | | 8. Participation & Discussion | | | 8. Oral Presentation | 16. Other (explain) | | 8. Internet Resources |
| | The Student will: 6.11 Students will evaluate and analyze the meaning and influence of dance in their daily lives. | 1,2,3,4,5,6,8,9,10,12,14 | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | 4,5,6,7,8 |
| 9.3.4.A.4 | 6.12 Students will continue to learn about dance as a recreational activity and as a vocation. | 1,2,3,4,5,6,8,9,10,12,14 | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | 4,5,6,7,8 |

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 on an Intermediate/advance level.

Standard: 1.1 The Creative Process, 8.1 Educational Technology, 9.1 21st-Century Life & Career Skills, 9.3 Career Awareness, Exploration, & Preparation

Essential Question: How can you apply previously learned skills and terminology to communicate & perform technique learned in the language of the Art?

| Content Standard CPI | Established Goals Content Objectives Measurable Skills | Instructional Strategies & Performance Tasks | | | | Measurable Performance Assessments & Evidence | | | | Resources | |
|-------------------------|--|--|------------------------|----|---------|---|-----------------|----|-----------------|-----------|-----------|
| | | 1. | Problem Based Learning | 9. | Reading | 1. | Multiple Choice | 9. | Self-Assessment | 1. | Textbooks |
| | The Student will: | | | | | | | | | | |
| 1.1.2.C.2 9.3.4.A.4 | 7.1 Students will understand and demonstrate the various roles when putting together and presenting their own dance production. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | |
| 1.1.2.C.4 | 7.2 Students will understand and know how a lighting system works and its functions for performances. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | |
| 1.1.2.C.4 | 7.3 Students will understand and know the functions of overhead and side lighting and how it can light the space on stage. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | |
| 1.1.12.C.3 | 7.4 Students will understand and know what special effects are and how it can add texture on stage. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | |
| 1.1.12.C.3 | 7.5 Students will understand and know when lighting/special effects are best used for lighting stage. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | |
| 1.1.2.C.4 | 7.6 Students will understand and know the functions and use of audio equipment, and know what audio equipment is best for performance. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | |
| 1.1.2.C.4 | 7.7 Students will refine and know proper terminology for stage direction. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | |
| 8.1.8.A.5 | 7.8 Students will understand and examine the role of technology in dance productions on a higher level. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | |
| 1.1.2.C.2 | 7.9 Students will understand and know proper terminology for wings, legs, curtains, scrims and front/backdrops. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | |

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 on an Intermediate/advance level.

Standard: The Creative Process, 8.1 Educational Technology, 9.1 21st-Century Life & Career Skills, 9.3 Career Awareness, Exploration, & Preparation

Essential Question: How can you apply previously learned skills and terminology to communicate & perform technique learned in the language of the Art?

| Content Standard CPI | Established Goals Content Objectives Measurable Skills | Instructional Strategies & Performance Tasks | | | | Measurable Performance Assessments & Evidence | | | | Resources | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------------------|---|--|---------------------|-----------------|---------------|---|-----------------------|-----------------------|-------------------------------|------------|-----------------|------------------|--------------|----------------|--------------|---------------------|--------------------|----------|-------------------|---------------------|--------------------|---------------|--------------------|----------------------|--------------------|------------------|-------------|---------------------------|-----------------------|-------------------------|---------------|---------------------|--------------|------------------------|------------------------|-----------------------|--------------|--------------------|--------------------|-----------------------|
| | | 1. | 2. | 3. | 4. | 5. | 6. | 7. | 8. | 9. | 10. | 11. | 12. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | The Student will: | 1. Problem Based Learning | 2. Teacher Directed | 3. Study Groups | 4. Technology | 5. Demonstration | 6. Cooperative Groups | 7. Literature Circles | 8. Participation & Discussion | 9. Reading | 10. Application | 11. Lab (report) | 12. Homework | 13. Field Trip | 14. Projects | 15. Other (explain) | 1. Multiple Choice | 2. Essay | 3. Fill-In-Blanks | 4. Academic Prompts | 5. Writing Samples | 6. Lab Report | 7. Problem Solving | 8. Oral Presentation | 9. Self-Assessment | 10. Class Survey | 11. Rubrics | 12. Reflective Discussion | 13. Performance Tasks | 14. Teacher Observation | 15. Portfolio | 16. Other (explain) | 1. Textbooks | 2. Technology Software | 3. Technology Hardware | 4. Graphic Organizers | 5. AVA/Video | 6. Primary Sources | 7. Resource People | 8. Internet Resources |
| 1.1.2.C.2 | 7.10 Students will understand, know and refine how to determine center and quarter markings on stage. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.1.2.C.4 | 7.11 Students will understand, know and refine where/when an orchestra pit is used. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.1.2.C.4 | 7.12 Students will understand, know and refine different stage flooring used for performances. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.1.2.C.2 | 7.13 Students will understand, know and refine the difference between stage and glow tape and when it is used. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.1.12.C.3 | 7.14 Students will understand, know and refine when visual aid/multi-media can be appropriate during performances, and how visual aid/multi-media equipment can be used on stage and its proper set up. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.1.2.C.2 | 7.15 Students will understand, know and refine how to perform around stage materials. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.1.2.C.2 | 7.16 Students will understand, know and refine how to perform with props. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 9.1.4.A.1 | 7.17 Students will understand, know and refine how to problem solve changes and limitation for performances. | 1,2,3,4,5,6,8,9,10,12,14 | | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | | 4,5,6,7,8 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

MONROE TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL PLAN

Focus Topic # 8 Participate in a dance performance to be shown for private or public events on an intermediate/advance level.

Standard: 8.1 Educational Technology, 9.1 21st-Century Life & Career Skills

Essential Question: How do you build confidence and character in your performance skills? What does quality dance look like?

| Content Standard CPI | Established Goals Content Objectives Measurable Skills | Instructional Strategies & Performance Tasks | | | Measurable Performance Assessments & Evidence | | | Resources | |
|-------------------------|--|--|-----|-----------------|---|-----|-----------------------|-----------|---------------------|
| | | 1. | 9. | Reading | 1. | 9. | Self-Assessment | 1. | Textbooks |
| | The Student will: | 2. | 10. | Application | 2. | 10. | Class Survey | 2. | Technology Software |
| | | 3. | 11. | Lab (report) | 3. | 11. | Rubrics | 3. | Technology Hardware |
| | | 4. | 12. | Homework | 4. | 12. | Reflective Discussion | 4. | Graphic Organizers |
| | | 5. | 13. | Field Trip | 5. | 13. | Performance Tasks | 5. | AVA/Video |
| | | 6. | 14. | Projects | 6. | 14. | Teacher Observation | 6. | Primary Sources |
| | | 7. | 15. | Other (explain) | 7. | 15. | Portfolio | 7. | Resource People |
| | | 8. | | | 8. | 16. | Other (explain) | 8. | Internet Resources |
| | 8.1 Students will understand the purpose of rehearsing and demonstrate commitment to the rehearsal process. | 1,2,3,4,5,6,8,9,10,12,14 | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | 4,5,6,7,8 | |
| | 8.2 Students will understand and know the importance of spacing, technical and dress rehearsals for all performances. | 1,2,3,4,5,6,8,9,10,12,14 | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | 4,5,6,7,8 | |
| | 8.3 Students will understand and examine the factors that contribute to a quality performance. | 1,2,3,4,5,6,8,9,10,12,14 | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | 4,5,6,7,8 | |
| | 8.4 Students will understand, practice and perform performance etiquette. | 1,2,3,4,5,6,8,9,10,12,14 | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | 4,5,6,7,8 | |
| 9.1.8.A.1 | 8.5 Students will work cooperatively and constructively to perform to the highest ability. | 1,2,3,4,5,6,8,9,10,12,14 | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | 4,5,6,7,8 | |
| | 8.6 Students will understand and know how to apply proper stage make-up. | 1,2,3,4,5,6,8,9,10,12,14 | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | 4,5,6,7,8 | |
| 8.1.2.A.2 | 8.7 Students will understand, know and use photography in a performance. | 1,2,3,4,5,6,8,9,10,12,14 | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | 4,5,6,7,8 | |
| 8.1.2.A.2 | 8.8 Students will understand know and use videotaping in a performance. | 1,2,3,4,5,6,8,9,10,12,14 | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | 4,5,6,7,8 | |
| | 8.9 Students will be responsible to attend all spacing, tech and dress rehearsals for both faculty and student performances. | 1,2,3,4,5,6,8,9,10,12,14 | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | 4,5,6,7,8 | |
| | 8.10 Students will be responsible to create costumes for their own performance. | 1,2,3,4,5,6,8,9,10,12,14 | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | 4,5,6,7,8 | |
| | 8.10 Students will be responsible for taking care of all costumes given to them. | 1,2,3,4,5,6,8,9,10,12,14 | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | 4,5,6,7,8 | |
| | 8.11 Students will be responsible to know and perform choreography at any/all concert/venues. | 1,2,3,4,5,6,8,9,10,12,14 | | | 1,2,3,5,7,8,9,10,11,12,13,14,15 | | | 4,5,6,7,8 | |

Course Name: **Dance III**

| New Jersey CCCS | Corresponding Essential Question(s) |
|--|--|
| 1.4 Aesthetic Responses & Critique Methodologies | What is proper classroom etiquette? |
| 1.3 Dance Performance | What is kinesthetic awareness? |
| 1.3 Dance Performance | What is proper body alignment? |
| 1.1 The Creative Process | What are the various techniques? |
| 1.3 Dance Performance | What is the terminology? |
| 1.3 Dance Performance | How does music effect movement? |
| 1.3 Dance Performance | What are the elements of dance? |
| 1.2: History of the Arts and Culture | How did dance evolve? |
| 1.3 Dance Performance | How can you communicate across arts disciplines? |
| 1.1 The Creative Process | How can you manipulate the dance elements in dance creation? |
| 1.4 Aesthetic Responses & Critique Methodologies | What factors contribute to a quality performance? |
| 1.4 Aesthetic Responses & Critique Methodologies | How does this affect your self-perception as a dancer? |
| 1.4 Aesthetic Responses & Critique Methodologies | How would you improve your skills? |

APPENDIX

ASSESSMENT

DANCE III – Intermediate/Advance Level

| <p>Forms of Traditional Assessment The non-performance aspects of dance learning can be measured using traditional instruments that are shared with other subject areas.</p> <p>These may include:</p> | <p>Performance Assessment: Shows evidence of development of skills, projects or tasks.</p> | <p>Perceptive Assessment: Shows evidence of critical analysis to enhance performance. Discussion, written work or movement in response to dance creation, performance, and study of various styles and genres, showing the following processes:</p> | <p>Reflective Assessment: Shows evidence of understanding through self-reflection:</p> |
|---|---|--|---|
| <p>Written tests and quizzes on topics such as:</p> <ul style="list-style-type: none"> • dance vocabulary and terminology • dance history • dance styles and genres • stagecraft <p>Written work such as:</p> <ul style="list-style-type: none"> • descriptions of dance experiences • personal responses to performances • critical reviews of performances • research papers on dance artists, periods, styles or genres in the context of society, culture and general history <p>Oral work such as:</p> <ul style="list-style-type: none"> • class presentations on dance subjects • participation in class discussions | <ul style="list-style-type: none"> • Movement exams (demonstration of dance movements) • Comparing one dance performance with another • Recording dance tasks or performances (using video, written notes, etc.) • Using standards or rubrics (teacher-generated or student-generated) • Self-critiquing • Peer critiquing • Setting explicit goals for specific skills, projects or tasks • Setting personal goals | <ul style="list-style-type: none"> • Describing • Identifying • Analyzing • Distinguishing • Comparing • Synthesizing • Using specialized dance vocabulary • Using graphic organizers (e.g., lists, webs, charts, etc.) • Viewing dance works with specific content in mind | <ul style="list-style-type: none"> • Practicing • Collecting ideas for dance • Sharing feelings, dreams and wishes about dance and dancing • Revising and reworking dance • Brainstorming with others about dance • Remembering/reminiscing about dance |

RESOURCES

DANCE III

New Jersey Core Curriculum Standards
For Visual and Performing Arts

National Dance Education Organization
Standards for Learning and Teaching Dance in the Arts: Ages 5-18

Partnership for 21st Century Skills
Framework for 21st Century Learning

The American Dance Legacy Institute at Brown University
Website: 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 Manuel
Bobby Boling
New York, NY 10027

Dancers Resource
Mark Jones
New York, NY 10027

Assorted Dance History Video's