**Dance 7th grade**

***Content Area:*** *Dance*

***Course(s):*** *Dance 7*

***Time Period:*** *Semester*

***Length:*** *10 weeks, 2X per week*

**Essential Questions**

* Where do choreographers get ideas for dances?
* How do dancers work with space, time, and energy to communicate artistic expression?
* How is the body used as an instrument for technical and artistic expression?
* How is dance interpreted?

**Big Ideas**

* Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.
* Space, time, and energy are basic elements of dance.
* Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, productions, elements and audience that heightens and amplifies artistic expression.
* 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.

**Enduring Understandings**

● 1.1.8.Cr3a: Revise choreography collaboratively or independently based on artistic criteria, self reflection and the feedback of others. Explain movement choices and revisions and how they impact the artistic intent.

● 1.1.8.Pr4a: Perform planned and improvised movement sequences with increasing complexity in the use of floor and air pathways, including various spatial designs for movement interest and contrast to sculpt the body in space.

● 1.1.8.Pr5c: Demonstrate use of elongated spine and engage in release of tension from spine/shoulders. Demonstrate the placement and shifting of energy in the body. Use vertical, off-center and nonvertical alignment. Maintain organization of the body while moving through space.

● 1.1.8.Pr6b: Apply specific feedback in rehearsal to refine performance accuracy, consistency and expressiveness. Clarify the execution of complex patterns, sequences and formations.

**Diversity Integration**

[N.J.S.A. 18A:35-4.36a](https://www.nj.gov/education/standards/socst/docs/DiversityInclusionLaw.PDF): The lesson plans, units and resources highlight and promote instruction about diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance.

Activity: Students will learn the Cha cha basic dance steps through a tutorial. Students will learn that the cha cha originated in Cuba as well as particular patterns of the music rendering a cha cha sound. Students will gain an appreciation for the Cuban-based music and dance pattern.

**Career Education Integration**

9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.

Connection: How does my training/education affect the outcome of my career? Should I make a choice about what I want to do as a career or explore various aspects of careers, salaries projected for those careers and necessary education and/or training.

Connection Activity: Students will investigate the difference between a professional dancer who has a contract with a prestigious dance company and a lawyer who represents dancers as their area of expertise. They will discover the roles and responsibilities of each career path and discuss the education and dedication needed to be successful in both roles. Students will also research the annual salaries of each dance-related career.

**Cross-Curricular Integration**

**Integration Area: Social Studies**

6.1.4.D.4 Explain how key events in Russia led to the creation of the Bolshoi Ballet Company and theatre.

Activity: Students will have several class discussions about how the Bolshoi Ballet company was founded in 1776 in Moscow, Russia, how the creation centered around an orphanage and the history of its success.

**Integration Area: Social Studies**

6.2.8.D.4.a: The life and work of Mikhail Baryshnikov

Activity: Students will study the life and influence that Mikhail Baryshnikov had on the early russian ballet in the 1940’s, his life and journey to becoming an American citizen after defecting to Canada and his contributions to the world of ballet since.

**Technology Integration**

• 8.1.8.CS.2: Design a system that combines hardware and software components to process data.

Core Idea: Software and hardware determine a computing system’s capability to store and process information.

• 8.1.8.NI.4: Explain how new security measures have been created in response to key malware events

Core Idea: The evolution of malware leads to understanding the key security measures and best practices needed to proactively address the threat to digital data

8.1.8.DA.4: Transform data to remove errors and improve the accuracy of the data for analysis.

Core Idea: The purpose of cleaning data is to remove errors and make it easier for computers to process.