



**Cliffside Park School District
2018-2019
DANCE CURRICULUM
Grades 3-5**

New Jersey Student Learning Standards

Dance: Grades 3-5

Unit 1: Elements of Dance and Kinesthetic Movement

Time Allotted: Approximately 10 Weeks

New Jersey Student Learning Standards (NJSLS)

- 1.1.5.A.1 Analyze both formal and expressive aspects of time, shape, space, and energy, and differentiate basic choreographic structures in various dance works.
- 1.1.5.A.4 Differentiate contrasting and complementary shapes, shared weight centers, body parts, body patterning, balance, and range of motion in compositions and performances.
- 1.3.5.A.1 Perform planned and improvised sequences with a distinct beginning, middle, and end that manipulate time, space, and energy, and accurately transfer rhythmic patterns from the auditory to the kinesthetic.
- 1.3.5.A.4 Demonstrate developmentally appropriate kinesthetic awareness of basic anatomical principles, using flexibility, balance, strength, focus, concentration, and coordination.
- 1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
- 1.4.5.B.4 Define technical proficiency, using the elements of the arts and principles of design.

Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<ul style="list-style-type: none"> - Why did we make these movement and spatial choices? - How do dancers make movement and spatial choices? - What are the impacts of movement quality and speed? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Exhibit control in balance - Dance with weight shift, transition and flow - Distinguish symmetrical and asymmetrical shapes - Understands conditioning principles (balance, strength, flexibility, endurance, alignment). - Understand the relationship of bodily skills to time, space and energy. - Understand not only positive and negative space, but also 	<ul style="list-style-type: none"> - Practice exercises and combinations that build strength, awareness, coordination and control. - Explore structures such as Follow the Changing Leader, Echoing, Pass the Movement. - Have the students create a warm up using balance, strength, endurance and flexibility. - Listen to signals and respond to movement directions. - Create a warm up using balance, strength, endurance and flexibility - Choreograph a short dance based on one body part. Include shapes, 	<ul style="list-style-type: none"> - Evaluate informal in-class performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics. <p>Sample Rubric 1 Sample Rubric 2</p>

	range, shape, levels, directions, symmetry/asymmetry, moving in place and through space, pathways and mapping.	<p>pathways, axial and locomotor steps.</p> <ul style="list-style-type: none"> - Teach a locomotor pattern that includes four of the basic locomotor steps. Have the students vary the pattern by adding arms and backs. - Create a web of small and large movements in dance, and the parts of the body they engage. - Have the students create an 8 count movement phrase that accents two of the beats. When completed, have them manipulate the phrase by varying the space, levels and directions. - Play a variety of songs and try to match the quality of the music to the quality of the movement. 	
Resources/Materials	https://www.elementsofdance.org/ Elements of Dance Video: https://www.youtube.com/watch?v=UGuD9Geeb2k Dancemaker App: https://itunes.apple.com/us/app/dancemaker/id1180809091?mt=8 List of dance styles and descriptive words: http://www.dancesteps.com.au/styles/index.php Contemporary Dance Vocabulary: https://www.contemporary-dance.org/dance-terms.html Glossary of Terms		
Interdisciplinary Connections	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. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. 2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles. 2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.		
21st Century Life and Careers	CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP12. Work productively in teams while using cultural global competence.		
Technology Standards	8.1.5.A.1 - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.		
Modifications			
English Language Learners	Special Education	At-Risk	Gifted and Talented

<p>When providing direct instruction on dance concepts, utilize:</p> <ul style="list-style-type: none"> ● Vocalization ● Modeling ● Gestures 	<ul style="list-style-type: none"> ● Create a visual identifying the elements of dance. ● Create a picture dictionary of dance terminology. ● Provide alternative response choices to questions on the elements of dance. ● Provide alternative movement choices to kinesthetic movement tasks. 	<ul style="list-style-type: none"> ● Incorporate student choice in activities. ● Use a graphic organizer to categorize elements of dance. ● Repeat directions as needed. 	<ul style="list-style-type: none"> ● Create and lead the class in a warm up using balance, strength and flexibility. ● Compare and contrast small and large body movements and the parts of the body they engage. ● Develop an 8-count or longer routine focusing on one body part. Teach routine to peers.
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Dance: Grades 3-5

Unit 2: History of the Arts and Culture

Time Allotted: Approximately 10 Weeks

New Jersey Student Learning Standards (NJSLS)

- 1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
- 1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
- 1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
- 1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
- 1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual’s imagination and frame of reference (e.g., personal, social, political, historical context).
- 1.4.5.B.1 Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
- 1.4.5.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<ul style="list-style-type: none"> - How has the role of dancing been an outlet for expressing feelings of joy in spite of harsh circumstances, and for giving a shared form of sadness? - What are the origins and meanings of different dances throughout history? - What are the cultural 	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Describe who dances a dance, and where, when and why it is danced. - Examine the cultural origins of a variety of dance forms from around the world. - Identify clues about history and culture in dance movements, costuming and musical accompaniment. - Identify and research the significant contributions of a cultural social dance and its impact on today’s social dances - Explore themes, values, and beliefs that are reflected in a dance. 	<ul style="list-style-type: none"> - Maintain a dance journal that includes responses to performances, vocabulary lists, drawings and notation. - Learn a dance from one’s heritage and teach it to the class, explaining when and by whom the dance is performed, and its cultural significance. - Learn elements of a dance style (e.g., Tap, Modern Dance) and examine its roots. - Research the originator of a 	<ul style="list-style-type: none"> - Evaluate informal in-class performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics. - Evaluate written reflections on dance principles, including reports and journal responses, using a student-created rubric. - Additional Assessments may include:

<p>influences of certain dances?</p> <ul style="list-style-type: none"> - What are the similarities and differences among various dances throughout history in relation to the ideas and perspectives of the people from which the dances originate? - How are aspects of culture expressed through dance? 	<ul style="list-style-type: none"> - Observe commonalities and differences in group, circle and chain dances in content in relation to societal beliefs and values. - Create and share a group, circle or chain dance influenced by the social practices of a specific culture demonstrating clear content and form. - Perform group, circle, or chain dances from various world cultures. 	<p>technique.</p> <ul style="list-style-type: none"> - Research a specific dancer/choreographer with a guided group using appropriate websites, and create a summary. - Watch a live performance or video of ritual or ceremonial dance. - Learn and perform an authentic ceremonial or ritual dance (e.g. Ve David from Israel, Troika from Russia or Hasapikos from Greece). - Create a simple ritual or ceremonial dance by studying a particular culture. Use the elements based on that culture to create the movement for the dance. 	<ul style="list-style-type: none"> - Analyzing primary source documents on the history of certain dances and the cultures of origin. - Conduct short research projects on the cultural origins of dance to support analysis, reflection, and research - Use technology to create a presentation on the impact of dance on specific groups of people and historical events.
<p>Resources/Materials</p>	<p>Dance Texts: https://www.readworks.org/find-content#!q:Dance/g:/t:0/f:0/pt:/features/ Dance Artifacts: https://digitalcollections.nypl.org/collections/dance-in-photographs-and-prints#/?tab=navigation The Evolution of Dance: https://www.ted.com/talks/the_lxd_in_the_internet_age_dance_evolves/up-next#t-408223 Article: What is Hip Hop? https://www.educationworld.com/a_lesson/what-is-hip-hop.shtml PBS Resources: https://nj.pbslearningmedia.org/search/?q=Dance&selected_facets= TED Talk: Why Do We Dance? Navajo Bow and Arrow Dance Dancing on the Freedom Trail Telling a Story Through Dance Glossary of Terms</p>		
<p>Interdisciplinary Connections</p>	<p>6.1.4.A.14 Describe how the world is divided into many nations that have their own governments, languages, customs, and laws 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people. NJLSA.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. NJLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. NJLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p>		

	<p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		
21st Century Life and Careers	<p>9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>		
Technology Standards	<p>8.1.5.A.1 - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.5.A.2 - Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.</p>		
Modifications			
English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Use sentence / paragraph frames to assist with writing reports. ● Create a world wall with cultural dance names / vocabulary. ● Work with a partner to develop written reports and journal entries. ● Provide extended time for written responses and reports. 	<ul style="list-style-type: none"> ● Use sentence / paragraph frames to assist with writing reports. ● Create a world wall with cultural dance names / vocabulary. ● Utilize graphic responses in journals. ● Provide extended time for written responses and reports. 	<ul style="list-style-type: none"> ● Invite parents / guardians to participate in sharing cultural themes and dances. ● Provide an outline for journal entries and study guides. ● Provide extended time for written responses and reports. 	<ul style="list-style-type: none"> ● Create an original dance based on the cultural themes and dance elements of a particular style. ● Incorporate multiple types of resources, including text, video, interviews, etc., into a report on a dancer or choreographer from specific time period or culture. ● Write detailed reflections to live and/or video performances.

Dance: Grades 3-5

Unit 3: Choreography and Performance

Time Allotted: Approximately 10 Weeks

New Jersey Student Learning Standards (NJSL)

- 1.1.5.A.2 Analyze the use of improvisation that fulfills the intent of and develops choreography in both its form and structure.
- 1.1.5.A.3 Determine how accompaniment (such as sound, spoken text, or silence) can affect choreography and improvisation.
- 1.3.5.A.2 Use improvisation as a tool to create and perform movement sequences incorporating various spatial levels (i.e., low, middle, and high), tempos, an spatial pathways.
- 1.3.5.A.3 Create and perform dances alone and in small groups that communicate meaning on a variety of themes, using props or artwork as creative stimuli.
- 1.3.5.A.5 Perform basic sequences of movement from different styles or traditions accurately, demonstrating proper alignment, balance, initiation of movement, and direction of focus.
- 1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
- 1.4.5.B.5 Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.

Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<ul style="list-style-type: none"> - How have we participated in this unit as dancers and choreographers? 	Students will be able to: <ul style="list-style-type: none"> - Select themes, discuss and plan, and develop movement in collaboration with peers, in partners and in small groups - Create a short dance with peers incorporating several 	<ul style="list-style-type: none"> - Improvise collaboratively on a theme. - Create a dance with peers, using group formations, a variety of locomotor and non-locomotor movements, expressive dynamics and changing spatial paths. 	<ul style="list-style-type: none"> - Evaluate informal in-class performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics.

	<p>movement phrases with a beginning, middle and end</p> <ul style="list-style-type: none"> - Understand choreographic devices (repetition) and structures (theme and variation) 	<ul style="list-style-type: none"> - Dance with responsiveness to rhythm, tempo and mood of music. - Work in silence or in relation to text. - Create a set of agreed-upon criteria for evaluating dance with teacher and peers. - Improvise non-metric and breath rhythms alone, with a partner and with a group. Add voice, sound, percussion or music. - Compare and contrast works by choreographers - Improvise movements of the joints in the body. Then create a dance with a partner that is focused on joint action. Perform and analyze the dance. - Create an individual 8 count locomotor and axial movement phrase. Teach the phrase to a partner. Join with another group to combine four movement phrases to create a 32 count phrase. Perform and reflect. 	<p>Sample Rubric 1 Sample Rubric 2</p>
<p>Resources/Materials</p>	<p>Teaching Rhythm in Dance: Ideas and Exercises: https://www.tututix.com/teaching-rhythm-dance/ Dancemaker App: https://itunes.apple.com/us/app/dancemaker/id1180809091?mt=8 Heartbeat Dances: https://www.youtube.com/watch?v=x5oq4ErAmW0 The Skeleton Dance: https://www.youtube.com/watch?v=Jpvuqj5nv6U Contemporary Dancing for Beginners: https://www.youtube.com/watch?v=KstgOWbM6vk Hip Hop Dance Moves for Kids: https://www.howcast.com/guides/994-hip-hop-dance-moves-for-kids/ Indian Folk Dance: http://www.youtube.com/watch?v=-knKCPnRpR0 Latin Folk Dance: http://www.youtube.com/watch?v=qihYdSsLhXo Russian Folk Dance: http://www.youtube.com/watch?v=niY0GZpQQSI Glossary of Terms</p>		
<p>Interdisciplinary Connections</p>	<p>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. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. 2.5.4.A.3 Explain and demonstrate movement sequences, individually and with others, in response to various tempos,</p>		

	rhythms, and musical styles. 2.5.4.A.4 Correct movement errors in response to feedback and explain how the change improves performance.		
21st Century Life and Careers	CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP12. Work productively in teams while using cultural global competence.		
Technology Standards	8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.		
Modifications			
English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Display labeled images of dance movements. ● Use body movement to respond to theme / emotion in sound ● Restate dance steps aloud before performance. 	<ul style="list-style-type: none"> ● Choose rhythm, tempo, or theme to focus on when dancing to a particular piece. ● Create a 4-count movement phrase to share with peers. ● Add a simple vocal or percussion phrase to music. ● Work with a peer to develop a short choreography routine. 	<ul style="list-style-type: none"> ● Invite parents/ guardians to view and /or participate in a dance performance. ● Break choreography into smaller pieces. ● Conference with teacher during the dance planning process. 	<ul style="list-style-type: none"> ● Compare and contrast choreography from two or more dance styles and present findings to peers. ● Develop longer movement phrases individually and in collaboration with peers. ● Create a movement pattern to respond to a spoken text with emphasis on symbolism and theme.