

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

Unit Overview	
Content Area: Music	
Unit Title: Dance	
Grade Level: 6	Timeline: School Year
Anchor Standards: <ol style="list-style-type: none">1. Generating and conceptualizing ideas2. Organizing and developing ideas3. (n/a)4. Selecting, analyzing, and interpreting work5. Developing and refining techniques and models or steps needed to create products6. Conveying Meaning through art7. Perceiving and analyzing products8. Interpreting intent and meaning9. Applying Criteria to evaluate products10. Synthesizing and relating knowledge and personal experiences to create products	
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.	
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.	
As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning.	

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Essential Questions
Where do choreographers get ideas for dance?
What influences choice-making in creating choreography?
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 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?
Performance Expectations
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 through the elements of dance. Identify and select personal preferences to create an original dance study.
1.1.8.Cr2b: Establish criteria to choreograph a dance that communicates personal, historical, socio-political, or cultural meaning. Articulate how the criteria clarify or intensify the artistic intent.
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.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.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.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.Re7b: Use genre-specific dance terminology. Explain how the elements of dance are used and how they differ in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-specific dance terminology.

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1.1.8.Re8a: Examine a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique, and context. Interpret using genre specific dance terminology.

1.1.8.Re9a: Examine artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, and /or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.

1.1.8.Cn10a: Explain how the perspectives expressed by the choreographer impact personal interpretation. Consider how personal background and experiences influence responses to dance works.

Learning Objective

Students will know and be able to...

- Create and demonstrate a short group movement study in Contrast and Transition form establishing an effective connection between the contrasting phrases through intentional transitions.
- Analyze the dynamic changes in time, rhythm, proportion, and spatial relationships in dance Masterworks.
- Improvise with unilateral movements, including upper/lower body coordination.

Accommodations and Modifications

Special Education	Follow 504/IEP accommodations -Ask yes/no questions -Display project sample and step by step-by-step directions -Highlight and define important vocabulary
English Language Learners	-Highlight and define important vocabulary -Ask yes/no questions -Display project sample step-by-step directions
Students At-Risk of School Failure	-Allow verbalization before creating -Use audio materials when necessary -Read directions aloud -Restate, reword, clarify directions -Re-teach concepts using small groups Provide educational “breaks” as necessary -Chunking content into “digestible bites” -Shorten assignments to focus on mastery concept -Assignment, Project Modification Based on Individual Student needs -Use mnemonic devices

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Advanced Skills	-Studio Choice -Assignment, Project and Assessment Modification Based on -Individual Students Needs
Students with 504 Plans	-Use audio materials when necessary -Re-state, reword, clarify directions -Re-teach concepts using small groups -Allow verbalization before creating -Read directions aloud -Provide educational “breaks” as necessary -Chunking content into “digestible bites” -Shorten assignments to focus on mastery concept -Use mnemonic devices

Assessments	
Formative	<ul style="list-style-type: none"> ●Teacher observation ●Verbal discussions ●Teacher Observation ●Class Discussion ● Rubric ● Self-Assessment ● Effort ● Use of music materials ● Examine the artistic endeavors of others through the use of art prints, art books, videos and slides <ul style="list-style-type: none"> -Discussion of subject matter in artworks ● Experience art-making processes <ul style="list-style-type: none"> -Talk about artwork -Decide when artwork is complete -Become familiar with the expressive capabilities of crayons, pencils, paint, paper and modeling materials
Summative	<ul style="list-style-type: none"> ●Using 5 Point rubric ●Multiple Choice Assessments/ verbal understanding ●Identify Elements ● Analyzing Student Artwork. Students create skill-based projects each relating to the elements of design, such as color, line, point, shape, texture, space, form, and unity/harmony and are constantly and consistently assessed after each.
Benchmark	<ul style="list-style-type: none"> ●Student Performance
Alternative	<ul style="list-style-type: none"> ●Performance Tasks ●Projects

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Interdisciplinary Connections

Math, Vocabulary, Art, Social Studies, Physical Education, Science

Integration of 21st Century Skills- NJSL 9

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.

9.2.8.CAP.1: Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.

9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.

9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

9.2.8.CAP.10: Evaluate how careers have evolved regionally, nationally, and globally.

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.

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect.

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.

9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.

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.
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.

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9. Work productively in teams while using cultural/global competence.

Integration of Technology

Smart board, Ipad, Music Websites

Materials

White Board, Percussion Instruments, Piano, Ukulele

Instructional Activities

- Studio Habits
 - *Examples:*
 - *Intro to materials*
 - *Proper playing methods*
 - *Safety measures/materials*
 - *Critique etiquette*
- Elements/Principles of Music
 - *Examples:*
 - Rhythm
 - Dynamics
 - Melody
 - Harmony
 - Tone Color
 - Texture
 - Form
- Performance
 - *Examples:*
 - Portfolio
 - Music Discussion
 - Application of methods and techniques
- Music History
 - *Examples:*
 - Representation of cultures
 - Time periods
 - Geography
 - Famous works of music
 - Famous Musicians
 - Community
 - Music within the community