

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

Unit Overview	
Content Area: Music	
Unit Title: Dance	
Grade Level: K-2	Timeline: September-June
Anchor Standards: <ol style="list-style-type: none">1. Generating and conceptualizing ideas2. Organizing and developing ideas3. Refining and completing products4. 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.	
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.	
As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning.	

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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

1.1.2.Cr1a: Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.

1.1.2.Cr1b: Combine movements using the elements of dance to solve a movement problem.

1.1.2.Cr2a: Create a movement sequence with a beginning, middle and end. Incorporate the use of a choreographic device.

1.1.2.Cr2b: Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates nonverbally.

1.1.2.Cr3a: Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.

1.1.2.Cr3b: Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video captioning, etc.

1.1.2.Pr4a: Perform planned and improvised movement sequences, with variations in direction (e.g., forward/backward, up/down, big/small, sideways, right/left, diagonal), spatial

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level (e.g., low, middle, high), and spatial pathways (e.g., straight, curved, circular, zigzag), alone and in small groups.

1.1.2.Pr4b: Perform planned and improvised movement sequences, with variations in tempo, meter, and rhythm, alone and in small groups.

1.1.2.Pr4c: Demonstrate contrasting dynamics and energy with accuracy (e.g., loose/tight, light/heavy, sharp/smooth).

1.1.2.Pr5a: Identify personal and general space to share space safely with other dancers. Categorize healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer

1.1.2.Pr5b: Identify basic body parts and joints (e.g., limb, bone) and joint actions (e.g., bend, rotate). Examine how basic body organs (e.g., brain, lungs, heart) relate and respond to dance movements.

1.1.2.Pr5c: Explore the use of spine and pursue use of elongated spine. Demonstrate body organization (e.g., core/distal, head/tail, upper/lower half lateral) and explore cross-lateral body organization. Demonstrate holding a shape in the body while traveling through space.

1.1.2.Pr5d: Explore a variety of body positions requiring a range of strength, flexibility and core support.

1.1.2.Pr5e: Explore locomotor action vocabulary (e.g., gallop, hop, slide, skip) and non-locomotor action vocabulary (e.g., bending, stretching, twisting) and execute codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition (e.g., breath control, body part initiations, body sequencing).

1.1.2.Pr6a: Explore how visualization, motor imagery and breath can enhance body mechanics and the quality of a movement skill.

1.1.2.Pr6b: Rehearse a simple dance using full body movement. Demonstrate the ability to recall the sequence and spatial elements.

1.1.2.Pr6c: Dance for and with others in a designated space identifying a distinct area for audience and performers.

1.1.2.Pr6d: Use simple production elements (e.g., hand props, scenery, media projections) in a dance work.

1.1.2.Re7a: Demonstrate movements in a dance that develop patterns.

1.1.2.Re7b: Observe and describe performed dance movements from a specific genre or culture.

1.1.2.Re8a: Observe a movement from a dance or phrase and explain how the movement captures a meaning or intent using simple dance terminology.

1.1.2.Re9a: Describe the characteristics that make several movements in a dance interesting. Use basic dance terminology.

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1.1.2.Cn10a: Examine how certain movements are used to express an emotion or experience in a dance that is observed or performed.

1.1.2.Cn10b: Using an inquiry-based set of questions examining global issues, including climate change as a topic for dance.

1.1.2.Cn11a: Observe a dance and relate the movement to the people or environment in which the dance was created and performed.

Learning Objectives

Students will know/learn:

- Create original movement through improvisation as a means of enlarging movement choices.
- Demonstrate free improvisation and develop "set" movement phrases from their improvisations.
- Create and perform movement sequences with a defined beginning, middle and end that alter time (fast and slow).
- Demonstrate improvised movement sequences with a defined beginning, middle and end that manipulate space (levels and pathways).
- Create a planned movement sequence with a defined beginning, middle and end that integrates variations in energy (movement dynamics), with changes to time (i.e., fast, slow, in or out of time) and levels in space (i.e., high, middle, low space).
- Manipulate rhythmic patterns in a planned movement sequence and create and demonstrate movement sequences created from auditory rhythmic patterns.
- Use improvisation to invent non-locomotor movement phrases (i.e., phrases using spirals, axial turns, and body half, cross-lateral, and upper/lower, head to tail connected movements).
- Create and demonstrate movement phrases that combine locomotor and non-locomotor movement.
- Demonstrate age-appropriate understanding of correct posture including working with a "neutral" pelvis
- Identify improvised and choreographed sequences in classmates' dances and describe how improvisation can be a choreographic tool.
- Utilize skills, media, methods and technologies as appropriate in the creation, performance and presentation of dance.
- Demonstrate the connection between music and movement.
- Demonstrate improvement in performing movement combinations through application of demonstrated corrections.
- Create and perform movement sequences that employ specific choreographic structures (e.g., rounds or canons, palindromes, repetition, accumulation/addition) as a framework for invention.
- Demonstrate an understanding of the elements and principles of dance.
- Understand the use of ballet in all walks of life.
- Orally demonstrate how improvisation affects the content of the choreographic structure.
- Create and perform a dance that demonstrates incorporated changes in rhythm and dynamics to convey a meaning, or communicate an emotion or mood.
- Improvise to create original characters and environments from an existing work such

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- as a fairy tale, folk tale, or story.
- Explain observational and emotional responses to works of art from a variety of social and historical contexts.
 - Understand and analyze the role, development, and continuing influence of the arts in relation to world culture.
 - Understand that different audience members will react differently to each performance.
 - Understand how personal feelings impact a person’s interpretation of a theatre production.

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
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

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Assessments	
Formative	-Student performance/observation
Summative	-Improvisation rubric -Choreography rubric
Benchmark	-Student performance/observation
Alternative	-Performance tasks -Projects

Interdisciplinary Connections
Math, science, social studies, vocabulary, technology, and literature

Integration of 21st Century Skills- NJSL 9
<p>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.</p> <ul style="list-style-type: none"> ● 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community. ● 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business. <p>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.</p> <ul style="list-style-type: none"> ● 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. <p>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.</p> <ul style="list-style-type: none"> ● 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. ● 9.4.2.CI.2: Demonstrate originality and inventiveness in work. ● 9.4.2.CT.3: Use a variety of types of thinking to solve problems. ● 9.4.2.DC.1: Explain differences between ownership and sharing of information. ● 9.4.2.IML.2: Represent data in a visual format to tell a story about the data. ● 9.4.2.IML.4: Compare and contrast the ways information is shared in a variety of contexts. ● 9.4.2.IML.5: Describe the difference between real and virtual experiences. ● 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools.

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

Integration of Technology

Standard 8.2 Design Thinking. This standard, previously standard 8.2 Technology Education of the 2014 NJSL – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts.

8.2.2.ED.1: Communicate the function of a product or device.

8.2.2.ITH.3: Identify how technology impacts or improves life.

- Examples: Smartboard, Youtube

Materials

Scarves	120 Singing Games & Dances for Elementary School
Bean Bags	
Scarves	

Instructional Activities

- Movement Exploration
 - Explore movement
 - Plan movements and steps
 - Revise movements and steps
 - Body Parts & Whole

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- Time
- Space
- Levels
- Weight
- Locomotion
- Flow
- Shape
- Others
- Student Initiation
- Movement for Form & Expression
 - Express
 - Embody
 - Execute
 - Present
 - Finger plays (arms & upper body)
 - Action Songs (whole body)
 - Circle Games (group)
 - Classical Music (moving with expression)
- Interpreting Movement
 - Examine
 - Discern
 - Interpret
 - Critique
- Connecting Movement to Self
 - Synthesize
 - Relate