

Middle School Dance Curriculum Overview

Middle School Dance is taught in three units as a quarter class. The dance curriculum looks at different elements in dance and how movement or types of movement affect how a dance looks and feels. Students will also look at different styles of dance and how different cultures use dance to express feelings and emotion. Lastly students will work on choreography and how to subjectively critique others pieces.

Suggested Course Sequence:

Unit 1: Elements of Dance and Kinesthetic Movement : 2 weeks

Unit 2: History of Arts and Culture: 2 weeks

Unit 3: Choreography and Performance: 2 weeks

Content Area: Dance	
Unit Title: Elements of Dance and Kinesthetic Movement	
Grade Level: 7 & 8	
Unit Summary: In this unit students will look at different elements of dance. They will also look at how specific movements or type of movements can affect a dance or style of dance.	
Interdisciplinary Connections:	
<ul style="list-style-type: none"> - NJLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. - NJLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitative, and orally 	
21st Century Themes and Skills:	
<ul style="list-style-type: none"> - CRP2. Apply appropriate academic and technical skills - CRP4. Communicate clearly and effectively and with reason. - CRP6. Demonstrate creativity and innovation. - CRP12. Work productively in teams while using cultural global competence. 	
Standards (Content and Technology):	
CPI#:	Statement:
1.1.8.A.1	Interpret the choreographic structures of contrast and transition, the process of reordering and chance, and the structures of AB, ABA, canon, call and response, and narrative.
1.1.8.A.2	Analyze dance techniques and styles to discern the compositional use of the elements of dance and choreographic principles relating to dynamics, as well as to discern spatial relationships.
1.1.8.A.4	Integrate a variety of isolated and coordinated movements in dance compositions and performances, making use of all major muscle groups, proper body mechanics, body patterning, balance, and range of motion.
1.3.8.A.1	Incorporate a broad range of dynamics and movement qualities in planned and improvised solo and group works by manipulating aspects of time, space, and energy.
1.4.8.A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.
1.4.8.A.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
Tech - 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 critiques by professional for usability.
Unit Essential Question(s):	Unit Enduring Understandings:
<ul style="list-style-type: none"> ● What social relationships and roles are implied by the facings, contact, and leader/follower relationships between partners? ● In what ways do my muscles need to work to accomplish specific movements? ● How does social dancing affect my aerobic condition? Physical strength? 	<ul style="list-style-type: none"> ● Understand the relationship and roles between partners ● Understand what muscles are needed and what they do in specific movements ● How does social dancing affect my physical strength and condition.
Unit Learning Targets/Objectives:	
<i>Students will...</i>	

- o Assign a buddy, same language or English speaking
- o Allow errors in speaking
- o Rephrase questions, directions, and explanations
- o Allow extended time to answer questions
- o Accept participation at any level, even one word
- o Consult with parents to accommodate students' interest in completing tasks at their level of engagement

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Manipulating Movement	- Manipulate movement phrases with devices such as repetition, inversion, retrograde	The entire unit will take approximately three weeks to complete.
Structures	- Explore structures such as Call and Response, Flocking	
Movement	- Teach a movement phrase that includes strength, flexibility and endurance. - Have the students alter the phrase by manipulating the tempo, accents, directions, levels and energy qualities - Analyze how varying the use of force affects the way a movement feels, is perceived, and is interpreted	
Locomotor and Axial sequence	- Teach a complex locomotor and axial sequence. - Have the students alter the sequence's breath and metric rhythms, spatial directions, shaping of the body and energy qualities - Connect the locomotor and axial sequence to a story. - See what sections of the movement sequence relate to different characters in the story. - Discuss the connections	
Execute Movement	- Execute movement sequences in a variety of dance forms with accuracy	
Dance Partnership	- Make spontaneous choices in a dance partnering with sensitivity to the partner	
Demands of Style	- Explain the technical demands of a style	
Vocabulary	- Learn vocabulary related to descriptive and technical dance terms.	
Dance Studies	- Create a document to highlight dances studied	

Teacher Notes:

Content Area: Dance	
Unit Title: History of Arts and Culture	
Grade Level: 7 & 8	
<p>Unit Summary: In this unit students will look at how dance is different between styles and cultures. Students will look at how culture and music greatly affect dance. Students will also look at how dance has changed and evolved through generations.</p>	
<p>Interdisciplinary Connections:</p> <ul style="list-style-type: none"> - NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. - NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitative, and orally - NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. - NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience 	
<p>21st Century Themes and Skills:</p> <ul style="list-style-type: none"> - CRP2. Apply appropriate academic and technical skills - CRP4. Communicate clearly and effectively and with reason. - CRP7. Employ valid and reliable research strategies - CRP11. Use technology to enhance productivity. - CRP12. Work productively in teams while using cultural global competence. 	
Standards (Content and Technology):	
CPI#:	Statement:
1.2.8.A.1	Map historical innovations in dance, music, theatre, and visual arts that were caused by the creation of new technologies.
1.2.8.A.2	Differentiate past and contemporary words of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.
1.2.8.A.3	Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art
1.4.8.A.3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
1.4.8.A.4	Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.
1.4.8.B.3	Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.
TS-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 critiques by professional for usability.
TS - 8.1.8.D.4	Assess the credibility and accuracy of digital content.
<p>Unit Essential Question(s):</p> <ul style="list-style-type: none"> ● How do new social dances and variations on social dance steps arise? ● What impact has dance had on culture and society throughout history? 	<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> ● Understand how social and ritual dances come about ● Understand the impact that some dances have on cultural and society

Modifications:

- Special Education Students
 - Allow errors
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions and permit drawing, as an explanation
 - Accept participation at any level, even one word
 - Consult with Case Managers and follow IEP accommodations / modifications
- English Language Learners
 - Assign a buddy, same language or English speaking
 - Allow errors in speaking
 - Rephrase questions, directions, and explanations
 - Allow extended time to answer questions
 - Accept participation at any level, even one word
- At-Risk Students
 - Provide extended time to complete tasks
 - Consult with Guidance counselors and follow I&RS procedures / action plans
 - Consult with classroom teacher(s) for specific behavior interventions
 - Provide rewards as necessary
- Gifted and Talented Students
 - Provide extension activities
 - Build on students' intrinsic motivations
 - Consult with parents to accommodate students' interest in completing tasks at their level of engagement

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Social Dances	- Learn social dances from various periods.	The entire unit will take approximately three weeks to complete.
Artists	- Make a "family tree" of a dance form, including major artists and dates of significant work	
Reflection	- Reflect upon the emotional response to a dance and use expressive language to report experiences.	
Dances and Rituals of Different Countries	- Choose from a "grab bag of countries," and research the dances of the country chosen.	
	- Create a simple ritual or ceremonial dance by studying a particular culture then use the elements based on that culture to create the movement.	
	- Learn and perform an authentic ceremonial or ritual dance (e.g. Hora Agadati from Israel, Tinikling from Philippines or Progressive Circle from USA).	
	- Read about and view works of Contemporary Modern choreographers and identify influences from other dance genres	

Content Area: Dance**Unit Title: Choreography and Performance****Grade Level: 7 & 8**

Unit Summary: In this unit students will work on choreography. They will work on manipulating body parts to improve their pieces as well as learning to critique others to help them improve their pieces.

Interdisciplinary Connections:

- NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitative, and orally

21st Century Themes and Skills:

- CRP2. Apply appropriate academic and technical skills
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP12. Work productively in teams while using cultural global competence.

Standards (Content and Technology):

CPI#:	Statement:
1.1.8.A.3	Examine how dance compositions are influenced by various social themes and arts media
1.3.8.A.2	Choreograph and perform cohesive dance works that reflect social, historical, and/or political themes
1.3.8.A.3	Choreograph and perform movement sequences that demonstrate artistic application on anatomical and kinesthetic principles as well as rhythmic acuity.
1.3.8.A.4	Use media arts and technology in creation and performance of short, original choreographic compositions
1.4.8.A.5	Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art
1.4.8.A.6	Differentiate between "traditional" works of art and those that do not use conventional elements of style to express new ideas.
1.4.8.B.1	Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form.
Tech - 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 critiques by professional for usability.

Unit Essential Question(s):

- How do our individual styles affect a group performance?
- How can I recognize this dance to enhance its expressiveness?
- How can I use music more effectively to support my theme?

Unit Enduring Understandings:

- Understand how to use individual style in a group performance
- Understand how to use music and movement to enhance a performance

Unit Learning Targets/Objectives:

Students will...

- Identify the use of arts media in dance master works.
- Manipulate one single effort factor in each effort state combination including: Awake state (space-time), Rhythm State (weight-time), Dream State (weight-flow), Remote State (space-flow), Mobile State (flow-time), Stabile State (space-weight) to communicate a meaning.
- Develop and demonstrate strength, flexibility and coordination with application of anatomically sound body mechanics.
- Analyze/interpret the role and use of technology and media arts to convey meaning in master dance works and create and perform a short solo or group dance composition utilizing technology and media arts (e.g., television,

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Create	- Create a work with peers using original movement material devices to manipulate phrases, and a clear choreographic structure.	The entire unit will take approximately three weeks to complete.
Critique and Revise	- Take video footage of only classmates' feet and legs as they are rehearsing a dance; repeat with only the upper body; use to revise performance.	
	- With peers, create a video of students dancing to weave into a performance.	
	- Interpret a dance in terms of content (narrative, themed or abstract) and context (theatrical, ritual or social).	
	- Analyze a dance's content and social/cultural context.	
Performance	- Produce a performance with peers, taking various roles, and analyze the skills needed for such jobs.	

Teacher Notes:**Additional Resources**

Click links below to access additional resources used to design this unit: