# Sept. P. Cert. 6-8 Dance

Content Area: **P.E.**
Course(s):
Time Period: **September**
Length: **3-4 Weeks**
Status: **Published**

## Unit Overview

As an art, dance is a conduit of expression and communication. At every level dancers will learn how to dance with joy, passion, and a respect for technique and history. Students in all grades will explore the diversity of the dance world through learning various dance styles, techniques, and genres. This will be accomplished through opportunities to learn about the history and context of each style, and genre-specific terminology and skills. All of these elements culminate with opportunities for students to perform in multiple venues in their school and surrounding communities. The mission of this dance program is to produce contributing members of society with an appreciation for the arts.

## Enduring Understandings

**Dance can help create movements which express ideas and emotions.**

The essence of studying dance is to foster meaning making deeper emotional response and more inventive decision making.

Learning dance fosters artistic appreciation, interpretation, imagination, significance and value.

Students will demonstrate and perform different techniques and styles of dance, particularly square dance, line dance, basic social dance.

## Essential Questions

How can students identify and demonstrate elements and skills in dance?

Where does dance come from and how do people recognize dance?

What are movements like space, time, and force? What skills are necessary for a cohesive choreographed number?

## Instructional Strategies & Learning Activities

6th Grade:

Orientation - Article on the health benefits of dancing

Teaching options: Keeping the beat

Macarena

Cotton Eye Joe

Jesse Polka

Square Dance introduction & basic dances/calls (Getting Ready to Square Dance)

Elvira

Slap Leather

7th Grade:

Orientation - Article on the health benefits of dancing

Teaching options: Keeping the beat

Review line dances a/o Cupid Shuffle, Cha Cha Slide

Review square dance, then use simple square dances (Square Dancing Today)

Modified social dance

8th Grade:

Orientation - Article on the health benefits of dancing

Teaching options: Keeping the beat

Review Line dances a/o Wobble, Honkey Tonk Stomp

Review Square Dance, then use simple square dances (Square Dance Today -Shake it up)

Review modified social dance

Introduce East Coast Swith - (Christy Lane's Swing Dance Today)

Free style, choreography, performance

## Integration of 21st Century Themes and Career Exploration

Students will demonstrate their understanding of working collaboratively in movement patterns and when working with partners to accomplish the directed patterns necessary to complete a dance.

Students will be given opportunity to problem solve in order to successfully learn and perform movement patterns necessary to complete a dance or work with another individual.

Students will gain an understanding that dance and moving to music support good physical health choices and enhances social health.

Students will explore dance as a career path.

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| CRP.K-12.CRP1.1 | Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good. |
| CRP.K-12.CRP3.1 | Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success. |
| CRP.K-12.CRP8.1 | Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others. |
| CAEP.9.2.8.B.1 | Research careers within the 16 Career Clusters ® and determine attributes of career success. |

## Technology Integration

Music will be played via speaker, using teacher collected playlist on computer or tablet/iPad.

SmartScreen will be used to show videos for demonstration a/o instruction.

Students will not personally use technology during this unit.

## Interdisciplinary Connections

Dance contributes to educating the whole child. Interdisciplinary connections can be see through:

Social studies- Study of dance history, cultural and social influences on dance, researching choreographers, history of techniques, and current events in dance.

Math- study of shape, time, and space, creating formations, symmetry vs. asymmetry, and rhythms and

counting.

Language Arts- critical thinking through observation and analysis of dance, using inspiration for choreography, and dance criticism.

By incorporating cross-discipline education, students recognize the connection between dance and the subjects of social studies, math, and language arts. This connection fosters a well-rounded and successful dance and academic student.

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| MA.7.EE.A | Use properties of operations to generate equivalent expressions. |
| MA.7.G.A | Draw, construct, and describe geometrical figures and describe the relationships between them. |
| LA.SL.7.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. |
| LA.SL.7.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |
| LA.L.7.5.B | Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. |
| LA.L.7.5.C | Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending). |
| SOC.6.3.8.CS10 | Accept decisions that are made for the common good. |

## Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

**Differentiation occurring in this unit:**

Students may use visual aids to imitate loco motor movement.

Students may work with a partner to move in space without bumping into one another.

## Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

**Modifications and Accommodations used in this unit:**

All IEP's and 504's will be utilized for individual students as recommended.

Some students may be asked to physically move to an area that will enable them to see, follow, be less distracted, or safer dependent upon activity.

## Benchmark Assessments

**Benchmark Assessments** are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

**Schoolwide Benchmark assessments:**

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

**Additional Benchmarks used in this unit:**

Teacher observation of students completing assigned movement patterns to movement.

Class discussion

Question and Answer

## Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

**Formative Assessments used in this unit:**

Student will be able to remember and perform movement patterns taught to music without instructor prompting.

## Summative Assessments

**Summative assessments** evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

**Summative assessments for this unit:**

Student will use comprehensive skills and cooperative skills to execute learned movement patterns independently, with partners, and with groups without instructor prompting in final performance.

## Instructional Materials

Music Playlist

Instructions for various dances

Videos of various dances

Speaker

SmartScreen

Manipulatives (with containters):  scarves, ribbons, rings, lummi sticks, flags, pom poms (etc.)

Cones

## Standards

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| | Effective execution of movements is determined by the level of related skills and provides the foundation for physical competency and literacy to participate with confidence in a broad range of physical activities (e.g., games, sports, aerobics, martial arts, recreational activities). |
| 2.2.8.MSC.1 | Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities). |
| 2.2.8.MSC.2 | Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments. |
| 2.2.8.MSC.3 | Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga). |
| | Feedback from others and self-assessment impacts performance of movement skills and concepts. |