# **Dance 6th Grade**

**Content Area:** Dance

**Course(s):** Dance 6

**Time Period:** Semester

**Length:** 2X per week

**Essential Questions**

* How is dance interpreted?
* What criteria are used to evaluate dance?
* How does dance deepen our understanding of ourselves, other knowledge and events around us?
* How does knowing about social, cultural, historical, and community experiences expand dance literacy?

**Big Ideas**

* Dance is interpreted by considering intent, meaning and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.
* Criteria for evaluating dance vary across genres, styles and cultures.
* As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning.
* Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.

**Enduring Understandings**

1.1.8.Cn10a: Explain how the perspectives expressed by the choreographer impact personal interpretation. Consider how personal background and experiences influence responses to dance works.

1.1.8.Re9a: Examine artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, and/or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.

1.1.8.Cn10b: Employ a variety of research methods to inform the development of original dances about global issues, including climate change. Articulate ways the research deepened understanding of the topic and how big ideas are expressed metaphorically through dance.

1.1.8.Cn11a: Research and analyze how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people from whom the dances originate.

**Diversity Integration**

Section 18A:35-4.35 - History of disabled and LGBT persons included in middle and high school curriculum. A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards.

Activity: Students discuss the prospect of dancing while in a wheelchair. What challenges might this person experience? Do you think the challenge of dancing in a wheelchair is more difficult than the challenge of people’s expectations? Students watch Youtube videos of dancers dancing using wheelchairs (Gravity Song, Infinite Flow Dance company)

**Career Education Integration**

9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally and globally

Connection: Students will investigate different options that a career in dance has to offer. Students will discover the roles and responsibilities of each career path and discuss the education and dedication needed to be successful.

Connection Activity: Students will investigate the annual rate of various dance-related careers

**Cross-Curricular Integration**

Integration Area: Science

ESS1.B: Earth and the Solar System

* The solar system consists of the sun and a collection of objects, including planets, their moons, and asteroids that are held in orbit around the sun by its gravitational pull on them. (MS-ESS1-2),(MS-ESS1-3)
* This model of the solar system can explain eclipses of the sun and the moon. Earth’s spin axis is fixed in direction over the short-term but tilted relative to its orbit around the sun. The seasons are a result of that tilt and are caused by the differential intensity of sunlight on different areas of Earth across the year. (MS-ESS1-1)
* The solar system appears to have formed from a disk of dust and gas, drawn together by gravity. (MS-ESS1-2)

Activity: Create the solar system using students instead of planets and replicate the movements of the planets. Students spin their bodies in the direction that the planets move and the speed at which they move comparatively with each other.

**Technology Integration**

8.1.8.CS.1: Recommend improvements to computing devices in order to improve the ways users interact with the devices.

Core Idea: The study of human–computer interaction can improve the design of devices and extend the abilities of humans.

• 8.1.8.NI.3: Explain how network security depends on a combination of hardware, software, and practices that control access to data and systems.

Core Idea: The information sent and received across networks can be protected from unauthorized access and modification in a variety of ways.

• 8.1.8.DA.3: Identify the appropriate tool to access data based on its file format

Core Idea: Data is organized and accessible based on the application used to store it.