

# Dance Curriculum (K-8)



## Mendham Township School District

18 West Main Street - Post Office Box 510  
Brookside, NJ 07926

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# Mendham Township School District Dance Curriculum

Grade	K - 2
Unit	1
Unit Duration	12 Weeks
Course	Creative Process and Performance
Overview/Rationale	All students need an understanding of the elements and principles that guide creativity in dance. An understanding of skills, media, methods and technology are necessary in the performance and execution of the arts. Through performance and analysis of dance, music and theatre, students will be able to express themselves freely.

## ***DESIRED OUTCOMES***

### ***NJSLS Standards Addressed***

1.1 The Creative Process : All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

1.3 Performance : All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

1.4 Aesthetic Responses & Critique Methodologies : All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

### ***Cumulative Progress Indicators (CPIs) Addressed***

1.1.2.A.1 Identify the [elements of dance](#) in planned and improvised dance sequences.

1.1.2.A.2 Use improvisation to discover new movement to fulfill the intent of the choreography.

1.1.2.A.3 Demonstrate the difference between pantomime, pedestrian movement, abstract gesture, and dance movement.

1.1.2.A.4 Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and [body patterning](#).

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# Mendham Township School District Dance Curriculum

1.3.2.A.1 Create and perform planned and improvised movement sequences using the [elements of dance](#), with and without musical accompaniment, to communicate meaning around a variety of themes.

1.3.2.A.2 Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway.

1.3.2.A.3 Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.

1.3.2.A.4 Create and perform original movement sequences alone and with a partner using [locomotor and non-locomotor movements](#) at various levels in space.

1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.

## *In this unit, the following 21<sup>st</sup> Century Themes & Skills are addressed:*

<i>Check all Themes that apply</i>		<i>Indicate whether these skills are: E- Encouraged, T- Taught, or A-assessed In this unit by marking E, T, or A on the line before the appropriate skill.</i>	
x	<b>Global Awareness</b>	T,E,A	<b>Creativity and Innovation</b>
	<b>Environmental Literacy</b>	T,A	<b>Critical Thinking</b>
x	<b>Health Literacy</b>	T,E, A	<b>Problem Solving</b>
	<b>Civic Literacy</b>	E, T	<b>Communication</b>
	<b>Financial, Economic, Business, and Entrepreneurial Literacy</b>	T,E, A	<b>Collaboration</b>

## *Interdisciplinary Connections*

### **English Language Arts**

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

### **Career Ready Practices**

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

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# Mendham Township School District

## Dance Curriculum

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

### Integration of 21st Century Standards

9.1.4.A.2: Identify potential sources of income.

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.

9.2.4.A.3: Investigate both traditional and nontraditional careers and related information to personal likes and dislikes.

### Social Studies

6.1.4.C.13 Examine the qualities of entrepreneurs in a capitalistic society.

6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives.

### Technology

8.1.2.A.1: Identify the basic features of a digital device and explain its purpose.

8.1.2.A.4: Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.2.E.1: Use digital tools and online resources to explore a problem or issue.

### Key Terms

Dance movement, pantomime, pedestrian movement, abstract gesture, balance, personal space, body awareness, body patterning, movement sequence, focus, critique.

### Student Learning Objectives (SLO)

1. Identify the elements of dance.
2. Use improvisation to discover new movement.
3. Demonstrate pantomime, pedestrian movement, abstract gesture, and dance movement.
4. Apply coordinated body part articulations, body alignment, balance, and [body patterning](#).
5. Create and perform planned and improvised movement sequences using the [elements of dance](#).
6. Define and maintain personal space, body awareness, and direct focus while performing movement skills.
7. Create and perform original movement sequences alone and with a partner.
8. Use the principles of positive critique in giving and receiving responses to performances.

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## Dance Curriculum

### *Instructional Strategies*

Edpuzzle video Lessons  
Class Discussion  
Cooperative Learning Activities  
Think, Pair, Share Strategies  
Project based strategies

### *Essential Questions*

1. How can the elements of dance be used to express content, emotions, and personal expression?
2. How can improvisation of movement communicate content emotions and personal expression?
3. How is dance different from other forms of movement?
4. How can criticism of aesthetic expression improve an individual's ability to communicate through the arts.

### *Enduring Understandings*

1. Develop original choreography and improvisation of movement sequences using basic understanding of the elements of dance. Music can be used as a choice and personal and group spatial relationships should be explored.
2. Demonstrate a variety of movements generated through improvisational skills and techniques. This will include the elements of dance time, space, and energy.
3. Will be able to identify and judge the differences between pedestrian movements and formal training in dance.
4. Demonstrate and understand that dynamic alignment of the body is associated with coordination and isolation of different body parts. This will include locomotor and non-locomotion movements.
5. Express constructive criticism to communicate useful evaluation of both personal work and the work of others.

### *Assessments*

1. Teacher Observation
2. Completed Projects
3. Oral Student Feedback
4. Peer Review
5. Level of Creativity
6. Reflection
7. Class Discussion





# Mendham Township School District

## Dance Curriculum

<i>Differentiated Activities</i>	
<b><i>Enrichment</i></b>	<p>Conduct research and provide presentation of cultural topics.            Design surveys to generate and analyze data to be used in discussion.            Debate topics of interest / cultural importance            Authentic listening and reading sources that provide data and support for speaking and writing prompts.            Exploration of art and/or artists to understand society and history.            Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).            Anchor Activities            Use of Higher Level Questioning Techniques            Provide assessments at a higher level of thinking</p>
<b><i>Gifted and Talented</i></b>	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the Dance requirements. This will include allowing more opportunities to demonstrate creativity and the design of original choreography.</p>
<b><i>ELL</i></b>	<p>Modified Assignments            Use testing and portfolio assessment            Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)            Repeat, rephrase, paraphrase key concepts and directions            Extended time for assignment completion as needed            Highlight key vocabulary            Define essential vocabulary in context            Use graphic organizers, visuals, manipulatives and other concrete materials            Use gestures, facial expressions and body language            Read aloud            Build on what students already know and prior experience            Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - <a href="https://www.wida.us/standards/CAN_DOs/">https://www.wida.us/standards/CAN_DOs/</a></p>

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# Mendham Township School District

## Dance Curriculum

### ***Special Education***

Pair visual prompts with verbal presentations  
Ask students to restate information, directions, and assignments.  
Repetition and practice  
Model skills / techniques to be mastered.  
Extended time to complete class work  
Provide copy of class notes  
Preferential seating to be mutually determined by the student and teacher  
Student may request to use a computer to complete assignments.  
Establish expectations for correct spelling on assignments.  
Teachers will check/sign student agenda daily  
Student requires use of other assistive technology device  
Support staff will be available to aid students related to IEP specifications.  
504 accommodations will also be attended to by all instructional leaders.  
Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning.  
The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.  
Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.

### **Modifications for Homework and Assignments**

Implement RAFT activities as they pertain to the typical Extended complete assignments.  
Student requires more complex assignments to be broken up and explained in smaller units, with work time to be submitted in phases.  
Provide the student with clearly stated (written) expectations and grading criteria for assignments. es / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

Extended time on classroom tests and quizzes.  
Student may take/complete tests in an alternate setting as needed.  
Restate, reread, and clarify directions/questions  
Distribute study guide for classroom tests.  
Establish procedures for accommodations / modifications for assessments.



# Mendham Township School District

## Dance Curriculum

<p><b>At-Risk (Intervention)</b></p>	<p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies.</p> <p>With considerations to UDL, time may be a factor in overcoming developmental considerations.</p> <p>More time and will be made available with a certified instructor to aid students in reaching the standards.</p>
<p><b>Resources</b></p>	
<p><b>Student Resources</b></p>	<p>Apps from Clever.com, Vocabulary.com, Typing Apps for iPad and Chromebook, Edpuzzle.com, Edmodo. com, Google Classroom, Google Docs, iPad apps, Classroom Libraries, Various internet resources.</p>
<p><b>Teacher Resources</b></p>	<p>Apps from Clever.com, Typing Apps for iPad and Chromebook, Edpuzzle.com, Edmodo. com, Google Classroom, Google Docs, iPad apps</p> <p>Teacher created rubrics, materials, graphic organizers and images, Various internet resources.</p>
<p><b>Core Instructional Materials</b></p>	<p><a href="https://www.nationalartsstandards.org/sites/default/files/Dance_resources/ElementsOfDance_organizer.pdf">https://www.nationalartsstandards.org/sites/default/files/Dance_resources/ElementsOfDance_organizer.pdf</a></p> <p><a href="http://www.artsalive.ca/en/dan/make/toolbox/elements.asp">http://www.artsalive.ca/en/dan/make/toolbox/elements.asp</a></p> <p><a href="https://quizlet.com/39155926/elements-of-dance-flash-cards/">https://quizlet.com/39155926/elements-of-dance-flash-cards/</a></p> <p><a href="http://www.artsalive.ca/en/dan/mediatheque/index.asp">http://www.artsalive.ca/en/dan/mediatheque/index.asp</a></p> <p><a href="http://www.artsalive.ca/en/dan/make/process/chprocess.asp">http://www.artsalive.ca/en/dan/make/process/chprocess.asp</a></p> <p>Teaching Dance</p> <p><a href="https://www.thepespecialist.com/dance2/">https://www.thepespecialist.com/dance2/</a></p>

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# Mendham Township School District Dance Curriculum

Locomotor Skills with Locomotion Dance

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132910#.WsaJp2aZOgQ>

Shake it Senora

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12807#.WsaJ0maZOgQ>

The Funky Chipmunk Dance

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12641#.WsaJGaZOgQ>

The Snowflake Dance

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12004#.WsaKN2aZOgQ>





# Mendham Township School District

## Dance Curriculum

Grade	K - 2
Unit	2
Unit Duration	10 Weeks
Course	History of the Arts and Culture
Overview/Rationale	All students need to have an appreciation of the arts and culture. In studying, understanding and analyzing its history our students will be prepared to express themselves freely in society.

### ***DESIRED OUTCOMES***

#### ***NJSLS Standards Addressed***

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

1.4 Aesthetic Responses & Critique Methodologies : All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

#### ***Cumulative Progress Indicators (CPIs) Addressed***

1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.

1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.

1.4.2.A.1 Identify aesthetic qualities of [exemplary works](#) of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).

1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.

1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music,

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# Mendham Township School District Dance Curriculum

theatre, and visual art).

1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.

1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.

1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.

## *In this unit, the following 21<sup>st</sup> Century Themes & Skills are addressed:*

<i>Check all Themes that apply</i>		<i>Indicate whether these skills are: E- Encouraged, T- Taught, or A-assessed In this unit by marking E, T, or A on the line before the appropriate skill.</i>	
x	<b><i>Global Awareness</i></b>	T,E,A	<b><i>Creativity and Innovation</i></b>
	<b><i>Environmental Literacy</i></b>	T,A	<b><i>Critical Thinking</i></b>
x	<b><i>Health Literacy</i></b>	T,E, A	<b><i>Problem Solving</i></b>
	<b><i>Civic Literacy</i></b>	E, T	<b><i>Communication</i></b>
	<b><i>Financial, Economic, Business, and Entrepreneurial Literacy</i></b>	T,E, A	<b><i>Collaboration</i></b>

## *Interdisciplinary Connections*

### **English Language Arts**

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

### **Career Ready Practices**

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

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# Mendham Township School District

## Dance Curriculum

### Integration of 21st Century Standards

9.1.4.A.2: Identify potential sources of income.

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.

9.2.4.A.3: Investigate both traditional and nontraditional careers and related information to personal likes and dislikes.

### Social Studies

6.1.4.C.13 Examine the qualities of entrepreneurs in a capitalistic society.

6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives.

### Technology

8.1.2.A.1: Identify the basic features of a digital device and explain its purpose.

8.1.2.A.4: Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.2.E.1: Use digital tools and online resources to explore a problem or issue.

### Key Terms

Past, present, culture, artist, imagination, dance, music, theatre, arts, patterns, compare, contrast, feeling, experience

### Student Learning Objectives (SLO)

1. Identify theme-based works of dance, music, theatre, and visual art.
2. Describe how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.
3. Use imagination to create a story based on an arts experience that communicated an emotion or feeling.

### Instructional Strategies

Edpuzzle video Lessons  
Class Discussion  
Cooperative Learning Activities  
Think, Pair, Share Strategies  
Project based strategies

### Essential Questions

1. How can criticism of aesthetic expression improve an individual's ability to communicate through the arts.
2. How is cultural expression represented in dance?

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# Mendham Township School District

## Dance Curriculum

3. How do societal value affect artistic choice?
4. What determines aesthetic quality?
5. How can criticism improve artistic quality?

### *Enduring Understandings*

1. Will compare how dance from diverse cultures and historical eras have common characteristics and themes.
2. Will identify what societal values or beliefs are expressed in dance.
3. How dancers use movement to express artistic concerns such as human emotion, culture, gender.
4. Judge aesthetic qualities of dance and recognize patterns of movement and reflections in nature.
5. Construct criticism based on observable criteria
6. Recognize clues that explain the artist's intent

### *Assessments*

1. Teacher Observation
2. Completed Projects
3. Oral Student Feedback
4. Peer Review
5. Level of Creativity
6. Reflection
7. Class Discussion

### *Differentiated Activities*

#### ***Enrichment***

Conduct research and provide presentation of cultural topics.  
 Design surveys to generate and analyze data to be used in discussion.  
 Debate topics of interest / cultural importance  
 Authentic listening and reading sources that provide data and support for speaking and writing prompts.  
 Exploration of art and/or artists to understand society and history.  
 Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).  
 Anchor Activities  
 Use of Higher Level Questioning Techniques  
 Provide assessments at a higher level of thinking



# Mendham Township School District

## Dance Curriculum

<b><i>Gifted and Talented</i></b>	Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the Dance requirements. This will include allowing more opportunities to demonstrate creativity and the design of original choreography.
<b><i>ELL</i></b>	<p>Modified Assignments</p> <p>Use testing and portfolio assessment</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Repeat, rephrase, paraphrase key concepts and directions</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary</p> <p>Define essential vocabulary in context</p> <p>Use graphic organizers, visuals, manipulatives and other concrete materials</p> <p>Use gestures, facial expressions and body language</p> <p>Read aloud</p> <p>Build on what students already know and prior experience</p> <p>Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - <a href="https://www.wida.us/standards/CAN_DOs/">https://www.wida.us/standards/CAN_DOs/</a></p>
<b><i>Special Education</i></b>	<p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Support staff will be available to aid students related to IEP specifications.</p> <p>504 accommodations will also be attended to by all instructional leaders.</p> <p>Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning.</p> <p>The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.</p>

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# Mendham Township School District

## Dance Curriculum

	<p>Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.</p> <p><b>Modifications for Homework and Assignments</b> Implement RAFT activities as they pertain to the typical Extended complete assignments. Student requires more complex assignments to be broken up and explained in smaller units, with work time to be submitted in phases. Provide the student with clearly stated (written) expectations and grading criteria for assignments. es / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b> Extended time on classroom tests and quizzes. Student may take/complete tests in an alternate setting as needed. Restate, reread, and clarify directions/questions Distribute study guide for classroom tests. Establish procedures for accommodations / modifications for assessments.</p>
<b><i>At-Risk (Intervention)</i></b>	<p><b>Modifications for Classroom</b> Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Repetition and and practice Model skills / techniques to be mastered. Extended time to complete class work Preferential seating to be mutually determined by the student and teacher Student may request to use a computer to complete assignments. Establish expectations for correct spelling on assignments. Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.</p>





# Mendham Township School District

## Dance Curriculum

<i>Resources</i>	
<b>Student Resources</b>	Apps from Clever.com, Vocabulary.com, Typing Apps for iPad and Chromebook, Edpuzzle.com, Edmodo. com, Google Classroom, Google Docs, iPad apps, Classroom Libraries, Various internet resources.
<b>Teacher Resources</b>	Apps from Clever.com, Typing Apps for iPad and Chromebook, Edpuzzle.com, Edmodo. com, Google Classroom, Google Docs, iPad apps Teacher created rubrics, materials, graphic organizers and images, Various internet resources.
<b>Core Instructional Materials</b>	<p><a href="https://www.nationalartsstandards.org/sites/default/files/Dance_resources/ElementsOfDance_organizer.pdf">https://www.nationalartsstandards.org/sites/default/files/Dance_resources/ElementsOfDance_organizer.pdf</a></p> <p><a href="http://www.artsalive.ca/en/dan/make/toolbox/elements.asp">http://www.artsalive.ca/en/dan/make/toolbox/elements.asp</a></p> <p><a href="https://quizlet.com/39155926/elements-of-dance-flash-cards/">https://quizlet.com/39155926/elements-of-dance-flash-cards/</a></p> <p><a href="http://www.artsalive.ca/en/dan/mediatheque/index.asp">http://www.artsalive.ca/en/dan/mediatheque/index.asp</a></p> <p><a href="http://www.artsalive.ca/en/dan/make/process/chprocess.asp">http://www.artsalive.ca/en/dan/make/process/chprocess.asp</a></p> <p>Teaching Dance <a href="https://www.thepespecialist.com/dance2/">https://www.thepespecialist.com/dance2/</a></p> <p>Locomotor Skills with Locomotion Dance <a href="http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132910#.WsaJp2aZOgQ">http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132910#.WsaJp2aZOgQ</a></p> <p>Shake it Senora <a href="http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12807#.WsaJ0maZOgQ">http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12807#.WsaJ0maZOgQ</a></p> <p>The Funky Chipmunk Dance <a href="http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12641#.WsaJGaZOgQ">http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12641#.WsaJGaZOgQ</a></p> <p>The Snowflake Dance <a href="http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12004#.WsaKN2aZOgQ">http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12004#.WsaKN2aZOgQ</a></p> <p>Blueprint Dance: Teaching Dance to Diverse Learners (PreK-12) <a href="http://schools.nyc.gov/offices/teachlearn/arts/files/Blueprints/Dance/Dance%20Spec%20Ed">http://schools.nyc.gov/offices/teachlearn/arts/files/Blueprints/Dance/Dance%20Spec%20Ed</a></p>

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# Mendham Township School District Dance Curriculum

Grade	K - 2
Unit	3
Unit Duration	10 Weeks
Course	Aesthetic Responses and Critique Methodology
Overview/Rationale	The appreciation and performance of dance stems from four elements. In order to gain mastery in dance, students need to understand training, via their individual differences in expression, varied opinions and constructive criticism skilled dancers emerge.

## ***DESIRED OUTCOMES***

### ***NJSLS Standards Addressed***

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

### ***Cumulative Progress Indicators (CPIs) Addressed***

- 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.1 Employ basic, [discipline-specific arts terminology](#) to categorize works of dance, music, theatre, and visual art according to established classifications.
- 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.2 Use evaluative tools, such as rubrics, for self- assessment and to appraise the objectivity of critiques by peers.
- 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.





# Mendham Township School District Dance Curriculum

<i>In this unit, the following 21<sup>st</sup> Century Themes &amp; Skills are addressed:</i>			
<i>Check all Themes that apply</i>		<i>Indicate whether these skills are: E- Encouraged, T- Taught, or A-assessed In this unit by marking E, T, or A on the line before the appropriate skill.</i>	
x	<b>Global Awareness</b>	T,E,A	<b>Creativity and Innovation</b>
	<b>Environmental Literacy</b>	T,A	<b>Critical Thinking</b>
x	<b>Health Literacy</b>	T,E, A	<b>Problem Solving</b>
	<b>Civic Literacy</b>	E, T	<b>Communication</b>
x	<b>Financial, Economic, Business, and Entrepreneurial Literacy</b>	T,E, A	<b>Collaboration</b>
<b>Interdisciplinary Connections</b>			
<p><b>English Language Arts</b>            NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.            NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p><b>Career Ready Practices</b>            CRP2. Apply appropriate academic and technical skills.            CRP4. Communicate clearly and effectively and with reason.            CRP8. Utilize critical thinking to make sense of problems and persevere in solving them</p> <p><b>Integration of 21st Century Standards</b>            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.            9.2.4.A.3: Investigate both traditional and nontraditional careers and related information to personal likes and dislikes.            9.1.4.E.1: Determine factors that influence consumer decisions related to money            9.1.8.E.4 Prioritize personal wants and needs when making purchases</p> <p><b>Social Studies</b>            6.1.4.C.13 Examine the qualities of entrepreneurs in a capitalistic society.            6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives.</p>			

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# Mendham Township School District Dance Curriculum

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

## Technology

8.1.2.A.1: Identify the basic features of a digital device and explain its purpose.

8.1.2.B.1: Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.1.2.E.1: Use digital tools and online resources to explore a problem or issue.

<b>Key Terms</b>	Body patterning, body, action, time, energy, balance, alignment, movement, choreography, space, direction, focus, tempo, speed, rhythm, slow, sustained, sudden, culture, history, relationships, inner self, rhythmic pattern, focus, force, tension, traveling, laban effort actions, place, size, level, duration, energy qualities
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## *Student Learning Objectives (SLO)*

1. Create and perform dances alone and in groups.
2. Analyze both formal and expressive aspects of time, shape, space, and energy.
3. Analyze the use of improvisation that fulfills the intent of and develops choreography.
4. Use improvisation as a tool to create and perform movement sequences incorporating various spatial levels.
5. Recognize works of dance.
6. Relate common artistic elements that define dance.
7. Determine the impact of significant contributions of individual artists in dance from diverse cultures throughout history.
8. Classify and categorize various works of dance.
9. Use dance terminology to evaluate the strengths and weaknesses of works.
10. Judge aesthetic qualities of dance and recognize patterns of movement and reflections in nature
11. Construct criticism based on observable criteria.
12. Recognize clues that explain the artist's intent.
13. Students will demonstrate an understanding of arts philosophies, judgment, and analysis.

## *Instructional Strategies*

Edpuzzle video Lessons  
Class Discussion  
Cooperative Learning Activities  
Think, Pair, Share Strategies  
Project based strategies



# Mendham Township School District Dance Curriculum

## *Essential Questions*

1. How can the elements of dance be used to express content, emotions, and personal expression?
2. How can improvisation of movement communicate content emotions and personal expression?
3. How is dance different from other forms of movement?
4. How can criticism of aesthetic expression improve an individual's ability to communicate through the arts?

## *Enduring Understandings*

1. Basic choreographed structures employ the [elements of dance](#).
2. Movement is developed and generated through improvisation. Form and structure are important when interpreting original choreography.
3. Musical and non-musical forms of sound can affect meaning in choreography and improvisation.
4. Compositional works are distinguished by the use of various body movements and sources of initiation (i.e., central, peripheral, or transverse).
5. Works of art may be organized according to their functions and artistic purposes (e.g., [genres](#), [mediums](#), messages, themes).
6. [Formalism](#) in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.
7. Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and [genre](#) provides the foundation for making value judgments about the arts.
8. Develop original choreography and improvisation of movement sequences using basic understanding of the elements of dance. Music can be used as a choice and personal and group spatial relationships should be explored
9. Demonstrate a variety of movements generated through improvisational skills and techniques. This will include the elements of dance time, space, and energy.
10. Will be able to identify and judge the differences between pedestrian movements and formal training in dance.
11. Demonstrate and understand that dynamic alignment of the body is associated with coordination and isolation of different body parts. This will include locomotor and non-locomotor movements.
12. Express constructive criticism to communicate useful evaluation of both personal work and the work of others.

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# Mendham Township School District

## Dance Curriculum

<i>Assessments</i>	
<ol style="list-style-type: none"> <li>1. Teacher Observation</li> <li>2. Completed Projects</li> <li>3. Oral Student Feedback</li> <li>4. Peer Review</li> <li>5. Level of Creativity</li> <li>6. Reflection</li> <li>7. Class Discussion</li> </ol>	
<i>Differentiated Activities</i>	
<b>Enrichment</b>	<p>Conduct research and provide presentation of cultural topics.            Design surveys to generate and analyze data to be used in discussion.            Debate topics of interest / cultural importance            Authentic listening and reading sources that provide data and support for speaking and writing prompts.            Exploration of art and/or artists to understand society and history.            Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).            Anchor Activities            Use of Higher Level Questioning Techniques            Provide assessments at a higher level of thinking</p>
<b>Gifted and Talented</b>	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the Dance requirements. This will include allowing more opportunities to demonstrate creativity and the design of original choreography.</p>
<b>ELL</b>	<p>Modified Assignments            Use testing and portfolio assessment            Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)            Repeat, rephrase, paraphrase key concepts and directions            Extended time for assignment completion as needed            Highlight key vocabulary            Define essential vocabulary in context            Use graphic organizers, visuals, manipulatives and other concrete materials            Use gestures, facial expressions and body language</p>





# Mendham Township School District

## Dance Curriculum

	<p>Read aloud</p> <p>Build on what students already know and prior experience</p> <p>Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - <a href="https://www.wida.us/standards/CAN_DOs/">https://www.wida.us/standards/CAN DOs/</a></p>
<b><i>Special Education</i></b>	<p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Support staff will be available to aid students related to IEP specifications.</p> <p>504 accommodations will also be attended to by all instructional leaders.</p> <p>Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning.</p> <p>The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.</p> <p>Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.</p> <p><b>Modifications for Homework and Assignments</b></p> <p>Implement RAFT activities as they pertain to the typical Extended complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work time to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments. es / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b></p> <p>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p>

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# Mendham Township School District

## Dance Curriculum

	Establish procedures for accommodations / modifications for assessments.
<b>At-Risk (Intervention)</b>	<p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies.</p> <p>With considerations to UDL, time may be a factor in overcoming developmental considerations.</p> <p>More time and will be made available with a certified instructor to aid students in reaching the standards.</p>
<b>Resources</b>	
<b>Student Resources</b>	Apps from Clever.com, Vocabulary.com, Typing Apps for iPad and Chromebook, Edpuzzle.com, Edmodo. com, Google Classroom, Google Docs, iPad apps, Classroom Libraries, Various internet resources.
<b>Teacher Resources</b>	Apps from Clever.com, Typing Apps for iPad and Chromebook, Edpuzzle.com, Edmodo. com, Google Classroom, Google Docs, iPad apps Teacher created rubrics, materials, graphic organizers and images, Various internet resources.
<b>Core Instructional Materials</b>	<p><a href="https://www.nationalartsstandards.org/sites/default/files/Dance_resources/ElementsOfDance_organizer.pdf">https://www.nationalartsstandards.org/sites/default/files/Dance_resources/ElementsOfDance_organizer.pdf</a></p> <p><a href="http://www.artsalive.ca/en/dan/make/toolbox/elements.asp">http://www.artsalive.ca/en/dan/make/toolbox/elements.asp</a></p> <p><a href="https://quizlet.com/39155926/elements-of-dance-flash-cards/">https://quizlet.com/39155926/elements-of-dance-flash-cards/</a></p> <p><a href="http://www.artsalive.ca/en/dan/mediatheque/index.asp">http://www.artsalive.ca/en/dan/mediatheque/index.asp</a></p> <p><a href="http://www.artsalive.ca/en/dan/make/process/chprocess.asp">http://www.artsalive.ca/en/dan/make/process/chprocess.asp</a></p>





# Mendham Township School District Dance Curriculum

## Teaching Dance

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## Locomotor Skills with Locomotion Dance

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132910#.WsaJp2aZOgQ>

## Shake it Senora

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12807#.WsaJ0maZOgQ>

## The Funky Chipmunk Dance

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12641#.WsaJGaZOgQ>

## The Snowflake Dance

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12004#.WsaKN2aZOgQ>

## Blueprint Dance: Teaching Dance to Diverse Learners (PreK-12)

<http://schools.nyc.gov/offices/teachlearn/arts/files/Blueprints/Dance/Dance%20Spec%20Ed>

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# Mendham Township School District

## Dance Curriculum

Grade	3 - 5
Unit	1
Unit Duration	10 Weeks
Course	Creativity and Performance
Overview/Rationale	In Grades Three to Five, students will gain a deeper understanding of the elements and principles that drive the creative process in dance. Their performances and presentations will reflect higher order skills, the use of media and technology. The combination of skill and creativity will also allow them to become good critics of dance influencing others in a positive way.

### ***DESIRED OUTCOMES***

#### ***NJSLS Standards Addressed***

1.1 The Creative Process : All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

1.3 Performance : All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

1.4 Aesthetic Responses & Critique Methodologies : All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

#### ***Cumulative Progress Indicators (CPIs) Addressed***

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.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.

1.1.5.A.4 Differentiate contrasting and complementary shapes, shared weight centers, body parts, [body patterning](#), [balance](#), and range of motion in compositions and performances.

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# Mendham Township School District

## Dance Curriculum

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.2 Use improvisation as a tool to create and perform movement sequences incorporating various spatial levels (i.e., low, middle, and high), tempos, and 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.4 Demonstrate developmentally appropriate kinesthetic awareness of basic anatomical principles, using flexibility, balance, strength, focus, concentration, and coordination.

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.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.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.2 Use evaluative tools, such as rubrics, for self- assessment and to appraise the objectivity of critiques by peers.

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.

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).

### *In this unit, the following 21<sup>st</sup> Century Themes & Skills are addressed:*

<i>Check all Themes that apply</i>		<i>Indicate whether these skills are: E- Encouraged, T- Taught, or A-assessed In this unit by marking E, T, or A on the line before the appropriate skill.</i>	
x	<b><i>Global Awareness</i></b>	T,E,A	<b><i>Creativity and Innovation</i></b>
	<b><i>Environmental Literacy</i></b>	T,A	<b><i>Critical Thinking</i></b>
x	<b><i>Health Literacy</i></b>	T,E, A	<b><i>Problem Solving</i></b>
	<b><i>Civic Literacy</i></b>	E, T	<b><i>Communication</i></b>

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# Mendham Township School District

## Dance Curriculum

	<i>Financial, Economic, Business, and Entrepreneurial Literacy</i>	T,E, A	<i>Collaboration</i>
<b>Interdisciplinary Connections</b>			
<b>English Language Arts</b> NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.			
<b>Career Ready Practices</b> CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP8. Utilize critical thinking to make sense of problems and persevere in solving them CRP11. Use technology to enhance productivity.			
<b>Integration of 21st Century Standards</b> 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. 9.2.4.A.3: Investigate both traditional and nontraditional careers and related information to personal likes and dislikes. 9.1.4.E.1: Determine factors that influence consumer decisions related to money 9.1.8.E.4 Prioritize personal wants and needs when making purchases			
<b>Social Studies</b> 6.1.4.C.13 Examine the qualities of entrepreneurs in a capitalistic society. 6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals’ lives. 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.			
<b>Technology</b> 8.1.2.A.1: Identify the basic features of a digital device and explain its purpose. 8.1.2.B.1: Illustrate and communicate original ideas and stories using multiple digital tools and resources. 8.1.2.E.1: Use digital tools and online resources to explore a problem or issue.			
<b>Key Terms</b>	Body patterning, body, action, time, energy, balance, alignment, movement, choreography, space, direction, focus, tempo, speed, rhythm, slow, sustained, sudden		
<b>Student Learning Objectives (SLO)</b>			
1. Create and perform dances alone and in groups.			





# Mendham Township School District

## Dance Curriculum

2. Analyze both formal and expressive aspects of time, shape, space, and energy.
3. Analyze the use of improvisation that fulfills the intent of and develops choreography.
4. Use improvisation as a tool to create and perform movement sequences incorporating various spatial levels
5. Demonstrate developmentally appropriate kinesthetic awareness of basic anatomical principles.

### *Instructional Strategies*

Edpuzzle video Lessons  
Class Discussion  
Cooperative Learning Activities  
Think, Pair, Share Strategies  
Project based strategies

### *Essential Questions*

1. How can the elements of dance be used to express content, emotions, and personal expression?
2. How can improvisation of movement communicate content emotions and personal expression?
3. How is dance different from other forms of movement?
4. How can criticism of aesthetic expression improve an individual's ability to communicate through the arts.

### *Enduring Understandings*

1. Develop original choreography and improvisation of movement sequences using basic understanding of the elements of dance. Music can be used as a choice and personal and group spatial relationships should be explored.
2. Demonstrate a variety of movements generated through improvisational skills and techniques. This will include the elements of dance time, space, and energy.
3. Will be able to identify and judge the differences between pedestrian movements and formal training in dance.
4. Demonstrate and understand that dynamic alignment of the body is associated with coordination and isolation of different body parts. This will include locomotor and non-locomotion movements.
5. Express constructive criticism to communicate useful evaluation of both personal work and the work of others.

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# Mendham Township School District

## Dance Curriculum

<i>Assessments</i>	
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<b>Enrichment</b>	<p>Conduct research and provide presentation of cultural topics.            Design surveys to generate and analyze data to be used in discussion.            Debate topics of interest / cultural importance            Authentic listening and reading sources that provide data and support for speaking and writing prompts.            Exploration of art and/or artists to understand society and history.            Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).            Anchor Activities            Use of Higher Level Questioning Techniques            Provide assessments at a higher level of thinking</p>
<b>Gifted and Talented</b>	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the Dance requirements. This will include allowing more opportunities to demonstrate creativity and the design of original choreography.</p>
<b>ELL</b>	<p>Modified Assignments            Use testing and portfolio assessment            Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)            Repeat, rephrase, paraphrase key concepts and directions            Extended time for assignment completion as needed            Highlight key vocabulary            Define essential vocabulary in context            Use graphic organizers, visuals, manipulatives and other concrete materials            Use gestures, facial expressions and body language</p>





# Mendham Township School District

## Dance Curriculum

	<p>Read aloud</p> <p>Build on what students already know and prior experience</p> <p>Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - <a href="https://www.wida.us/standards/CAN_DOs/">https://www.wida.us/standards/CAN DOs/</a></p>
<b><i>Special Education</i></b>	<p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Support staff will be available to aid students related to IEP specifications.</p> <p>504 accommodations will also be attended to by all instructional leaders.</p> <p>Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning.</p> <p>The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.</p> <p>Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.</p> <p><b>Modifications for Homework and Assignments</b></p> <p>Implement RAFT activities as they pertain to the typical Extended complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work time to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments. es / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b></p> <p>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p>

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# Mendham Township School District

## Dance Curriculum

	<p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>
<p><b>At-Risk (Intervention)</b></p>	<p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies.</p> <p>With considerations to UDL, time may be a factor in overcoming developmental considerations.</p> <p>More time and will be made available with a certified instructor to aid students in reaching the standards.</p>
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<p><b>Student Resources</b></p>	<p>Apps from Clever.com, Vocabulary.com, Typing Apps for iPad and Chromebook, Edpuzzle.com, Edmodo. com, Google Classroom, Google Docs, iPad apps, Classroom Libraries, Various internet resources.</p>
<p><b>Teacher Resources</b></p>	<p>Apps from Clever.com, Typing Apps for iPad and Chromebook, Edpuzzle.com, Edmodo. com, Google Classroom, Google Docs, iPad apps</p> <p>Teacher created rubrics, materials, graphic organizers and images, Various internet resources.</p>
<p><b>Core Instructional Materials</b></p>	<p><a href="https://www.nationalartsstandards.org/sites/default/files/Dance_resources/ElementsOfDance_organizer.pdf">https://www.nationalartsstandards.org/sites/default/files/Dance_resources/ElementsOfDance_organizer.pdf</a></p> <p><a href="http://www.artsalive.ca/en/dan/make/toolbox/elements.asp">http://www.artsalive.ca/en/dan/make/toolbox/elements.asp</a></p> <p><a href="https://quizlet.com/39155926/elements-of-dance-flash-cards/">https://quizlet.com/39155926/elements-of-dance-flash-cards/</a></p> <p><a href="http://www.artsalive.ca/en/dan/mediatheque/index.asp">http://www.artsalive.ca/en/dan/mediatheque/index.asp</a></p> <p><a href="http://www.artsalive.ca/en/dan/make/process/chprocess.asp">http://www.artsalive.ca/en/dan/make/process/chprocess.asp</a></p>





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<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12004#.WsaKN2aZOgQ>

## Blueprint Dance: Teaching Dance to Diverse Learners (PreK-12)

<http://schools.nyc.gov/offices/teachlearn/arts/files/Blueprints/Dance/Dance%20Spec%20Ed>

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# Mendham Township School District

## Dance Curriculum

Grade	3 - 5
Unit	2
Unit Duration	10 Weeks
Course	History and Critique of Dance
Overview/Rationale	In this unit, students will gain a deeper understanding of the role and impact of dance across cultures. Their knowledge of its history will allow for freedom of expression in different ways. This knowledge and understanding will give rise to new forms of dance via constructive criticism.

### ***DESIRED OUTCOMES***

#### ***NJSLS Standards Addressed***

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

#### ***Cumulative Progress Indicators (CPIs) Addressed***

- 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.1 Employ basic, [discipline-specific arts terminology](#) to categorize works of dance, music, theatre, and visual art according to established classifications.
- 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.2 Use evaluative tools, such as rubrics, for self- assessment and to appraise the objectivity of critiques by peers.
- 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.

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# Mendham Township School District

## Dance Curriculum

<i>In this unit, the following 21<sup>st</sup> Century Themes &amp; Skills are addressed:</i>			
<i>Check all Themes that apply</i>		<i>Indicate whether these skills are: E- Encouraged, T- Taught, or A-assessed In this unit by marking E, T, or A on the line before the appropriate skill.</i>	
x	<i>Global Awareness</i>	T,E,A	<i>Creativity and Innovation</i>
	<i>Environmental Literacy</i>	T,A	<i>Critical Thinking</i>
	<i>Health Literacy</i>	T,E, A	<i>Problem Solving</i>
	<i>Civic Literacy</i>	E, T	<i>Communication</i>
x	<i>Financial, Economic, Business, and Entrepreneurial Literacy</i>	T,E, A	<i>Collaboration</i>
<i>Interdisciplinary Connections</i>			
<p><b>English Language Arts</b>            NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.            NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p><b>Career Ready Practices</b>            CRP2. Apply appropriate academic and technical skills.            CRP4. Communicate clearly and effectively and with reason.            CRP8. Utilize critical thinking to make sense of problems and persevere in solving them            CRP11. Use technology to enhance productivity.</p> <p><b>Integration of 21st Century Standards</b>            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.            9.2.4.A.3: Investigate both traditional and nontraditional careers and related information to personal likes and dislikes.            9.1.4.E.1: Determine factors that influence consumer decisions related to money            9.1.8.E.4 Prioritize personal wants and needs when making purchases</p> <p><b>Social Studies</b>            6.1.4.C.13 Examine the qualities of entrepreneurs in a capitalistic society.</p>			

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# Mendham Township School District

## Dance Curriculum

6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives.

6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.

### Technology

8.1.2.A.1: Identify the basic features of a digital device and explain its purpose.

8.1.2.B.1: Illustrate and communicate original ideas and stories using multiple digital tools and [resources](#).

8.1.2.E.1: Use digital tools and online resources to explore a problem or issue.

### Key Terms

Body patterning, body, action, time, energy, balance, alignment, movement, choreography, space, direction, focus, tempo, speed, rhythm, slow, sustained, sudden, culture, history, relationships, inner self, rhythmic pattern.

### Student Learning Objectives (SLO)

1. Create and perform dances alone and in groups.
2. Analyze both formal and expressive aspects of time, shape, space, and energy.
3. Analyze the use of improvisation that fulfills the intent of and develops choreography.
4. Use improvisation as a tool to create and perform movement sequences incorporating various spatial levels.
5. Recognize works of dance.
6. Relate common artistic elements that define dance.
7. Determine the impact of significant contributions of individual artists in dance from Diverse cultures throughout history.
8. Classify and categorize various works of dance.
9. Use dance terminology to evaluate the strengths and weaknesses of works.

### Instructional Strategies

Edpuzzle video Lessons  
Class Discussion  
Cooperative Learning Activities  
Think, Pair, Share Strategies  
Project based strategies

### Essential Questions

1. How can the elements of dance be used to express content, emotions, and personal expression?
2. How can improvisation of movement communicate content emotions and personal expression?

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# Mendham Township School District

## Dance Curriculum

3. How is dance different from other forms of movement?
4. How can criticism of aesthetic expression improve an individual's ability to communicate through the arts?

### *Enduring Understandings*

1. Basic choreographed structures employ the [elements of dance](#).
2. Movement is developed and generated through improvisation. Form and structure are important when interpreting original choreography.
3. Musical and non-musical forms of sound can affect meaning in choreography and improvisation.
4. Compositional works are distinguished by the use of various body movements and sources of initiation (i.e., central, peripheral, or transverse).
5. Works of art may be organized according to their functions and artistic purposes (e.g., [genres](#), [mediums](#), messages, themes).
6. [Formalism](#) in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.
7. Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and [genre](#) provides the foundation for making value judgments about the arts.
8. develop original choreography and improvisation of movement sequences using basic understanding of the elements of dance. Music can be used as a choice and personal and group spatial relationships should be explored
9. demonstrate a variety of movements generated through improvisational skills and techniques. This will include the elements of dance time, space, and energy.
10. will be able to identify and judge the differences between pedestrian movements and formal training in dance.
11. demonstrate and understand that dynamic alignment of the body is associated with coordination and isolation of different body parts. This will include locomotor and non-locomotor movements.
12. express constructive criticism to communicate useful evaluation of both personal work and the work of others.

### *Assessments*

1. Teacher Observation
2. Completed Projects

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# Mendham Township School District Dance Curriculum

3. Oral Student Feedback
4. Peer Review
5. Level of Creativity
6. Reflection
7. Class Discussion

## ***Differentiated Activities***

<b><i>Enrichment</i></b>	<p>Conduct research and provide presentation of cultural topics.          Design surveys to generate and analyze data to be used in discussion.          Debate topics of interest / cultural importance          Authentic listening and reading sources that provide data and support for speaking and writing prompts.          Exploration of art and/or artists to understand society and history.          Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).          Anchor Activities          Use of Higher Level Questioning Techniques          Provide assessments at a higher level of thinking</p>
<b><i>Gifted and Talented</i></b>	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the Dance requirements. This will include allowing more opportunities to demonstrate creativity and the design of original choreography.</p>
<b><i>ELL</i></b>	<p>Modified Assignments          Use testing and portfolio assessment          Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)          Repeat, rephrase, paraphrase key concepts and directions          Extended time for assignment completion as needed          Highlight key vocabulary          Define essential vocabulary in context          Use graphic organizers, visuals, manipulatives and other concrete materials          Use gestures, facial expressions and body language          Read aloud          Build on what students already know and prior experience          Students will be supported according to the recommendations for "can do's" as outlined by WIDA - <a href="https://www.wida.us/standards/CAN_DOs/">https://www.wida.us/standards/CAN_DOs/</a></p>

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# Mendham Township School District

## Dance Curriculum

<b><i>Special Education</i></b>	<p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Support staff will be available to aid students related to IEP specifications.</p> <p>504 accommodations will also be attended to by all instructional leaders.</p> <p>Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning.</p> <p>The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.</p> <p>Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.</p> <p><b>Modifications for Homework and Assignments</b></p> <p>Implement RAFT activities as they pertain to the typical Extended complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work time to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments. es / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b></p> <p>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>
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# Mendham Township School District

## Dance Curriculum

<p><b>At-Risk (Intervention)</b></p>	<p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations  Ask students to restate information, directions, and assignments.  Repetition and and practice  Model skills / techniques to be mastered.  Extended time to complete class work  Preferential seating to be mutually determined by the student and teacher  Student may request to use a computer to complete assignments.  Establish expectations for correct spelling on assignments.  Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies.  With considerations to UDL, time may be a factor in overcoming developmental considerations.  More time and will be made available with a certified instructor to aid students in reaching the standards.</p>
<p><b>Resources</b></p>	
<p><b>Student Resources</b></p>	<p>Apps from Clever.com, Vocabulary.com, Typing Apps for iPad and Chromebook, Edpuzzle.com, Edmodo. com, Google Classroom, Google Docs, iPad apps, Classroom Libraries, Various internet resources.</p>
<p><b>Teacher Resources</b></p>	<p>Apps from Clever.com, Typing Apps for iPad and Chromebook, Edpuzzle.com, Edmodo. com, Google Classroom, Google Docs, iPad apps  Teacher created rubrics, materials, graphic organizers and images, Various internet resources.</p>
<p><b>Core Instructional Materials</b></p>	<p><a href="https://www.nationalartsstandards.org/sites/default/files/Dance_resources/ElementsOfDance_organizer.pdf">https://www.nationalartsstandards.org/sites/default/files/Dance_resources/ElementsOfDance_organizer.pdf</a>  <a href="http://www.artsalive.ca/en/dan/make/toolbox/elements.asp">http://www.artsalive.ca/en/dan/make/toolbox/elements.asp</a>    <a href="https://quizlet.com/39155926/elements-of-dance-flash-cards/">https://quizlet.com/39155926/elements-of-dance-flash-cards/</a>  <a href="http://www.artsalive.ca/en/dan/mediatheque/index.asp">http://www.artsalive.ca/en/dan/mediatheque/index.asp</a>  <a href="http://www.artsalive.ca/en/dan/make/process/chprocess.asp">http://www.artsalive.ca/en/dan/make/process/chprocess.asp</a>    Teaching Dance  <a href="https://www.thepespecialist.com/dance2/">https://www.thepespecialist.com/dance2/</a></p>





# Mendham Township School District Dance Curriculum

Locomotor Skills with Locomotion Dance

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132910#.WsaJp2aZOgQ>

Shake it Senora

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12807#.WsaJ0maZOgQ>

The Funky Chipmunk Dance

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12641#.WsaJGaZOgQ>

The Snowflake Dance

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12004#.WsaKN2aZOgQ>

Blueprint Dance: Teaching Dance to Diverse Learners (PreK-12)

<http://schools.nyc.gov/offices/teachlearn/arts/files/Blueprints/Dance/Dance%20Spec%20Ed>

Grade	3 - 5
Unit	3
Unit Duration	10 Weeks
Course	Aesthetic Responses and Critique Methodology
Overview/Rationale	The appreciation and performance of dance stems from four elements. In order to gain mastery in dance, students need to understand training. In grades 3 - 5, students will work at higher levels of achievement utilizing higher order thinking. Via their individual differences in expression, varied opinions and constructive criticism skilled dancers emerge.

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# Mendham Township School District

## Dance Curriculum

<i>DESIRED OUTCOMES</i>			
<i>NJSLS Standards Addressed</i>			
1.4 Aesthetic Responses & Critique Methodologies : All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.			
<i>Cumulative Progress Indicators (CPIs) Addressed</i>			
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 <a href="#">art genres</a> 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.1 Employ basic, <a href="#">discipline-specific arts terminology</a> to categorize works of dance, music, theatre, and visual art according to established classifications.			
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.2 Use evaluative tools, such as rubrics, for self- assessment and to appraise the objectivity of critiques by peers.			
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.			
<i>In this unit, the following 21<sup>st</sup> Century Themes &amp; Skills are addressed:</i>			
<i>Check all Themes that apply</i>		<i>Indicate whether these skills are: E- Encouraged, T- Taught, or A-assessed In this unit by marking E, T, or A on the line before the appropriate skill.</i>	
x	<i>Global Awareness</i>	T,E,A	<i>Creativity and Innovation</i>
	<i>Environmental Literacy</i>	T,A	<i>Critical Thinking</i>
x	<i>Health Literacy</i>	T,E, A	<i>Problem Solving</i>





# Mendham Township School District

## Dance Curriculum

	<b>Civic Literacy</b>	E, T	<b>Communication</b>
x	<b>Financial, Economic, Business, and Entrepreneurial Literacy</b>	T, E, A	<b>Collaboration</b>
<b>Interdisciplinary Connections</b>			
<p><b>English Language Arts</b>  NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p><b>Career Ready Practices</b>  CRP2. Apply appropriate academic and technical skills.  CRP4. Communicate clearly and effectively and with reason.  CRP8. Utilize critical thinking to make sense of problems and persevere in solving them</p> <p><b>Integration of 21st Century Standards</b>  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.  9.2.4.A.3: Investigate both traditional and nontraditional careers and related information to personal likes and dislikes.  9.1.4.E.1: Determine factors that influence consumer decisions related to money  9.1.8.E.4 Prioritize personal wants and needs when making purchases</p> <p><b>Social Studies</b>  6.1.4.C.13 Examine the qualities of entrepreneurs in a capitalistic society.  6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives.  6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.</p> <p><b>Technology</b>  8.1.2.A.1: Identify the basic features of a digital device and explain its purpose.  8.1.2.B.1: Illustrate and communicate original ideas and stories using multiple digital tools and <a href="#">resources</a>.  8.1.2.E.1: Use digital tools and online resources to explore a problem or issue.</p>			
<b>Key Terms</b>		Body patterning, body, action, time, energy, balance, alignment, movement, choreography, space, direction, focus, tempo, speed, rhythm, slow, sustained, sudden, culture, history, relationships, inner self, rhythmic pattern, focus, force, tension, traveling, laban effort actions,	

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# Mendham Township School District Dance Curriculum

	place, size, level, duration, energy qualities
<b><i>Student Learning Objectives (SLO)</i></b>	
<ol style="list-style-type: none"><li>1. Create and perform dances alone and in groups.</li><li>2. Analyze both formal and expressive aspects of time, shape, space, and energy.</li><li>3. Analyze the use of improvisation that fulfills the intent of and develops choreography.</li><li>4. Use improvisation as a tool to create and perform movement sequences incorporating various spatial levels</li><li>5. Recognize works of dance.</li><li>6. Relate common artistic elements that define dance.</li><li>7. Determine the impact of significant contributions of individual artists in dance from diverse cultures throughout history.</li><li>8. Classify and categorize various works of dance.</li><li>9. Dance terminology to evaluate the strengths and weaknesses of works.</li><li>10. Judge aesthetic qualities of dance and recognize patterns of movement and reflections in nature</li><li>11. Construct criticism based on observable criteria.</li><li>12. Recognize clues that explain the artist's intent.</li><li>13. Students will demonstrate an understanding of arts philosophies, judgment, and analysis.</li></ol>	
<b><i>Instructional Strategies</i></b>	
Edpuzzle video Lessons Class Discussion Cooperative Learning Activities Think, Pair, Share Strategies Project based strategies	
<b><i>Essential Questions</i></b>	
<ol style="list-style-type: none"><li>1. How can the elements of dance be used to express content, emotions, and personal expression?</li><li>2. How can improvisation of movement communicate content emotions and personal expression?</li><li>3. How is dance different from other forms of movement?</li><li>4. How can criticism of aesthetic expression improve an individual's ability to communicate through the arts?</li></ol>	
<b><i>Enduring Understandings</i></b>	
<ol style="list-style-type: none"><li>1. Basic choreographed structures employ the <a href="#">elements of dance</a>.</li></ol>	





# Mendham Township School District Dance Curriculum

2. Movement is developed and generated through improvisation. Form and structure are important when interpreting original choreography.
3. Musical and non-musical forms of sound can affect meaning in choreography and improvisation.
4. Compositional works are distinguished by the use of various body movements and sources of initiation (i.e., central, peripheral, or transverse).
5. Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes).
6. Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.
7. Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts.
8. develop original choreography and improvisation of movement sequences using basic understanding of the elements of dance. Music can be used as a choice and personal and group spatial relationships should be explored
9. demonstrate a variety of movements generated through improvisational skills and techniques. This will include the elements of dance time, space, and energy.
10. will be able to identify and judge the differences between pedestrian movements and formal training in dance.
11. demonstrate and understand that dynamic alignment of the body is associated with coordination and isolation of different body parts. This will include locomotor and non-locomotor movements.
12. express constructive criticism to communicate useful evaluation of both personal work and the work of others.

## *Assessments*

1. Teacher Observation
2. Completed Projects
3. Oral Student Feedback
4. Peer Review
5. Level of Creativity
6. Reflection
7. Class Discussion

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# Mendham Township School District

## Dance Curriculum

<i>Differentiated Activities</i>	
<b><i>Enrichment</i></b>	<p>Conduct research and provide presentation of cultural topics.            Design surveys to generate and analyze data to be used in discussion.            Debate topics of interest / cultural importance            Authentic listening and reading sources that provide data and support for speaking and writing prompts.            Exploration of art and/or artists to understand society and history.            Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).            Anchor Activities            Use of Higher Level Questioning Techniques            Provide assessments at a higher level of thinking</p>
<b><i>Gifted and Talented</i></b>	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the Dance requirements. This will include allowing more opportunities to demonstrate creativity and the design of original choreography.</p>
<b><i>ELL</i></b>	<p>Modified Assignments            Use testing and portfolio assessment            Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)            Repeat, rephrase, paraphrase key concepts and directions            Extended time for assignment completion as needed            Highlight key vocabulary            Define essential vocabulary in context            Use graphic organizers, visuals, manipulatives and other concrete materials            Use gestures, facial expressions and body language            Read aloud            Build on what students already know and prior experience            Students will be supported according to the recommendations for "can do's" as outlined by WIDA - <a href="https://www.wida.us/standards/CAN_DOs/">https://www.wida.us/standards/CAN_DOs/</a></p>
<b><i>Special Education</i></b>	<p>Pair visual prompts with verbal presentations            Ask students to restate information, directions, and assignments.            Repetition and practice            Model skills / techniques to be mastered.            Extended time to complete class work</p>

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# Mendham Township School District

## Dance Curriculum

Provide copy of class notes  
Preferential seating to be mutually determined by the student and teacher  
Student may request to use a computer to complete assignments.  
Establish expectations for correct spelling on assignments.  
Teachers will check/sign student agenda daily  
Student requires use of other assistive technology device  
Support staff will be available to aid students related to IEP specifications.  
504 accommodations will also be attended to by all instructional leaders.  
Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning.  
The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.  
Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.

### **Modifications for Homework and Assignments**

Implement RAFT activities as they pertain to the typical Extended complete assignments.  
Student requires more complex assignments to be broken up and explained in smaller units, with work time to be submitted in phases.  
Provide the student with clearly stated (written) expectations and grading criteria for assignments. es / modes of communication (role, audience, format, topic).

### **Modifications for Assessments**

Extended time on classroom tests and quizzes.  
Student may take/complete tests in an alternate setting as needed.  
Restate, reread, and clarify directions/questions  
Distribute study guide for classroom tests.  
Establish procedures for accommodations / modifications for assessments.

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# Mendham Township School District

## Dance Curriculum

<p><b>At-Risk (Intervention)</b></p>	<p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies.</p> <p>With considerations to UDL, time may be a factor in overcoming developmental considerations.</p> <p>More time and will be made available with a certified instructor to aid students in reaching the standards.</p>
<p><b>Resources</b></p>	
<p><b>Student Resources</b></p>	<p>Apps from Clever.com, Vocabulary.com, Typing Apps for iPad and Chromebook, Edpuzzle.com, Edmodo. com, Google Classroom, Google Docs, iPad apps, Classroom Libraries, Various internet resources.</p>
<p><b>Teacher Resources</b></p> <p><b>Core Instructional Materials</b></p>	<p>Apps from Clever.com, Typing Apps for iPad and Chromebook, Edpuzzle.com, Edmodo. com, Google Classroom, Google Docs, iPad apps</p> <p>Teacher created rubrics, materials, graphic organizers and images, Various internet resources.</p> <p><a href="https://www.nationalartsstandards.org/sites/default/files/Dance_resources/ElementsOfDance_organizer.pdf">https://www.nationalartsstandards.org/sites/default/files/Dance_resources/ElementsOfDance_organizer.pdf</a></p> <p><a href="http://www.artsalive.ca/en/dan/make/toolbox/elements.asp">http://www.artsalive.ca/en/dan/make/toolbox/elements.asp</a></p> <p><a href="https://quizlet.com/39155926/elements-of-dance-flash-cards/">https://quizlet.com/39155926/elements-of-dance-flash-cards/</a></p> <p><a href="http://www.artsalive.ca/en/dan/mediatheque/index.asp">http://www.artsalive.ca/en/dan/mediatheque/index.asp</a></p> <p><a href="http://www.artsalive.ca/en/dan/make/process/chprocess.asp">http://www.artsalive.ca/en/dan/make/process/chprocess.asp</a></p> <p>Teaching Dance</p> <p><a href="https://www.thepespecialist.com/dance2/">https://www.thepespecialist.com/dance2/</a></p>





# Mendham Township School District Dance Curriculum

Locomotor Skills with Locomotion Dance

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132910#.WsaJp2aZOgQ>

Shake it Senora

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12807#.WsaJ0maZOgQ>

The Funky Chipmunk Dance

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12641#.WsaJGaZOgQ>

The Snowflake Dance

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12004#.WsaKN2aZOgQ>

Blueprint Dance: Teaching Dance to Diverse Learners (PreK-12)

<http://schools.nyc.gov/offices/teachlearn/arts/files/Blueprints/Dance/Dance%20Spec%20Ed>

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# Mendham Township School District

## Dance Curriculum

Grade	6 - 8
Unit	1
Unit Duration	12 Weeks
Course	Introduction to Improvisation, Composition and Body Awareness
Overview/Rationale	All students need an understanding of the elements and principles that guide creativity, improvisation and composition in dance. An understanding of skills, media, methods and technology are necessary in the performance and execution of the arts. Through performance and analysis of dance, music and theatre, students will be able to express themselves freely.
<b>DESIRED OUTCOMES</b>	
<b><i>NJSLS Standards Addressed</i></b>	
<p>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.</p> <p>1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.</p> <p>1.4 Aesthetic Responses &amp; Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</p>	
<b><i>Cumulative Progress Indicators (CPIs) Addressed</i></b>	
<ol style="list-style-type: none"> <li>1.1.8.A.4 Integrate a variety of isolated and coordinated movements in dance compositions and performances.</li> <li>1.2.8.A.1 Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies.</li> <li>1.3.8.A.3 Create a dance with peers, demonstrating the ability to understand and use choreographic structures such as ABA, theme and variation, canon, call and response, counterpoint.</li> <li>1.2.8.A.2 Create a multimedia presentation comparing and contrasting past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.</li> <li>1.1.8.A.4 Students perform, demonstrating the ability to recall and reproduce complex movement phrases and spatial formations.</li> <li>1.3.8.B.2 Perform independently and in groups with appropriate expressive qualities.</li> </ol>	





# Mendham Township School District

## Dance Curriculum

<i>In this unit, the following 21<sup>st</sup> Century Themes &amp; Skills are addressed:</i>			
<i>Check all Themes that apply</i>		<i>Indicate whether these skills are: E- Encouraged, T- Taught, or A-assessed In this unit by marking E, T, or A on the line before the appropriate skill.</i>	
x	<i>Global Awareness</i>	T,E,A	<i>Creativity and Innovation</i>
	<i>Environmental Literacy</i>	T,A	<i>Critical Thinking</i>
x	<i>Health Literacy</i>	T,E, A	<i>Problem Solving</i>
	<i>Civic Literacy</i>	E, T	<i>Communication</i>
	<i>Financial, Economic, Business, and Entrepreneurial Literacy</i>	T,E, A	<i>Collaboration</i>
<i>Interdisciplinary Connections</i>			
<p><b>English Language Arts</b>            NJSLSA.R2. Determine central ideas or themes of a text and analyze their development;            summarize the key supporting details and ideas.            NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including            visually and quantitatively, as well as in words.</p> <p>Engage in collaborative discussions utilizing effective speaking and listening skills</p>			
<p><b>Math</b>            Utilize ratios and proportional relationships.            Real world problems with surface and area.</p>			
<p><b>Career Ready Practices</b>            CRP2. Apply appropriate academic and technical skills.            CRP4. Communicate clearly and effectively and with reason.            CRP6. Demonstrate creativity and innovation.            CRP7. Employ valid and reliable research strategies.            CRP8. Utilize critical thinking to make sense of problems and persevere in solving them            CRP9. Model integrity, ethical leadership and effective management.            CRP12. Work productively in teams while using cultural global competence.</p>			

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# Mendham Township School District

## Dance Curriculum

### Integration of 21st Century Standards

9.1.4.A.2: Identify potential sources of income.

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.

9.2.4.A.3: Investigate both traditional and nontraditional careers and related information to personal likes and dislikes.

### Social Studies

6.1.4.C.13 Examine the qualities of entrepreneurs in a capitalistic society.

6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives.

Compare and contrast cultural practices of Native American groups.

### Technology

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.

8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.

8.2.8.C.1 Explain how different teams/groups can contribute to the overall design of a product

### Key Terms

Dance movement, pantomime, pedestrian movement, abstract gesture, balance, personal space, body awareness, body patterning, movement sequence, focus, critique, non locomotor, locomotor, expressive qualities.

### Student Learning Objectives (SLO)

1. Identify the elements of dance.
2. Use improvisation to discover new movement.
3. Demonstrate pantomime, pedestrian movement, abstract gesture, and dance movement.
4. Apply coordinated body part articulations, body alignment, balance, and [body patterning](#).
5. Create and perform planned and improvised movement sequences using the [elements of dance](#).
6. Define and maintain personal space, body awareness, and direct focus while performing movement skills.
7. Create and perform original movement sequences alone and with a partner.
8. Use the principles of positive critique in giving and receiving responses to performances.

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# Mendham Township School District

## Dance Curriculum

### *Instructional Strategies*

Edpuzzle video Lessons  
Class Discussion  
Cooperative Learning Activities  
Think, Pair, Share Strategies  
Project based strategies

### *Essential Questions*

1. How are forms of dance influenced by time, place, and people?
2. What controls the dance; the dancer or the music?
3. How is dance an important element in a culture?
4. What is the process for creating an original work?
5. What makes an effective dance performer?
6. What makes an effective dance performance?
7. How does one critique a dance performance?

### *Enduring Understandings*

1. Develop original choreography and improvisation of movement sequences using basic understanding of the elements of dance. Music can be used as a choice and personal and group spatial relationships should be explored.
2. Demonstrate a variety of movements generated through improvisational skills and techniques. This will include the elements of dance time, space, and energy.
3. Will be able to identify and judge the differences between pedestrian movements and formal training in dance.
4. Demonstrate and understand that dynamic alignment of the body is associated with coordination and isolation of different body parts. This will include locomotor and non-locomotion movements.
5. Express constructive criticism to communicate useful evaluation of both personal work and the work of others.

### *Assessments*

1. Teacher Observation
2. Completed Projects
3. Oral Student Feedback
4. Peer Review
5. Level of Creativity

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# Mendham Township School District

## Dance Curriculum

6. Reflection
7. Class Discussion
8. Performance Task Checklist
9. Journal Entries

### *Differentiated Activities*

<b><i>Enrichment</i></b>	<p>Conduct research and provide presentation of cultural topics.          Design surveys to generate and analyze data to be used in discussion.          Debate topics of interest / cultural importance          Authentic listening and reading sources that provide data and support for speaking and writing prompts.          Exploration of art and/or artists to understand society and history.          Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).          Anchor Activities          Use of Higher Level Questioning Techniques          Provide assessments at a higher level of thinking</p>
<b><i>Gifted and Talented</i></b>	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the Dance requirements. This will include allowing more opportunities to demonstrate creativity and the design of original choreography.</p>
<b><i>ELL</i></b>	<p>Modified Assignments          Use testing and portfolio assessment          Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)          Repeat, rephrase, paraphrase key concepts and directions          Extended time for assignment completion as needed          Highlight key vocabulary          Define essential vocabulary in context          Use graphic organizers, visuals, manipulatives and other concrete materials          Use gestures, facial expressions and body language          Read aloud          Build on what students already know and prior experience          Students will be supported according to the recommendations for "can do's" as outlined by WIDA - <a href="https://www.wida.us/standards/CAN_DOs/">https://www.wida.us/standards/CAN_DOs/</a></p>





# Mendham Township School District

## Dance Curriculum

<b><i>Special Education</i></b>	<p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Support staff will be available to aid students related to IEP specifications.</p> <p>504 accommodations will also be attended to by all instructional leaders.</p> <p>Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning.</p> <p>The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.</p> <p>Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.</p> <p><b>Modifications for Homework and Assignments</b></p> <p>Implement RAFT activities as they pertain to the typical Extended complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work time to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments. es / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b></p> <p>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>
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## Dance Curriculum

<p><b>At-Risk (Intervention)</b></p>	<p><b>Modifications for Classroom</b></p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies.</p> <p>With considerations to UDL, time may be a factor in overcoming developmental considerations.</p> <p>More time and will be made available with a certified instructor to aid students in reaching the standards.</p>
<p><b>Resources</b></p>	
<p><b>Student Resources</b></p>	<p>Apps from Clever.com, Vocabulary.com, Typing Apps for iPad and Chromebook, Edpuzzle.com, Edmodo. com, Google Classroom, Google Docs, iPad apps, Classroom Libraries, Various internet resources.</p>
<p><b>Teacher Resources</b></p> <p><b>Core Instructional Materials</b></p>	<p>Apps from Clever.com, Typing Apps for iPad and Chromebook, Edpuzzle.com, Edmodo. com, Google Classroom, Google Docs, iPad apps</p> <p>Teacher created rubrics, materials, graphic organizers and images, Various internet resources.</p> <p><a href="https://www.nationalartsstandards.org/sites/default/files/Dance_resources/ElementsOfDance_organizer.pdf">https://www.nationalartsstandards.org/sites/default/files/Dance_resources/ElementsOfDance_organizer.pdf</a></p> <p><a href="http://www.artsalive.ca/en/dan/make/toolbox/elements.asp">http://www.artsalive.ca/en/dan/make/toolbox/elements.asp</a></p> <p><a href="https://quizlet.com/39155926/elements-of-dance-flash-cards/">https://quizlet.com/39155926/elements-of-dance-flash-cards/</a></p> <p><a href="http://www.artsalive.ca/en/dan/mediatheque/index.asp">http://www.artsalive.ca/en/dan/mediatheque/index.asp</a></p> <p><a href="http://www.artsalive.ca/en/dan/make/process/chprocess.asp">http://www.artsalive.ca/en/dan/make/process/chprocess.asp</a></p> <p><b>Facility:</b></p> <p>Dance floor, Ballet Barres, Full-length Mirrors, Sound System</p>

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# Mendham Township School District Dance Curriculum

Additional materials can include various audio and video recordings and printed materials.

## Teaching Dance

<https://www.thepespecialist.com/dance2/>

## Locomotor Skills with Locomotion Dance

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132910#.WsaJp2aZOgQ>

## Blueprint Dance: Teaching Dance to Diverse Learners (PreK-12)

<http://schools.nyc.gov/offices/teachlearn/arts/files/Blueprints/Dance/Dance%20Spec%20Ed>

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# Mendham Township School District

## Dance Curriculum

Grade	6 - 8
Unit	2
Unit Duration	12 Weeks
Course	Performing Movement Phases
Overview/Rationale	A further understanding of the elements and principles that guide creativity, improvisation and composition in dance continues in grades 6-8. An understanding of skills, media, methods and technology are necessary in the performance and execution of the arts. Based upon the maturational mastery of skills, performance and analysis of dance, music and theatre, students will be able to express themselves freely while maintaining a healthy lifestyle.

### DESIRED OUTCOMES

#### NJSLS Standards Addressed

- 1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
- 1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

#### Cumulative Progress Indicators (CPIs) Addressed

- 1.1.8.A.4 In dance performances, integrate isolated and coordinated movements, making use of all major muscle groups, proper body mechanics, body patterning, balance, and range of motion.
- 1.1.8.A.4 Students perform, demonstrating the ability to recall and reproduce complex movement phrases and spatial formations.
- 1.3.8.B.2 Perform independently and in groups with appropriate expressive qualities.

#### In this unit, the following 21<sup>st</sup> Century Themes & Skills are addressed:

Check all Themes that apply		Indicate whether these skills are: E- Encouraged, T- Taught, or A-assessed In this unit by marking E, T, or A on the line before the appropriate skill.	
x	Global Awareness	T,E,A	Creativity and Innovation
	Environmental Literacy	T,A	Critical Thinking





# Mendham Township School District

## Dance Curriculum

x	<i>Health Literacy</i>	T,E, A	<i>Problem Solving</i>
	<i>Civic Literacy</i>	E, T	<i>Communication</i>
	<i>Financial, Economic, Business, and Entrepreneurial Literacy</i>	T,E, A	<i>Collaboration</i>

### *Interdisciplinary Connections*

#### **English Language Arts**

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

#### **Math**

Utilize ratios and proportional relationships.

Real world problems with surface and area.

#### **Career Ready Practices**

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

CRP9. Model integrity, ethical leadership and effective management.

CRP12. Work productively in teams while using cultural global competence.

#### **Integration of 21st Century Standards**

9.1.4.A.2: Identify potential sources of income.

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.

9.2.4.A.3: Investigate both traditional and nontraditional careers and related information to personal likes and dislikes.

#### **Social Studies**

6.1.4.C.13 Examine the qualities of entrepreneurs in a capitalistic society.

6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives.

Compare and contrast cultural practices of Native American groups.

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# Mendham Township School District

## Dance Curriculum

### Technology

- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.
- 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.
- 8.2.8.C.1 Explain how different teams/groups can contribute to the overall design of a product

### Key Terms

Dance movement, pantomime, pedestrian movement, abstract gesture, balance, personal space, body awareness, body patterning, movement sequence, focus, non locomotor, locomotor, expressive qualities, artistic dance, ceremonial dance, recreational dance.

### Student Learning Objectives (SLO)

1. Identify the elements of dance.
2. Use improvisation to discover new movement.
3. Demonstrate pantomime, pedestrian movement, abstract gesture, and dance movement.
4. Apply coordinated body part articulations, body alignment, balance, and [body patterning](#).
5. Create and perform planned and improvised movement sequences using the [elements of dance](#).
6. Define and maintain personal space, body awareness, and direct focus while performing movement skills.
7. Create and perform original movement sequences alone and with a partner.

### Instructional Strategies

Edpuzzle video Lessons  
Class Discussion  
Cooperative Learning Activities  
Think, Pair, Share Strategies  
Project based strategies

### Essential Questions

1. How are forms of dance influenced by time, place, and people?
2. What controls the dance; the dancer or the music?
3. How is dance an important element in a culture?





# Mendham Township School District

## Dance Curriculum

4. What is the process for creating an original work?
5. What makes an effective dance performer?
6. What makes an effective dance performance?

### *Enduring Understandings*

1. Develop original choreography and improvisation of movement sequences using basic understanding of the elements of dance. Music can be used as a choice and personal and group spatial relationships should be explored.
2. Demonstrate a variety of movements generated through improvisational skills and techniques. This will include the elements of dance time, space, and energy.
3. Will be able to identify and judge the differences between pedestrian movements and formal training in dance.
4. Demonstrate and understand that dynamic alignment of the body is associated with coordination and isolation of different body parts. This will include locomotor and non-locomotion movements.

### *Assessments*

1. Teacher Observation
2. Completed Projects
3. Oral Student Feedback
4. Peer Review
5. Level of Creativity
6. Reflection
7. Class Discussion
8. Performance Task Checklist
9. Journal Entries

### *Differentiated Activities*

#### ***Enrichment***

Conduct research and provide presentation of cultural topics.  
Design surveys to generate and analyze data to be used in discussion.  
Debate topics of interest / cultural importance  
Authentic listening and reading sources that provide data and support for speaking and writing prompts.  
Exploration of art and/or artists to understand society and history.  
Implement RAFT Activities as they pertain to the types / modes of

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# Mendham Township School District

## Dance Curriculum

<b><i>Gifted and Talented</i></b>	<p>communication (role, audience, format, topic).  Anchor Activities  Use of Higher Level Questioning Techniques  Provide assessments at a higher level of thinking</p> <p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the Dance requirements. This will include allowing more opportunities to demonstrate creativity and the design of original choreography.</p>
<b><i>ELL</i></b>	<p>Modified Assignments  Use testing and portfolio assessment  Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)  Repeat, rephrase, paraphrase key concepts and directions  Extended time for assignment completion as needed  Highlight key vocabulary  Define essential vocabulary in context  Use graphic organizers, visuals, manipulatives and other concrete materials  Use gestures, facial expressions and body language  Read aloud  Build on what students already know and prior experience  Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - <a href="https://www.wida.us/standards/CAN_DOs/">https://www.wida.us/standards/CAN_DOs/</a></p>
<b><i>Special Education</i></b>	<p>Pair visual prompts with verbal presentations  Ask students to restate information, directions, and assignments.  Repetition and practice  Model skills / techniques to be mastered.  Extended time to complete class work  Provide copy of class notes  Preferential seating to be mutually determined by the student and teacher  Student may request to use a computer to complete assignments.  Establish expectations for correct spelling on assignments.  Teachers will check/sign student agenda daily  Student requires use of other assistive technology device  Support staff will be available to aid students related to IEP specifications.</p>

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# Mendham Township School District

## Dance Curriculum

	<p>504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.</p> <p><b>Modifications for Homework and Assignments</b> Implement RAFT activities as they pertain to the typical Extended complete assignments. Student requires more complex assignments to be broken up and explained in smaller units, with work time to be submitted in phases. Provide the student with clearly stated (written) expectations and grading criteria for assignments. es / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b> Extended time on classroom tests and quizzes. Student may take/complete tests in an alternate setting as needed. Restate, reread, and clarify directions/questions Distribute study guide for classroom tests. Establish procedures for accommodations / modifications for assessments.</p>
<b>At-Risk (Intervention)</b>	<p><b>Modifications for Classroom</b> Pair visual prompts with verbal presentations Ask students to restate information, directions, and assignments. Repetition and and practice Model skills / techniques to be mastered. Extended time to complete class work Preferential seating to be mutually determined by the student and teacher Student may request to use a computer to complete assignments. Establish expectations for correct spelling on assignments. Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming</p>

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# Mendham Township School District

## Dance Curriculum

	<p>developmental considerations.</p> <p>More time and will be made available with a certified instructor to aid students in reaching the standards.</p>
<b>Resources</b>	
<b>Student Resources</b>	<p>Apps from Clever.com, Vocabulary.com, Typing Apps for iPad and Chromebook, Edpuzzle.com, Edmodo. com, Google Classroom, Google Docs, iPad apps, Classroom Libraries, Various internet resources.</p>
<b>Teacher Resources</b>  <b>Core Instructional Materials</b>	<p>Apps from Clever.com, Typing Apps for iPad and Chromebook, Edpuzzle.com, Edmodo. com, Google Classroom, Google Docs, iPad apps</p> <p>Teacher created rubrics, materials, graphic organizers and images, Various internet resources.</p> <p><a href="https://www.nationalartsstandards.org/sites/default/files/Dance_resources/ElementsOfDance_organizer.pdf">https://www.nationalartsstandards.org/sites/default/files/Dance_resources/ElementsOfDance_organizer.pdf</a></p> <p><a href="http://www.artsalive.ca/en/dan/make/toolbox/elements.asp">http://www.artsalive.ca/en/dan/make/toolbox/elements.asp</a></p> <p><a href="https://quizlet.com/39155926/elements-of-dance-flash-cards/">https://quizlet.com/39155926/elements-of-dance-flash-cards/</a></p> <p><a href="http://www.artsalive.ca/en/dan/mediatheque/index.asp">http://www.artsalive.ca/en/dan/mediatheque/index.asp</a></p> <p><a href="http://www.artsalive.ca/en/dan/make/process/chprocess.asp">http://www.artsalive.ca/en/dan/make/process/chprocess.asp</a></p> <p><b>Facility:</b></p> <p>Dance floor, Ballet Barres, Full-length Mirrors, Sound System</p> <p>Additional materials can include various audio and video recordings and printed materials.</p> <p><b>Teaching Dance</b></p> <p><a href="https://www.thepespecialist.com/dance2/">https://www.thepespecialist.com/dance2/</a></p> <p><b>Locomotor Skills with Locomotion Dance</b></p> <p><a href="http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132910#.WsaJp2aZOgQ">http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132910#.WsaJp2aZOgQ</a></p> <p><b>Blueprint Dance: Teaching Dance to Diverse Learners (PreK-12)</b></p> <p><a href="http://schools.nyc.gov/offices/teachlearn/arts/files/Blueprints/Dance/Dance%20Spec%20Ed">http://schools.nyc.gov/offices/teachlearn/arts/files/Blueprints/Dance/Dance%20Spec%20Ed</a></p>





# Mendham Township School District Dance Curriculum

Grade	6 - 8
Unit	3
Unit Duration	12 Weeks
Course	Incorporating Social Historical and Cultural Themes and Choreographic Devices
Overview/Rationale	All students need an understanding of the elements and principles that guide creativity, improvisation and composition in dance. In addition they need to have an appreciation of the history and cultural themes that drive dances of different cultures. An understanding of skills, media, methods and technology are necessary in the performance and execution of the arts. Through performance and analysis of dance, music and theatre, students will be able to express themselves freely as well as maintain a healthy lifestyle.

## ***DESIRED OUTCOMES***

### ***NJSLS Standards Addressed***

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

### ***Cumulative Progress Indicators (CPIs) Addressed***

- 1.1.8.A.4 In dance performances, integrate isolated and coordinated movements, making use of all major muscle groups, proper body mechanics, body patterning, balance, and range of motion.
- 1.1.8.A.4 Students perform, demonstrating the ability to recall and reproduce complex movement phrases and spatial formations.
- 1.3.8.B.2 Perform independently and in groups with appropriate expressive qualities
- 1.2.8.A.1 Map historical innovations in dance, music, theatre, and visual art that were

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# Mendham Township School District Dance Curriculum

caused by the creation of new dances.

5. 1.2.8.A.2 Create a multimedia presentation comparing and contrasting past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
6. 1.1.8.A.3 Examine how dance compositions are influenced by various social themes and arts media.
7. 1.1.8.D.1 Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures.
8. 1.1.8.D.2 Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages.

## *In this unit, the following 21<sup>st</sup> Century Themes & Skills are addressed:*

<i>Check all Themes that apply</i>		<i>Indicate whether these skills are: E- Encouraged, T- Taught, or A-assessed In this unit by marking E, T, or A on the line before the appropriate skill.</i>	
x	<b><i>Global Awareness</i></b>	T,E,A	<b><i>Creativity and Innovation</i></b>
	<b><i>Environmental Literacy</i></b>	T,A	<b><i>Critical Thinking</i></b>
x	<b><i>Health Literacy</i></b>	T,E, A	<b><i>Problem Solving</i></b>
	<b><i>Civic Literacy</i></b>	E, T	<b><i>Communication</i></b>
	<b><i>Financial, Economic, Business, and Entrepreneurial Literacy</i></b>	T,E, A	<b><i>Collaboration</i></b>

## *Interdisciplinary Connections*

### **English Language Arts**

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Engage in collaborative discussions utilizing effective speaking and listening skills

### **Math**

Utilize ratios and proportional relationships.

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# Mendham Township School District

## Dance Curriculum

Real world problems with surface and area.

### Career Ready Practices

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them

CRP9. Model integrity, ethical leadership and effective management.

CRP12. Work productively in teams while using cultural global competence.

### Integration of 21st Century Standards

9.1.4.A.2: Identify potential sources of income.

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.

9.2.4.A.3: Investigate both traditional and nontraditional careers and related information to personal likes and dislikes.

### Social Studies

6.1.4.C.13 Examine the qualities of entrepreneurs in a capitalistic society.

6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives.

Compare and contrast cultural practices of Native American groups.

### Technology

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.

8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.

8.2.8.C.1 Explain how different teams/groups can contribute to the overall design of a product

### Key Terms

Dance movement, pantomime, pedestrian movement, abstract gesture, balance, personal space, body awareness, body patterning, movement sequence, focus, critique, non locomotor, locomotor, expressive qualities, African Colonial and Native American Dance, customs, beliefs, artistic dance, ceremonial dance, recreational dance.

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# Mendham Township School District

## Dance Curriculum

### *Student Learning Objectives (SLO)*

1. Identify the elements of dance.
2. Use improvisation to discover new movement.
3. Demonstrate pantomime, pedestrian movement, abstract gesture, and dance movement.
4. Apply coordinated body part articulations, body alignment, balance, and [body patterning](#).
5. Create and perform planned and improvised movement sequences using the [elements of dance](#).
6. Define and maintain personal space, body awareness, and direct focus while performing movement skills.
7. Create and perform original movement sequences alone and with a partner.
8. Create and perform dances with cultural and historical themes.

### *Instructional Strategies*

Edpuzzle video Lessons  
Class Discussion  
Cooperative Learning Activities  
Think, Pair, Share Strategies  
Project based strategies

### *Essential Questions*

1. How are forms of dance influenced by time, place, and people?
2. What controls the dance; the dancer or the music?
3. How is dance an important element in a culture?
4. What is the process for creating an original work?
5. What makes an effective dance performer?
6. What makes an effective dance performance?
7. How does one critique a dance performance?

### *Enduring Understandings*

1. Develop original choreography and improvisation of movement sequences using basic understanding of the elements of dance. Music can be used as a choice and personal and group spatial relationships should be explored.
2. Demonstrate a variety of movements generated through improvisational skills and techniques. This will include the elements of dance time, space, and energy.
3. Will be able to identify and judge the differences between pedestrian movements and formal training in dance.





# Mendham Township School District

## Dance Curriculum

4. Demonstrate and understand that dynamic alignment of the body is associated with coordination and isolation of different body parts. This will include locomotor and non-locomotion movements.
5. Express constructive criticism to communicate useful evaluation and demonstration of both personal work and the work of others with historical and cultural themes.

### *Assessments*

1. Teacher Observation
2. Completed Projects
3. Oral Student Feedback
4. Peer Review
5. Level of Creativity
6. Reflection
7. Class Discussion
8. Performance Task Checklist
9. Journal Entries

### *Differentiated Activities*

<b><i>Enrichment</i></b>	<p>Conduct research and provide presentation of cultural topics.          Design surveys to generate and analyze data to be used in discussion.          Debate topics of interest / cultural importance          Authentic listening and reading sources that provide data and support for speaking and writing prompts.          Exploration of art and/or artists to understand society and history.          Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).          Anchor Activities          Use of Higher Level Questioning Techniques          Provide assessments at a higher level of thinking</p>
<b><i>Gifted and Talented</i></b>	<p>Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the Dance requirements. This will include allowing more opportunities to demonstrate creativity and the design of original choreography.</p>
<b><i>ELL</i></b>	<p>Modified Assignments          Use testing and portfolio assessment          Native Language Translation (peer, online assistive technology, translation</p>

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# Mendham Township School District

## Dance Curriculum

	<p>device, bilingual dictionary)</p> <p>Repeat, rephrase, paraphrase key concepts and directions</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary</p> <p>Define essential vocabulary in context</p> <p>Use graphic organizers, visuals, manipulatives and other concrete materials</p> <p>Use gestures, facial expressions and body language</p> <p>Read aloud</p> <p>Build on what students already know and prior experience</p> <p>Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - <a href="https://www.wida.us/standards/CAN_DOs/">https://www.wida.us/standards/CAN_DOs/</a></p>
<b><i>Special Education</i></b>	<p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Support staff will be available to aid students related to IEP specifications.</p> <p>504 accommodations will also be attended to by all instructional leaders.</p> <p>Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning.</p> <p>The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered.</p> <p>Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.</p> <p><b>Modifications for Homework and Assignments</b></p> <p>Implement RAFT activities as they pertain to the typical Extended complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work time to be submitted in phases.</p>





# Mendham Township School District

## Dance Curriculum

	<p>Provide the student with clearly stated (written) expectations and grading criteria for assignments. es / modes of communication (role, audience, format, topic).</p> <p><b>Modifications for Assessments</b>          Extended time on classroom tests and quizzes.          Student may take/complete tests in an alternate setting as needed.          Restate, reread, and clarify directions/questions          Distribute study guide for classroom tests.          Establish procedures for accommodations / modifications for assessments.</p>
<b>At-Risk (Intervention)</b>	<p><b>Modifications for Classroom</b>          Pair visual prompts with verbal presentations          Ask students to restate information, directions, and assignments.          Repetition and and practice          Model skills / techniques to be mastered.          Extended time to complete class work          Preferential seating to be mutually determined by the student and teacher          Student may request to use a computer to complete assignments.          Establish expectations for correct spelling on assignments.          Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies.          With considerations to UDL, time may be a factor in overcoming developmental considerations.          More time and will be made available with a certified instructor to aid students in reaching the standards.</p>
<b>Resources</b>	
<b>Student Resources</b>	<p>Apps from Clever.com, Vocabulary.com, Typing Apps for iPad and Chromebook, Edpuzzle.com, Edmodo. com, Google Classroom, Google Docs, iPad apps, Classroom Libraries, Various internet resources.</p>
<b>Teacher Resources</b>	<p>Apps from Clever.com, Typing Apps for iPad and Chromebook, Edpuzzle.com, Edmodo. com, Google Classroom, Google Docs, iPad apps          Teacher created rubrics, materials, graphic organizers and images, Various</p>

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# Mendham Township School District Dance Curriculum

## ***Core Instructional Materials***

internet resources.

[https://www.nationalartsstandards.org/sites/default/files/Dance\\_resources/ElementsOfDance\\_organizer.pdf](https://www.nationalartsstandards.org/sites/default/files/Dance_resources/ElementsOfDance_organizer.pdf)

<http://www.artsalive.ca/en/dan/make/toolbox/elements.asp>

<https://quizlet.com/39155926/elements-of-dance-flash-cards/>

<http://www.artsalive.ca/en/dan/mediatheque/index.asp>

<http://www.artsalive.ca/en/dan/make/process/chprocess.asp>

### **Facility:**

Dance floor, Ballet Barres, Full-length Mirrors, Sound System

Additional materials can include various audio and video recordings and printed materials.

### **Teaching Dance**

<https://www.thepespecialist.com/dance2/>

### **Locomotor Skills with Locomotion Dance**

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132910#.WsaJp2aZOgQ>

### **Blueprint Dance: Teaching Dance to Diverse Learners (PreK-12)**

<http://schools.nyc.gov/offices/teachlearn/arts/files/Blueprints/Dance/Dance%20Spec%20Ed>

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