



**Cliffside Park School District
2018-2019
DANCE CURRICULUM
Grades 9-12**

New Jersey Student Learning Standards

High School Dance

Unit 1: Elements of Dance and Kinesthetic Movement

Time Allotted: Approximately 10 Weeks

New Jersey Student Learning Standards (NJSLS)

1.1.12.A.1 Articulate understanding of choreographic structures or forms (e.g., palindrome, theme and variation, rondo, retrograde, inversion, narrative, and accumulation) in master works of dance.

1.1.12.A.2 Categorize the elements, principles, and choreographic structures of dance masterworks.

1.1.12.A.4 Synthesize knowledge of anatomical principles related to body alignment, body patterning, balance, strength, and coordination in compositions and performances.

1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<ul style="list-style-type: none"> - 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? 	<ul style="list-style-type: none"> - Develop a vocabulary of words and symbols for Dance in various styles of movement. - Apply correct dance posture/alignment to movement. - Implement spatial awareness when performing a phrase of movement. - Execute a variety of movement pathways and shapes. 	<ul style="list-style-type: none"> - Integrate codified movement vocabulary from a variety of dance genres using the American Ballet Theater National Training Curriculum ten principles of dance. - 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 repetition and variation. - Evaluate the effects of open-ended structures (e.g., chance) and closed structures (e.g., palindrome). - Deconstruct a dance, webbing 	<ul style="list-style-type: none"> - Quarterly Assessment: Performance-Based - Maintain a dance portfolio over time (paper or digital) with journal reflections, research ideas, notation, videos, photographs, clippings about dance from magazines and newspapers, dance resources and performance "notes." <p style="text-align: right;">Sample Rubric 1</p>

<ul style="list-style-type: none"> - 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? 		<p>movement, musical and design elements to analyze their combined effects.</p> <ul style="list-style-type: none"> - Research on the internet which foods are classed as dancer friendly snacks. - Apply choreographic devices such as repetition, call and response, echoing, accumulation, retrograde, inversion, etc. - Construct a dance warm-up, demonstrating safe and sound physical principles. 	
<p>Resources/Materials</p>	<ul style="list-style-type: none"> - Dance Sense: https://www.ket.org/education/resources/dancesense/ - Dance Warm Ups: https://dance.lovetoknow.com/dance-warm-ups - Dance Warm Ups: http://users.rowan.edu/~conet/rhythms/warmup-social-cultural-creative-dances.html - Video - Repetition and Retrograde: https://www.youtube.com/watch?v=q90cM7fqpY - http://artsedge.kennedy-center.org/educators.aspx - Glossary of Terms 		
<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.</p> <p>NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>2.5.12.A.1 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).</p> <p>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).</p>		
<p>21st Century Life and Careers</p>	<p>9.2.12.C.1 Review career goals and determine steps necessary for attainment.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>		
<p>Technology Standards</p>	<p>8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p>		
<p>Modifications</p>			
<p>English Language Learners</p>	<p>Special Education</p>	<p>At-Risk</p>	<p>Gifted and Talented</p>

<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. ● Assign a native language partner. 	<ul style="list-style-type: none"> ● Provide adequate space for movement ● Provide alternative movements/ oral response choices. ● Utilize graphic responses to dance reflections / evaluations. 	<ul style="list-style-type: none"> ● Incorporate student choice ● Invite parents, neighbors, friends, the school principal and other community members to attend class performances. ● Provide peer mentoring to improve techniques 	<ul style="list-style-type: none"> ● Create and lead the class in a warm up focusing on body alignment, balance, strength, and coordination. ● Create a detailed report on observations of other students and professional dancers. ● Deconstruct a longer dance performance that includes multiple themes and movements.
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High School Dance

Unit 2: History of the Arts and Culture

Time Allotted: Approximately 10 Weeks

New Jersey Student Learning Standards (NJSLS)

1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.

1.4.12.A.3 Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<ul style="list-style-type: none"> - How have dancers today been influenced by dancers of the past? - How will students develop an appreciation and understanding of the importance of the arts within culture? - How do the arts represent the culture, time period that it comes from? - What is the impact of the arts on culture and history? - How do the traits of different cultures influence the art that they produce? 	<ul style="list-style-type: none"> - Explore and distinguish the origins and history of Ballet, Modern, Jazz, Hip Hop, Improvisation, and various Ethnic Dance forms. - Actively participate in Dance activities representing various historical periods and world cultures. - Reflect an understanding of dance history and cultural context in dance study, creation, performance and critical response. 	<ul style="list-style-type: none"> - Research, write about and perform dances of celebration from two continents. - Research an aesthetic movement in dance such as: German Expressionism and Mary Wigman, or Postmodernism and the Judson Dance Theater. - Create a “family tree” of dance forms, tracking influences and interrelationships. - Write a critique on dance masterworks by comparing and contrasting two different genres 	<ul style="list-style-type: none"> - Quarterly Assessment - Maintain a dance portfolio over time (paper or digital) with journal reflections, research ideas, notation, videos, photographs, clippings about dance from magazines and newspapers, dance resources and performance “notes.” <p style="text-align: right;">Sample Rubric 1</p>

<ul style="list-style-type: none"> - How will students develop the ability to think, critically about the elements, performance and aesthetic effect of the arts? 		<p>that are from the same time period.</p> <ul style="list-style-type: none"> - Analyze a dance in reference to the spectrum of dance, synthesizing historical, cultural and stylistic information. 	
Resources/Materials	<ul style="list-style-type: none"> - https://danceinteractive.jacobspillow.org/ - http://artsedge.kennedy-center.org/educators.aspx - Dance Timeline: http://www.danceconsortium.com/features/dance-resources/dance-timeline/ - World Cultural Dance: http://www.fitforafeast.com/dance_cultural.htm - Video - Evolution of Dance: https://www.youtube.com/watch?v=uqHt2VeYJN4 - Glossary of Terms 		
Interdisciplinary Connections	<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.</p> <p>NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.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>9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.</p> <p>9.2.12.C.5 Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>		
Technology Standards	<p>8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</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. ● Assign a native language partner. ● Provide extended time for 	<ul style="list-style-type: none"> ● Provide extended time for written responses and reports. ● Create a world wall with cultural dance names/vocabulary. ● Leveled texts for analyzing 	<ul style="list-style-type: none"> ● Provide an outline for journal entries and research tasks. ● Provide extended time for written responses and reports. ● Encourage student choice of 	<ul style="list-style-type: none"> ● Create an original dance based on the cultural themes and dance elements from related historical dance movements. ● Compare and contrast historical

<p>written responses and reports.</p> <ul style="list-style-type: none"> ● Create a world wall with cultural dance names/vocabulary. 	primary and secondary sources	topics / genres.	<p>/ cultural dances from different time periods and geographic regions.</p> <ul style="list-style-type: none"> ● Become an expert on one dance style and teach the history, influence, and performance of this style to peers.
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High School Dance			
Unit 3: Influence of Dance			
Time Allotted: Approximately 10 Weeks			
New Jersey Student Learning Standards (NJSLS)			
1.1.12.A.3 Analyze issues of gender, ethnicity, socioeconomic status, politics, age, and physical conditioning in relation to dance performances.			
1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.			
1.4.12.A.2 Speculate on the artist’s intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.			
1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.			
1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.			
Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<ul style="list-style-type: none"> - How are forms of dance influenced by time, place, and people? - How do students develop an understanding on the aesthetic meaning, focus, and literary tone of their repertoire? - How can music and movement evoke emotion? - How does the music affect the performance of the dance? - What makes for a good 	<ul style="list-style-type: none"> - Explore and experience the interaction of artists and community cultural resources through performances in and out of school. - Demonstrate understanding of weight placement and support specific to a dance form. - Demonstrate proficiency in a variety of partnering techniques. - Execute extended sequences in 	<ul style="list-style-type: none"> - Attend performances by a range of large and small contemporary dance companies working in different styles and genres, and report to the class. - Analyze the influences that have affected students’ personal dance styles. - Analyze the differences between dance created as theater art and dance created as a participatory experience within a community. 	<ul style="list-style-type: none"> - Quarterly Assessment - Maintain a dance portfolio over time (paper or digital) with journal reflections, research ideas, notation, videos, photographs, clippings about dance from magazines and newspapers, dance resources and performance “notes.” <p style="text-align: right;">Sample Rubric 1</p>

<p>performance?</p> <ul style="list-style-type: none"> - How can we improve upon the last performance? - How did your partner reveal her personal uniqueness in that phrase? - What images came alive for you as you watched your partner perform? - When did you experience your own kinesthetic response to your partner's dancing? 	<p>a variety of dance forms with dependable accuracy.</p> <ul style="list-style-type: none"> - Examine the effect of specific cultural, religious, mythical or archetypal references in dance. 	<ul style="list-style-type: none"> - Evaluate specific artist's intent through. - Identify whether a dance form is theatrical, ritual, social or a combination of these, and describe its function. - Observe a partner/dancer perform and evaluate their intent. - Navigate a wide range of dance websites for dance news, and research independently. - Conduct a research project on an influential person in the world of dance such as Katherine Dunham, Pearl Primus, Jean-Léon Destiné, Lavinia Williams, Alvin Ailey and others. 	
<p>Resources/Materials</p>	<ul style="list-style-type: none"> - Bergen PAC: https://www.bergenpac.org/ - Dance Spirit: https://www.dancespirit.com/ - Social Dances: http://users.rowan.edu/~conet/rhythms/SocialDances/social-dance-resources-6-12.html - Influential Dancers: https://www.dancemagazine.com/the-most-influential-people-in-dance-today-2440965004.html - Community Dance: https://www.communitydance.org.uk/DB/animated-editions/spring-2018 - NY Times Dance: https://www.nytimes.com/section/arts/dance - Glossary of Terms 		
<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.</p> <p>NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>		
<p>21st Century Life and Careers</p>	<p>9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>		
<p>Technology Standards</p>	<p>8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.</p> <p>8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career</p>		

aspirations by using a variety of digital tools and resources.

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. ● Provide extended time for written responses and reports. ● Assign a native language partner. 	<ul style="list-style-type: none"> ● Use sentence/paragraph frames to assist with writing reports. ● Provide extended time for written responses and reports. ● Leveled texts for analyzing primary and secondary sources 	<ul style="list-style-type: none"> ● Use a graphic organizer to categorize movements ● Provide an outline for journal entries and research tasks. ● Provide extended time for written responses and reports. 	<ul style="list-style-type: none"> ● Compare and contrast two influential dancers and the impact they have on the world of dance ● Create an annotated bibliography of dance websites and news resources that reflect current social themes in dance. ● Interview a professional dancer about their personal influences and reflect upon how this affects their performance style.

High School Dance

Unit 4: Choreography and Performance

Time Allotted: Approximately 10 Weeks

New Jersey Student Learning Standards (NJSLS)

- 1.3.12.A.1 Integrate and recombine movement vocabulary drawn from a variety of dance genres, using improvisation as a choreographic tool to create solo and ensemble compositions.
- 1.3.12.A.2 Create theme-based solo and ensemble dances that have unity of form and content, conceptual coherence, and aesthetic unity.
- 1.3.12.A.3 Demonstrate dance artistry with technical proficiency, musicality, stylistic nuance, clarity of choreographic intent, and efficiency of movement through the application of proper body mechanics.
- 1.3.12.A.4 Collaborate in the design and production of dances that use choreographic structures and incorporate various media and/or technologies.
- 1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications 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 do we provide appropriate feedback about dance performance? - What is your creative process? - Why is it important to have structure when crafting your work? 	<ul style="list-style-type: none"> - Self-evaluate to improve performance. - Make appropriate performance choices to support choreographic intent. 	<ul style="list-style-type: none"> - Use interactive distance learning technology to share and create work. - Create a solo reflecting a distinct personal statement; perform it or set it on another student. - Present a clear and detailed 	<ul style="list-style-type: none"> - Quarterly Assessment: Performance-Based - Maintain a dance portfolio over time (paper or digital) with journal reflections, research ideas, notation, videos, photographs, clippings

<ul style="list-style-type: none"> - 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? 		<p>proposal for a dance.</p> <ul style="list-style-type: none"> - Compare the process used in choreography to that of other creative academic or scientific procedures. - Rehearse, document, evaluate and revise choreography - Create a dance with a beginning, development, elaboration, resolution and ending. - Perform student works, teacher-created works, and works by guest artists. - Create a group work for peers based on an abstract concept such as Time. - Create a class-generated evaluation tool based on principles of dance. - Show and discuss dance studies-in-progress, using a standard or class-generated critical protocol - Meet after performance to hear performance “notes” from the teacher and other students. - Read articles and reviews of dance to broaden understanding of criteria used for dance evaluation. - Transfer dance ideas from digital sources to performance. - Evaluate the impact of sharing dance performances online. 	<p>about dance from magazines and newspapers, dance resources and performance “notes.”</p> <p>Sample Rubric 1</p>
Resources/Materials	<ul style="list-style-type: none"> - http://americandanceguild.org/ - NY Times Dance: https://www.nytimes.com/section/arts/dance - https://www.dance.com/ 		

	<ul style="list-style-type: none"> - Note Tracks: https://itunes.apple.com/us/app/notetracks-collaborative-platform/id869456352?mt=8 - Glossary of Terms 		
Interdisciplinary Connections	<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.</p> <p>NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>2.5.12.A.1 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).</p> <p>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).</p>		
21st Century Life and Careers	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>		
Technology Standards	<p>8.1.12.E.2 Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.</p> <p>8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p>		
Modifications			
English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Assign a native language partner. ● Provide an outline for documenting choreography. ● Use a framework for dance observation notes. 	<ul style="list-style-type: none"> ● Provide adequate space for movement. ● Work with a peer to develop a shorter choreography routine. ● Utilize graphic responses to dance reflections / evaluations. 	<ul style="list-style-type: none"> ● Invite parents, neighbors, friends, the school principal and other community members to attend class performances. ● Break choreography into smaller pieces. ● Conference with teacher during the dance planning process. ● Use a framework for dance observation notes. 	<ul style="list-style-type: none"> ● Develop longer movement phrases individually and in collaboration with peers. ● Write a report on how technology has impacted the production and presentation of dances. ● Create a solo narrative piece that incorporate a wide variety of choreographic techniques and use video technology to self-reflect / evaluate the performance.