

Unit 4 - Choreography and Performance

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 present a detailed proposal for a dance and will demonstrate appropriate performance choices through practices of reflection, rehearsal, evaluation, and revision. Students will complete an ongoing paper or electronic dance portfolio.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Enduring Understandings:

- Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.
- Choreographers and dancers analyze, evaluate, and document their work to improve the quality.
- Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.

Essential Questions:

- How do we provide appropriate feedback about dance performance?
- What is your creative process?
- Why is it important to have structure when crafting your work?
- How do students learn how to perform by themselves as well as with others?
- How does my individual participation benefit and effect the whole ensemble?
- What can I do personally to improve my own performance as an individual and as part of an ensemble?

CONTENT AREA STANDARDS

DA.9-12.1.1.12prof.Cr	Creating
DA.9-12.1.1.12prof.Cr1a	Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement.
DA.9-12.1.1.12prof.Cr1b	Analyze the elements of dance to expand personal movement vocabulary and ascertain new movement possibilities through the creation of choreographic works.
DA.9-12.1.1.12prof.Cr2a	Manipulate a variety of choreographic devices and dance structures to collaboratively

	develop a dance study with a clear artistic intent. Use dance terminology to explain how the dance structures clarify the artistic intent.
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.Cn10b	Research global issues, including climate change, using multiple research methods to inform original dances expressed through multiple genres, styles, and varied cultural perspectives.

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

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

WRK.9.2.12.CAP	Career Awareness and Planning
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.5	Assess and modify a personal plan to support current interests and post-secondary plans.
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:

- Performance choices link to support choreographic intent
- Each individual has their own creative process.
- Choreographers pull from a variety of inspiration.

Procedural Knowledge

Students will be able to:

- Use interactive dance learning to create work.
- Create a solo reflecting a distinct personal statement, perform it or set it on another student

- Present a proposal for a dance.
- Rehearse, document, and revise choreography

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

- class discussions
- portfolio

Alternative:

- Journals

Summative Assessments

- Tests
- Quizzes

RESOURCES (Instructional, Supplemental, Intervention Materials)

Core:

<http://americandanceguild.org/>

NY Times Dance: <https://www.nytimes.com/section/arts/dance>

Supplemental:

<https://www.dance-teacher.com/independent-study-projects-can-boost-high-school-learning-2641216800.html>

INTERDISCIPLINARY CONNECTIONS

ELA - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

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

. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Integration of Technology :

Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

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.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LA.K-12.NJSLSA.SL2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
LA.K-12.NJSLSA.SL4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task,

purpose, and audience.

HE.9-12.2.1.12.EH.1

Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.

HE.9-12.2.2.12.LF.1

Apply and share a movement and physical fitness vocabulary that is intrinsic to motivate oneself, to impact family, and others in a community.

HE.9-12.2.2.12.LF.6

Implement a financial plan for participation in physical activity in the community for self and family members.

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.

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.