

# Dance (6)

Content Area: **Physical Education**  
Course(s): **Physical Education**  
Time Period: **Week**  
Length: **2 Weeks**  
Status: **Published**

## Unit Overview

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Participation in this dance unit enhances the motor skills of the students and integrates cultural and creative elements to their movement. The dance unit involves frequent physical activity that is rhythmic, repetitive, challenges the circulatory system and uses large muscle muscle groups. This unit is designed to increase the students' cardiorespiratory endurance and overall health as a life-time activity. This unit also promotes cooperative skills resulting in a more enjoyable and successful movement experience for all.

## Transfer

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Students will be able to independently use their learning to...

- continue participating in activities to benefit their physical, social, and mental well-being.
- demonstrate the importance of working together with other students to achieve a common goal.
- encourage themselves and others to participate in dance/ aerobic activities outside of the PE class.

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For more information, read the following article by Grant Wiggins.

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=60](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

## Meaning

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## Understandings

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Students will understand...

- how participating in rhythmic activities improves basic motor skills to help improve movement.
- individuals who understand the basic concepts of rhythmic sequences learn to move effectively and confidently and are more likely to participate in a variety of health enhancing forms of physical activity throughout life.
- individual success and enjoyment will come through group success.
- how participating in different dances and social dances which helps to improve health-related fitness components such as cardiorespiratory endurance and muscular endurance.

## **Essential Questions**

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Students will keep considering...

- How can participating in square dances, line dances, and social dances contribute to overall wellness?
- How can understanding movement concepts improve my skill performance?
- What does group cooperation and teamwork look like and how does it positively affect the success of the group?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

- elements of rhythmic movement such as: time, tempo, direction, and space

### **Students will be skilled at...**

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Students will be skilled at...

- performing the basic dance movements

## **Academic Vocabulary**

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## **Learning Goal 1**

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**Students will demonstrate an understanding of the elements and principles that govern the creation of works of dance.**

HPE.2.5.6.A	Movement Skills and Concepts
HPE.2.5.6.C	Sportsmanship, Rules, and Safety
HPE.2.6.6.A	Fitness and Physical Activity
VPA.1.1.8.A.1	Interpret the choreographic structures of contrast and transition, the process of reordering and chance, and the structures of AB, ABA, canon, call and response, and narrative.
VPA.1.1.8.A.2	Analyze dance techniques and styles to discern the compositional use of the elements of dance and choreographic principles relating to dynamics, as well as to discern spatial relationships.
VPA.1.1.8.A.3	Examine how dance compositions are influenced by various social themes and arts media (e.g., dance for camera, interactive, telematics).
VPA.1.1.8.A.4	Integrate a variety of isolated and coordinated movements in dance compositions and performances, making use of all major muscle groups, proper body mechanics, body patterning, balance, and range of motion.
VPA.1.3.8.A.1	Incorporate a broad range of dynamics and movement qualities in planned and improvised solo and group works by manipulating aspects of time, space, and energy.

## **Target 1**

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**Students will use the elements of dance to create dance works.**

## **Target 2**

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**Students will analyze dance techniques and styles to recognize the compositional use of the elements of dance and choreographic principles relating to dynamics, as well as to recognize spatial relationships.**

### Target 3

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Students will examine how dance compositions are influenced by various social themes and art media.

### Target 4

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Students will integrate a variety of isolated and coordinated movements in dance compositions and performances, making use of all major muscle groups, proper body mechanics, body patterning, and range of motion.

### Learning Goal 2

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Students will use learned skills to create and perform works in dance.

HPE.2.5.6.A	Movement Skills and Concepts
HPE.2.5.6.A.1	Explain and perform movement skills that combine mechanically correct movement in smooth flowing sequences in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).
HPE.2.5.6.A.2	Explain concepts of force and motion and demonstrate control while modifying force, flow, time, space, and relationships in interactive dynamic environments.
HPE.2.5.6.A.3	Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, and music (creative, cultural, social, and fitness dance).
HPE.2.5.6.A.4	Use self-evaluation and external feedback to detect and correct errors in one's movement performance.
HPE.2.5.6.C	Sportsmanship, Rules, and Safety
HPE.2.6.6.A	Fitness and Physical Activity
VPA.1.3.8.A.1	Incorporate a broad range of dynamics and movement qualities in planned and improvised solo and group works by manipulating aspects of time, space, and energy.
VPA.1.3.8.A.2	Choreograph and perform cohesive dance works that reflect social, historical, and/or political themes.

### Target 1

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Students incorporate a broad range of dynamics and movements qualities in planned and improvised solo and group works.

### Target 2

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Students will choreograph and perform cohesive dance works that reflect social, historical, and/or political themes.

## **Summative Assessment**

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- \* Skill Performance

- > Teacher Observation
- > Skill Checklist

- \* Participation Performance

- > Teacher Observation
- > Self and Peer assessments

- \* Written Assessment

- > Open-ended questions

## **21st Century Life and Careers**

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CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

## **Formative Assessment and Performance Opportunities**

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During instruction and performance:

- Teacher observation
- Class participation
- Skill performance
- Self and peer assessments
- Open-ended questions

## **Differentiation/Enrichment**

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Each student is provided an opportunity to be successful through the use of monitoring, repetition, and practice.

## **Unit Resources**

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