

Unit 1-Elements of Dance

Content Area: **TEMPLATE**
Course(s):
Time Period: **Full Year**
Length: **25 days**
Status: **Published**

General Overview, Course Description or Course Philosophy

In this unit, students will begin to develop vocabulary related to various styles of movement and begin their study of dance posture and alignment, spatial awareness and movement pathways and shapes. Students will also maintain ongoing paper or digital dance portfolios throughout the unit.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Enduring Understandings:

Basic dance technique can be found in all genres of dance.

- A dancer's skill includes execution, rhythm, tempo, technique, and body control.
- Dance is a form of communication.
- Choreography is the creation of movement most often set to music.
- Tempo and rhythm are essential components of choreography.

Essential Questions:

How do we execute proper dance technique?

- How do I develop an understanding of the proper use of their instrument in creating art?
- How do I utilize, identify and develop the different possibilities of movement and imagery with my body?
- How do I blend the breaks/changes between movements?
- What is the characteristic tone for my dance?
- How do I manipulate my instrument in order to develop that tone?
- How do I develop an understanding of the proper maintenance of the "healthy body"?
- How do I keep my instrument in the best possible condition?
- What are the indicators and treatment/management of the unhealthy body?
- How do the elements of dance influence dance creation?
- How do the elements of dance effect dance performance?
- How do we observe and speak about the elements of dance?

CONTENT AREA STANDARDS

DA.9-12.1.1.12prof.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
DA.9-12.1.1.12prof.Cn10a	Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer impact personal interpretation. Consider how personal background and experiences influence responses to dance works.
DA.9-12.1.1.12prof.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

• 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product. • 8.2.12.NT.2: Redesign an existing product to improve form or function.

LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.K-12.NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.K-12.NJSLSA.SL5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
WRK.9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
WRK.9.2.12.CAP.13	Analyze how the economic, social, and political conditions of a time period can affect the labor market.

STUDENT LEARNING TARGETS

Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

Declarative Knowledge

Students will understand that:

- The appropriate vocabulary and symbols for dance in various styles of movement
- There is an appropriate dance posture/alignment to movement.
- Spatial awareness is required when performing a phrase of movement.
- There are many different forms of movement

Procedural Knowledge

Students will be able to:

- Integrate codified movement vocabulary from a variety of dance genres using the American Ballet Theater National Training Curriculum.
- Observe group improvisations and discuss how dance elements are used in combination or isolation.
- Improvise using text and/or sounds while moving.
- Analyze the effects of open-ended structures and closed structures.
- Deconstruct a dance, webbing movement, musical and design elements to analyze their combined effects.
- Apply choreographic devices such as repetition, call and response, echoing, accumulation, retrograde, inversion, etc.

EVIDENCE OF LEARNING

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

Benchmark Assessments

Benchmark Assessments conducted three times per year, using Pear Assessment (Standards Based Assessments)

Alternate Assessments

- Portfolios
- Think-Pair-Share
- Teacher/Student Conferences
- Group Presentations

Formative Assessments

Tests

Quizzes

Alternative:

Class discussions

think pair share

Summative Assessments

- Research project
- Portfolio

RESOURCES (Instructional, Supplemental, Intervention Materials)

Core:

<https://www.ket.org/education/resources/dancesense/>

<http://users.rowan.edu/~conet/rhythms/warmup-social-cultural-creative-dances.html>

Supplemental:

<https://www.youtube.com/watch?v=q90cM7fqpvY>

<http://artsedge.kennedycenter.org/educators.aspx>

INTERDISCIPLINARY CONNECTIONS

ELA: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

Comprehensive Health and Physical Education: Explain and demonstrate ways to apply movement skills from one game, sport, dance, or recreational activity to another (e.g., striking skills from/to tennis, badminton, ping pong, racquetball). 2.5.12.A.3 Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships

(creative, cultural, social, and fitness dance

LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
LA.K-12.NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.K-12.NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.K-12.NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LA.K-12.NJSLSA.W6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LA.K-12.NJSLSA.L1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.K-12.NJSLSA.L6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
HE.9-12.2.1.12.CHSS.9	Develop an action plan to assist individuals who have feelings of sadness, anxiety, stress, trauma, or depression and share this information with individuals who will benefit.
HE.9-12.2.2.12.LF.3	Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.
HE.9-12.2.2.12.LF.8	Identify personal and community resources to explore career options related to physical activity and health.
HE.9-12.2.2.12.PF.1	Compare the short- and long-term benefits of physical activity and the impact on wellness associated with physical, mental, emotional fitness through one's lifetime.
HE.9-12.2.2.12.MSC.2	Analyze application of force and motion (e.g., weight transfer, power, speed, agility, range of motion) and modify movement to impact performance.

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.