Unit 3 - Performance Dance

Content Area: **Dance**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

Unit Overview

Students in different grade levels will continue the work from Unit 2 to revise and perform the dance(s) created.

Please note the District does not offer Dance as a course.

Enduring Understandings

Dance is perceived and analyzed to comprehend its meaning.
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.
Career Exploration – Explore careers in dance (choreography, teacher, theatre, video production)

Essential Questions

How do choreographers use self-reflection, feedback from others and documentation to improve the quality of their work?
How do dancers work with space, time and energy to communicate artistic expression?
What must a dancer do to prepare the mind and body for artistic expression?
How does a dancer heighten artistry in a public performance?

Learning Objectives

Choreographers analyze, evaluate, refine, and document their work to communicate meaning.
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, production elements and audience that heightens and amplifies artistic expression.

Create a work with peers using original movement material devices to manipulate phrases, and a clear choreographic structure.
Take video footage of only classmates' feet and legs as they are rehearsing a dance; repeat with only the upper body; use it to revise performance.
With peers, create a video of students dancing to weave into a performance.
Interpret a dance in terms of content (narrative, themed or abstract) and context (theatrical, ritual or social).
Analyze a dance's content and social/cultural context.
Produce a performance with peers, taking various roles, and analyze the skills needed for such jobs.

Standards: Content

1.1.8.Cr3	Refining and completing products.
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.Cr3b	Record changes in a dance sequence through writing and/or drawing (e.g., directions, spatial pathways, relationships) using dance notations symbols, or forms of media technology.
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.Pr4b	Perform planned and improvised movement sequences of varying lengths with increasing complexity in the use of metric, kinesthetic and breath phrasing.
1.1.8.Pr4c	Perform planned and improvised movement sequences and dance combinations applying dynamic phrasing, energy, emotional intent, and characterization.
1.1.8.Pr6a	Investigate visualization, motor imagery and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill.
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.
1.1.8.Pr6c	Apply feedback to make changes to and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Accept notes from the choreographer, apply corrections and document performance process using dance and production terminology. Analyze and evaluate the success of a performance.
1.1.8.Pr6d	Differentiate technical and production elements and terminology to communicate with performers and backstage personnel to enhance the artistic intent of the dances.

Standards: Interdisciplinary

9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
W	Writing
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
	Technology interacts with society, sometimes bringing about changes in a society's

	economy, politics, and culture, and often leading to the creation of new needs and wants. New needs and wants may create strains on local economies and workforces. Improvements in technology are intended to make the completion of tasks easier, safer, and/or more efficient.
8.2.8.ITH.2	Compare how technologies have influenced society over time.
SL.PE.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
SL.II.6.2	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
SL.UM.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Assessment Evidence

Formative	Informal Observation, Oral Question/Answer Responses, Class Discussion, Written Class Work, Group Performance, Individual Performance
Summative	Tests, Quizzes, Projects, Formal Performances, end-of-unit composition
Alternative & Benchmark	Alternative – Students choreography dance on paper, alternative assignment on dance style (research paper/presentation) Benchmark – LinkIt Benchmark, Standards aligned assessment, performance assessments
Assessment Evidence Resource	

Instructional Resources

Computers, Internet, SmartBoard, YouTube, Sound and Video Equipment as needed.

Instructional Resource List

Curricular Mandates

Below are the curricular requirements as defined in NJ Administrative Code and Statute

	Amistad		Diversity, Equity, and Inclusion
	Holocaust		LGBT and Disabilities (Grades 6-12)
	Climate Change		Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

	Self-Awareness		Relationship Skills
	Responsible Decision-Making	X	Social Awareness
	Self-Management		

21st Century Skills & Themes

X	Global and Cultural Awareness		Technology Literacy		Planning and Budgeting
X	Creativity and Innovation		Financial Institutions		Risk Management and Insurance
X	Information and Media Literacy		Digital Citizenship		Economic and Government Influences
X	Critical Thinking and Problem Solving		Credit Profile	X	Career Awareness and Planning
X	Civic Financial Responsibility		Financial Psychology		