Unit 2 - Creating Dances

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

Unit Overview

Students in different grade levels will develop an understanding of how their bodies move and work when engaged in creating a dance. Students will create dances based on student voice and choice.

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

Enduring Understandings

Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.
The elements of dance, dance structures and choreographic devices serve as both a foundation and a departure point for choreographers.
The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.

Essential Questions

Where do choreographers get ideas for dances?
What influences choice-making in creating choreography?
How is the body used as an instrument for technical and artistic expression?

Learning Objectives

Manipulate movement phrases with devices such as repetition, inversion, retrograde.
Explore structures such as Call and Response, Flocking
Teach a movement phrase that includes strength, flexibility and endurance. Have the students alter the phrase by manipulating the tempo, accents,
directions, levels and energy qualities. Analyze how varying the use of force affects the way a movement feels, is perceived, and is interpreted.
Teach a complex locomotor and axial sequence. Have the students alter the sequence's breath and metric rhythms, spatial directions, shaping of the body
and energy qualities.
Differentiate the elements of style and design of a traditional and non-traditional dance work and apply conventional and non-conventional elements of
style to express new ideas in self-generated choreography.

Connect the locomotor and axial sequence to a story. See what sections of the movement sequence relate to different characters in the story. Discuss the connections.
Execute movement sequences in a variety of dance forms with accuracy.
Make spontaneous choices in a dance partnering with sensitivity to the partner.
Explain the technical demands of a style.
Learn vocabulary related to descriptive and technical dance terms.

Standards: Content

1.1.8.Cr1a	Implement movement created from a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) to develop an original dance study.
1.1.8.Cr1b	Explore various movement genres though the elements of dance. Identify and select personal preferences to create an original dance study.
1.1.8.Cr2a	Demonstrate a variety of choreographic devices and dance structures (e.g., ABA, palindrome, theme and variation, rondo, retrograde, inversion, narrative, accumulation), to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to articulate and justify reasons for movement choices.
1.1.8.Cr2b	Establish criteria to choreograph a dance that communicates personal, historical, sociopolitical, or cultural meaning. Articulate how the criteria clarify or intensify the artistic intent.
1.1.8.Pr5	Developing and refining techniques and models or steps needed to create products.
1.1.8.Pr5a	Examine how healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) and safe body-use practices are essential for the dancer.
1.1.8.Pr5b	Examine how kinesthetic principles and various body systems (e.g., cardiovascular, respiratory, musculoskeletal) relate to the dancing body.
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.Pr5d	Explore movement that develops a wide range of motion, muscular flexibility, strength, and endurance. Explore different body conditioning techniques (e.g., yoga, weight training, aerobics, Pilates).
1.1.8.Pr5e	Transfer vocabulary and codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing.

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		