

**Lower Township School District  
Cape May, NJ**

<b>Unit Overview</b>	
<b>Content Area: Music</b>	
<b>Unit Title: Dance</b>	
<b>Grade Level: 3/4 Grade</b>	<b>Timeline: Full School Year</b>
<b>Anchor Standards:</b> <ol style="list-style-type: none"><li>1. Generating and conceptualizing ideas</li><li>2. Organizing and developing ideas</li><li>3. Refining and completing products</li><li>4. Selecting, analyzing, and interpreting work</li><li>5. Developing and refining techniques and models or steps needed to create products</li><li>6. Conveying Meaning through art</li><li>7. Perceiving and analyzing products</li><li>8. Interpreting intent and meaning</li><li>9. Applying Criteria to evaluate products</li><li>10. Synthesizing and relating knowledge and personal experiences to create products</li></ol>	
<b>Enduring Understandings</b>	
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.	
Choreographers analyze, evaluate, refine, and document their work to communicate meaning.	
Space, time and energy are basic elements of dance.	
The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.	
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.	
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.	

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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.

**Essential Questions**

Where do choreographers get ideas for dances?

What influences choice-making in creating choreography?

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?

How is the body used as an instrument for technical and 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?

How is a dance understood?

How is dance interpreted?

What criteria are used to evaluate dance?

How does dance deepen our understanding of ourselves, other knowledge, and events around us?

How does knowing about societal, cultural, historical, and community experiences expand dance literacy?

**Performance Expectations**

1.1.5.Cr1a: Use a variety of stimuli (e.g., music, sound, text, objects, images, notation, experiences, observed dance, literary forms, natural phenomena, current news) to build dance content.

1.1.5.Cr1b: Solve multiple movement problems using the elements of dance to develop dance content.

1.1.5.Cr2a: Select a choreographic device to expand movement possibilities, create patterns and structures and develop a main idea. Use dance terminology to explain movement choices.

1.1.5.Cr2b: Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.

1.1.5.Cr3a: Revise movement based on peer feedback and self-reflection to improve

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communication of artistic intent in a dance study. Explain movement choices and revisions.  
1.1.5.Cr3b: Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video captioning, etc.

1.1.5.Pr4a: Perform planned and improvised movement sequences with increasing complexity in the use of space. Establish relationships with other dancers, increasing spatial awareness and design (e.g., diverse pathways, levels, patterns, focus, near/far).  
1.1.5.Pr4b: Perform planned and improvised movement sequences with increasing complexity in the use of time/rhythm by accurately transferring rhythmic patterns from the auditory to the kinesthetic and responding immediately to tempo changes.  
1.1.5.Pr4c: Perform planned and improvised movement sequences and dance combinations applying a variety of dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose.)

1.1.5.Pr5a: Apply healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer.  
1.1.5.Pr5b: Recall joint actions, articulations and basic anatomical terms (e.g., muscles, bones, tendons, ligaments) as they relate to dance and apply basic kinesthetic principles (e.g., flexion/extension, inward/outward rotation). Track how basic body organs (e.g., lungs, heart, brain) respond to different intensities of dance movement.  
1.1.5.Pr5c: Identify body organization. Demonstrate use of elongated spine and engage in release of tension from spine/shoulders.  
1.1.5.Pr5d: Demonstrate increased flexibility, strength and endurance using a variety of bases of support (e.g., body shapes, levels, core).  
1.1.5.Pr5e: Apply action vocabulary and execute specific codified movements from various styles/genres. Demonstrate, through focused practice and repetition, body part initiations and articulation of limbs and joints.

1.1.5.Pr6a: Apply visualization, motor imagery and breath to enhance body mechanics and the quality of a movement skill.  
1.1.5.Pr6b: Rehearse a dance to improve group awareness, unison movement, consistency, and attention to detail.  
1.1.5.Pr6c: Dance for and with others in formal and informal settings. Identify and modify the main areas of a performance space and body movements using production terminology (e.g., stage left, stage right, center stage, upstage, downstage).  
1.1.5.Pr6d: Manipulate a variety of technical elements, (e.g., costumes, lighting, sound, performance cues) to support the artistic intent of the dances.

1.1.5.Re7a: Describe recurring patterns of movement and their relationships to the meaning of the dance.  
1.1.5.Re7b: Compare and contrast qualities and characteristics to another dance genre or culture. Use basic dance terminology and elements of dance to describe the qualities and characteristics.

1.1.5.Re8a: Interpret meaning or intent in a dance or phrase based on its movements. Explain how the movements communicate the main idea of the dance using basic dance terminology

1.1.5.Re9a: Develop an artistic criterion as it relates to the elements of dance in specific

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genres, styles, or cultural movement practices. Use dance terminology to describe, discuss and compare characteristics that make a dance communicate effectively.

1.1.5.Cn10a: Describe feelings and ideas evoked by a dance that are observed or performed and examine how they relate to personal points of view and experiences.

1.1.5.Cn10b: Use an inquiry base to investigate global issues, including climate change, expressed through a variety of dance genres, styles and cultural lenses.

1.1.5.Cn11a: Observe and describe how the movements of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.

**Learning Objectives**

***Students will know and be able to...***

- Demonstrate understanding of body part isolation as a choreographic tool in stillness and in motion.
- Create and perform short solo movement phrase(s).
- Choreograph and perform a short solo movement phrase(s).
- Create and perform a duet or trio with structural clarity.
- Improvise a call and response phrase with a partner that demonstrates a clear movement relationship between the leader and the responder.
- Analyze the application of dynamic changes in the use of space within dance masterworks from various genres.
- Identify the choreographic principles of balance and unity (in relation to space) in masterworks from various genres of dance.
- Distinguish the spatial relationships between dancers in dance masterworks from various genres.
- Create and perform a short solo movement phrase demonstrating purposeful use of space.
- Create and perform a short solo movement phrase demonstrating purposeful use of dynamic changes in energy.
- Demonstrate understanding of varied spatial relationships that are possible between two or more dancers (e.g., shadowing, mirroring, echoing, contrasting movement, unity movement in balance, unity movement in contra balance etc.) in improvisational and or choreographed phrase work.
- Differentiate and perform dance movements that are simultaneous, successive or sequential.
- Create and perform phrases exemplifying the eight effort actions: gliding, floating, dabbing, flicking, thrusting, slashing, pressing, and wringing in high, middle, and low space.
- Create and perform dance phrases using the Awake effort state (Space and Time) for expressive purpose using a social, historical, and/or political theme or event as inspiration for narrative content.
- Create and perform choreographic phrases emphasizing the Rhythm effort state (Weight and Time) for expressive purpose using a social, historical, and/or political theme or event as inspiration for narrative content.
- Create and perform choreographic phrases using the Dream effort state (Flow and Weight) for expressive purpose using a social, historical, and/or political theme or event as inspiration for narrative content.

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- Differentiate applications of the elements of dance (space, time, and energy) in self and peer-generated, teacher generated choreography and culturally diverse dance masterworks (e.g., Native American Indian Pow Wow ceremonial dances, Court Dances etc.) and apply these conventions to the performance of stylistically similar dances.
- Examine the effect of specific cultural, religious, mythical or archetypal references on culturally specific dance forms.
- Distinguish ways that the effort actions (gliding/floating, flicking/dabbing, thrusting/slashing, and pressing/wringing) are employed in culturally specific dances and use this information to inform emotional responses to cultural/historical dance works.
- Contrast the major styles of Western Theatrical Dance (e.g., classical ballet, modern, classical jazz, Broadway, tap, etc.) with non-traditional styles of dance (e.g., neo-classical and contemporary ballet; post-modern; jazz; rhythm tap; hip hop; world dance etc.) to identify and differentiate their cultural and technical elements.
- Study the effects of the elements of style in creating and expressing new, non-conventional ideas in teacher, self-generated or peer choreography.
- Use rubrics and holistic scoring guides aligned to kinesthetic and anatomical principles as the basis for analysis of the formal structure and technical proficiency (e.g., dynamic alignment; balance; initiation of movement; and direction of focus etc.) self, peer and teacher generated dances as well as masterworks by professional dance artists (e.g., Rudolf Nureyev, Margot Fonteyn, Martha Graham, Merce Cunningham, Ann Reinking, Gwen Verdon etc.).
- Analyze the rhythmic component of World social dances in a variety of cultures connecting the social beliefs and values to the cultural movement.
- Describe the role of dance in a variety of cultures.
- Learn a short culturally-specific group social, historical, or political dance that effectively demonstrates the use of dynamics and energy influenced by the beliefs and movement characteristics of the culture.
- Demonstrate strength and flexibility in varied genres and styles of dance.

**Accommodations and Modifications**

Special Education	<ul style="list-style-type: none"> <li>● Follow IEP/504 Accommodations</li> <li>● Ask Yes/No Questions</li> <li>● Display project sample and step by step-by-step directions</li> <li>● Highlight and define vocabulary</li> <li>● Allow extra time for processing</li> <li>● Allow use of pictures</li> <li>● Flexible/special seating</li> <li>● Provide breaks when needed</li> <li>● Mnemonic devices</li> <li>● Shorten assignments as needed</li> <li>● Chunk content</li> <li>● Differentiate instruction based on need</li> </ul>
English Language Learners	<ul style="list-style-type: none"> <li>● Allow for use of pictures with dictation support</li> <li>● Highlight and define Vocabulary</li> <li>● Ask Yes/No Questions</li> <li>● Allow extra time for processing</li> </ul>

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	<ul style="list-style-type: none"> <li>● Differentiate instruction based on need</li> </ul>
Students At-Risk of School Failure	<ul style="list-style-type: none"> <li>● Shorten assignments to focus on mastery concept</li> <li>● Use audio materials when necessary</li> <li>● Restate, reword, clarify directions and explanations</li> <li>● Allow verbalization when writing</li> <li>● Shorten assignments as needed</li> <li>● Teach/work in small groups</li> <li>● Differentiate instruction based on need</li> </ul>
Advanced Skills	<ul style="list-style-type: none"> <li>● Student Choice</li> <li>● Modify assignments and assessments based on need</li> </ul>
Students with 504 Plans	<ul style="list-style-type: none"> <li>● Differentiate instruction based on need and 504 plan</li> <li>● Allow verbalization before or in place of writing</li> <li>● Use audio materials when needed</li> <li>● Restate, reword, clarify directions and explanations</li> <li>● Provide breaks when needed</li> <li>● Flexible/special seating</li> <li>● Mnemonic devices</li> <li>● Shorten assignments as needed</li> <li>● Chunk content</li> </ul>

<b>Assessments</b>	
Formative	<ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Rubrics               <ul style="list-style-type: none"> <li>○ Class Discussion</li> <li>○ Worksheets</li> <li>○ Self-Assessment</li> </ul> </li> <li>● Effort</li> <li>● Show understanding of Elements of Dance               <ul style="list-style-type: none"> <li>○ Effort Actions</li> <li>○ Effort States</li> </ul> </li> <li>● Care and use of dance materials</li> <li>● Examine the artistic endeavors of others through the use of videos and slides</li> </ul>
Summative	<ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Show understanding of Elements of Dance               <ul style="list-style-type: none"> <li>○ Effort Actions</li> <li>○ Effort States</li> </ul> </li> <li>● Rubrics               <ul style="list-style-type: none"> <li>○ Class Discussion</li> <li>○ Worksheets</li> <li>○ Self-Assessment</li> <li>○ Performance Projects</li> </ul> </li> <li>● Effort</li> <li>● Care and use of dance materials</li> </ul>

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Benchmark	Student Performance
Alternative	<ul style="list-style-type: none"> <li>● Projects               <ul style="list-style-type: none"> <li>○ Improvisation</li> <li>○ Portfolio</li> <li>○ Choreography Journal</li> </ul> </li> </ul>

**Interdisciplinary Connections**

Physical Education, Visual Art, Science, World Languages, Social Studies/Culture, ELA, Math

**Integration of 21st Century Skills- NJSL 9**

**Standard 9.1 Personal Financial Literacy:** This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors.

**Standard 9.2 Career Awareness, Exploration, Preparation and Training.** This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

9.2.5.CAP.1: Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.

**Standard 9.4 Life Literacies and Key Skills.** This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy\* that are critical for students to develop to live and work in an interconnected global economy.

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity.

9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process.

9.4.5.DC.1: Explain the need for and use of copyrights.

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology.

9.4.5.DC.7: Explain how posting and commenting in social spaces can have positive or negative consequences.

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view.

**Career Readiness, Life Literacies, and Key Skills Practices**

Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. These practices should be taught and reinforced in all content areas with increasingly higher levels of complexity and expectation as a student advances through a program of study.

1. Act as a responsible and contributing community member and employee.

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2. Attend to financial well-being.
3. Consider the environmental, social and economic impacts of decisions.
4. Demonstrate creativity and innovation.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Model integrity, ethical leadership and effective management.
7. Plan education and career paths aligned to personal goals.
8. Use technology to enhance productivity, increase collaboration and communicate effectively.
9. Work productively in teams while using cultural/global competence.

**Integration of Technology**

YouTube, SmartBoard, CD/CD Player, DVD/DVD Player, iTunes, Spotify, Laptop, Electronic Keyboard, Ipad

**Materials**

Electronic Keyboard	Audio Music (CD, iTunes)
Sheet Music	Pencils, Crayons, Markers, Erasers
CD/CD Player	Whiteboards
SmartBoard	Music Stands
Laptop	Dance Books
DVDs/DVD Player	

**Instructional Activities**

- Studio Habits
  - *Examples:*
    - Intro to materials
    - Proper practice and performance techniques
    - Safety measures/materials
    - Critique etiquette
- Elements/Styles of Dance
  - *Examples:*
    - Rhythm
    - Effort Actions
    - Effort States
      - Awake
      - Rhythm
      - Dream
    - Traditional:
      - Ballet
      - Tap
      - Jazz



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- Non-traditional:
  - Hip-hop
  - Contemporary
- Stylized Dances:
  - Charleston
  - Square Dancing
  - Breakdancing
- Culturally and historically diverse dances
- Performance
  - *Examples:*
    - Dance-creation process
      - Practice Techniques
      - Performance Techniques
      - Application of methods and styles
    - Dance Discussion
- Dance History
  - *Examples:*
    - Representation of cultures
    - Time periods
    - Geography
    - Renowned works of dance
    - Renowned Dancers and Choreographers
      - Mikhail Baryshnikov
      - Jerome Robbins
      - Martha Graham
      - Bob Fosse
    - Dance within the community
- Analyzing
  - *Examples:*
    - Critical Watching
    - Fact vs Opinion