

READINGTON PUBLIC SCHOOL DISTRICT

Sixth - Eighth Grade  
Dance Curriculum 2023

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## I. Purpose and Overview

Creativity is a driving force in the 21st century global economy, with the fastest growing jobs and emerging industries relying on the ability of workers to think unconventionally and use their imaginations. Experience with and knowledge of the arts are essential components of the K-8 curriculum in the 21st century. As we work to transform public education to meet the needs of a changing world and the 21st century workforce, capitalizing on the unique ability of the arts to unleash creativity and innovation in our students is critical for success.

## II. Mission

Empowering students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities will allow them to become active, contributing members of a global society.

## III. Vision

All students will have equitable access to a quality arts education that leads to artistic literacy and fluency as a mechanism for:

- Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;
- Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;
- Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and
- Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

## IV. Assessment

Assessment is an essential element of effective instruction and is an ongoing process. Its primary purpose is to provide precise and meaningful data regarding student achievement of intended learning targets. Evidence of growth can be demonstrated in multiple ways throughout each unit. A variety of assessment formats have been developed, and current academic research is always at the forefront when assessing our students. Assessments include but are not limited to teacher-made tests and quizzes, observations, performance tasks, and rubrics. [Accommodations and modifications](#) are available for those students who demonstrate a need and can be located on the curriculum page of the district website.

## V. Pacing Guide

	Sixth Grade	7th Grade	8th Grade
Unit 1 1st Marking Period	<b>Creative Process</b> <ul style="list-style-type: none"> <li>• Choreographic structures</li> <li>• Styles and techniques</li> <li>• Quality of integrated movement</li> </ul>	<b>Creative Process</b> <ul style="list-style-type: none"> <li>• Choreographic structures</li> <li>• Styles and techniques</li> <li>• dance compositions are influenced by various social themes</li> </ul>	<b>Creative Process</b> <ul style="list-style-type: none"> <li>• Interpret the choreographic structures</li> <li>• Dance employs various themes and arts media to engage the viewer</li> </ul>
Unit 2 2nd Marking Period	<b>Performing</b> <ul style="list-style-type: none"> <li>• Movement dynamics</li> <li>• Symbolic language to communicate universal themes</li> </ul>	<b>Performing</b> <ul style="list-style-type: none"> <li>• Movement dynamics</li> <li>• Anatomical and kinesthetic principles</li> </ul>	<b>Performing</b> <ul style="list-style-type: none"> <li>• Artistic application of anatomical and kinesthetic principles</li> <li>• Creation and performance of short, original</li> </ul>

			choreographic compositions
<b>Unit 3 3rd Marking Period</b>	<b>Aesthetic Responses &amp; Critique Methodologies</b> <ul style="list-style-type: none"> <li>Contextual clues to artistic intent</li> <li>Basic elements of style and design</li> <li>Visual fluency</li> </ul>	<b>Aesthetic Responses &amp; Critique Methodologies</b> <ul style="list-style-type: none"> <li>Utilitarian and non-utilitarian purposes</li> <li>Form, function, craftsmanship, and originality of representative works</li> <li>Archetypal subject matter</li> </ul>	<b>Aesthetic Responses &amp; Critique Methodologies</b> <ul style="list-style-type: none"> <li>Distinguish among artistic styles, trends, and movements</li> <li>Analyze the form, function, craftsmanship, and originality of representative works</li> </ul>
<b>Unit 4 4th Marking Period</b>	<b>History of the Arts and Culture</b> <ul style="list-style-type: none"> <li>Cultural mores</li> <li>Personal aesthetics</li> <li>Social, historical, and political impact of artists on culture</li> </ul>	<b>History of the Arts and Culture</b> <ul style="list-style-type: none"> <li>Technological changes</li> <li>Tracing the history of dance</li> </ul>	<b>History of the Arts and Culture</b> <ul style="list-style-type: none"> <li>Historical innovations in dance</li> <li>Social, historical, and political impact of artists on culture</li> </ul>

## VI. UNITS OF STUDY

<p align="center"><b>Sixth Grade Unit 1 Creative Process</b></p>
<p align="center"><b>Desired Results</b></p>
<p><b>Goals:</b></p> <p>1.1.8.Cr1a: Implement movement created from a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) to develop an original dance study.</p> <p>1.1.8.Cr1b: Explore various movement genres through the elements of dance. Identify and select personal preferences to create an original dance study.</p> <p>1.1.8.Cr2a: Demonstrate a variety of choreographic devices and dance structures (e.g., ABA, palindrome, theme and variation, rondo, retrograde, inversion, narrative, accumulation), to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to articulate and justify reasons for movement choices.</p> <p>1.1.8.Cr2b: Establish criteria to choreograph a dance that communicates personal, historical, sociopolitical, or cultural meaning. Articulate how the criteria clarify or intensify the artistic intent.</p> <p>1.1.8.Cr3a: Revise choreography collaboratively or independently based on artistic criteria, self reflection and the feedback of others. Explain movement choices and revisions and how they impact the artistic intent.</p> <p>1.1.8.Cr3b: Record changes in a dance sequence through writing and/or drawing (e.g., directions, spatial pathways, relationships) using dance notations symbols, or forms of media technology.</p>
<p><b><i>Students will know and be able to...</i></b></p> <p>Create and perform short solo movement phrase(s) in AB form with a clear transition between A and B.</p> <p>Choreograph and perform a short solo movement phrase(s) in ABA form with a clear beginning, middle and end.</p> <p>Create and perform a duet or trio with structural clarity using a canon form.</p> <p>Improvise a call and response phrase with a partner that demonstrates a clear movement relationship between the leader and the responder.</p>

<p>Analyze the application of dynamic changes in the use of space within dance masterworks from various genres.</p> <p>Identify the choreographic principles of balance and unity (in relation to space) in masterworks from various genres of dance.</p> <p>Distinguish the spatial relationships between dancers in dance masterworks from various genres.</p> <p>Create and perform a short solo movement phrase demonstrating purposeful use of time.</p> <p>Create and perform a short solo movement phrase demonstrating purposeful use of space.</p> <p>Create and perform a short solo movement phrase demonstrating purposeful use of dynamic changes in energy.</p> <p>Demonstrate understanding of varied spatial relationships that are possible between two or more dancers (e.g., shadowing, mirroring, echoing, contrasting movement, unity movement in balance, unity movement in contra balance etc.) in improvisational and or choreographed phrase work.</p> <p>Demonstrate understanding of body part isolation as a choreographic tool in stillness and in motion.</p> <p>Choreograph and perform a movement phrase incorporating varied balances, both on and off center as well as in the vertical, horizontal and transverse axes.</p>
<b>Interdisciplinary Connections</b>
<p><b>ELA:</b> SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Activity: Discuss the choreographic principles of balance and unity (in relation to space) in masterworks from various genres of dance.</p>
<b>Career Readiness, Life Literacies, and Key Skills</b>
<p>Career Readiness, Life Literacies, and Key Skills Practices: Demonstrate creativity and innovation. Activity: Use knowledge of a variety of isolated and coordinated movements to perform a short solo. Students will discuss the movements picked and explain their purpose.</p> <p>9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience. 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure. 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. Activity: Research careers related to dance.</p> <p>9.2.8.CAP.2: Develop a plan that includes information about career areas of interest. Activity: Research careers related to dance. Develop a plan that includes information about career areas of interest.</p>
<b>Computer Science and Design Thinking</b>
<p>8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. Activity: Create a document to keep track of small group discussion notes.</p>
<b>Assessment Evidence</b>
<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>Teacher observation</li> <li>Anecdotal notes</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>Performance Task: Students will understand and demonstrate body patterning, and reinforce understanding of the kinesphere through an exploration of the eight effort actions (gliding, floating, dabbing, flicking, thrusting, slashing, pressing, and wringing) in high, medium and low levels.</li> </ul> <p><b>Alternative:</b></p> <ul style="list-style-type: none"> <li>Portfolio</li> </ul> <p><b>Benchmark:</b></p> <ul style="list-style-type: none"> <li>Dance performance scored by a <a href="#">rubric</a></li> </ul>
<b>Resources</b>



**Core Materials:**

- Introduction to Modern Dance Techniques by Joshua Legg
- Inside Ballet Technique by Valerie Grieg

**Supplemental Materials:**

- Subject-specific leveled texts are available in school bookrooms and classroom libraries
- <https://www.state.nj.us/education/modelcurriculum/assessment/pw/vpa/d/6ul.pdf>
- Teacher created materials

**Technology:**

- Youtube.com
- Digital choreography programs like Dance Designer
- GoPros or drones for filming
- FitBit

**Sixth Grade****Unit 2****Performing****Desired Results****Goals:**

1.1.8.Pr4a: Perform planned and improvised movement sequences with increasing complexity in the use of floor and air pathways, including various spatial designs for movement interest and contrast to sculpt the body in space.

1.1.8.Pr4b: Perform planned and improvised movement sequences of varying lengths with increasing complexity in the use of metric, kinesthetic and breath phrasing.

1.1.8.Pr4c: Perform planned and improvised movement sequences and dance combinations applying dynamic phrasing, energy, emotional intent, and characterization.

1.1.8.Pr5a: Examine how healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) and safe body-use practices are essential for the dancer.

1.1.8.Pr5b: Examine how kinesthetic principles and various body systems (e.g., cardiovascular, respiratory, musculoskeletal) relate to the dancing body.

1.1.8.Pr5c: Demonstrate use of elongated spine and engage in release of tension from spine/shoulders. Demonstrate the placement and shifting of energy in the body. Use vertical, off-center and nonvertical alignment. Maintain organization of the body while moving through space.

1.1.8.Pr5d: Explore movement that develops a wide range of motion, muscular flexibility, strength, and endurance. Explore different body conditioning techniques (e.g., yoga, weight training, aerobics, Pilates).

1.1.8.Pr5e: Transfer vocabulary and codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing.

1.1.8.Pr6a: Investigate visualization, motor imagery and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill.

1.1.8.Pr6b: Apply specific feedback in rehearsal to refine performance accuracy, consistency and expressiveness. Clarify the execution of complex patterns, sequences and formations.

1.1.8.Pr6c: Apply feedback to make changes to and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Accept notes from the choreographer, apply corrections and document performance process using dance and production terminology. Analyze and evaluate the success of a performance.

1.1.8.Pr6d: Differentiate technical and production elements and terminology to communicate with performers and backstage personnel to enhance the artistic intent of the dances.

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

Differentiate and perform dance movements that are simultaneous, successive or sequential. Create and perform phrases exemplifying the eight effort actions: gliding, floating, dabbing, flicking, thrusting, slashing, pressing, and wringing in high, middle, and low space.

<p>Incorporate the eight effort actions into short original solo and/or group movement choreographic phrases to communicate meaning.</p> <p>Demonstrate the effort factors of bound and free flow for expressive purposes in original and choreographed phrases.</p> <p>Create and perform dance phrases using the Awake effort state (Space and Time) for expressive purpose using a social, historical, and/or political themes or event as inspiration for narrative content.</p> <p>Create and perform choreographic phrases emphasizing the Rhythm effort state (Weight and Time) for expressive purpose using a social, historical, and/or political themes or event as inspiration for narrative content.</p> <p>Create and perform choreographic phrases using the Dream effort state (Flow and Weight) for expressive purpose using a social, historical, and/or political themes or event as inspiration for narrative content.</p>
<b>Interdisciplinary Connections</b>
<p><b>ELA:</b> SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Activity: Watch a performance and discuss the expressive purpose using social, historical, and/or political themes or events as inspiration for narrative content.</p>
<b>Career Readiness, Life Literacies, and Key Skills</b>
<p>Career Readiness, Life Literacies, and Key Skills Practices: Demonstrate creativity and innovation.</p> <p>9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8). 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8). 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. Activity: Create and perform choreographic phrases for expressive purpose using social, historical, and/or political themes or events as inspiration for narrative content.</p> <p>9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan. Activity: Discuss progress and set goals for improvement.</p>
<b>Computer Science and Design Thinking</b>
<p>8.1.8.DA.3: Identify the appropriate tool to access data based on its file format. Activity: Create a document to keep notes when watching performances.</p>
<b>Assessment Evidence</b>
<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>Teacher observation</li> <li>Anecdotal notes</li> <li>Early choreography ideas</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>Describe themes and symbols of choreography</li> <li>Create an original solo or group dance</li> </ul> <p><b>Alternative:</b></p> <ul style="list-style-type: none"> <li>Portfolio</li> </ul> <p><b>Benchmark:</b></p> <ul style="list-style-type: none"> <li>Dance performance scored by a <a href="#">rubric</a></li> </ul>
<b>Resources</b>
<p><b>Core Materials:</b></p> <ul style="list-style-type: none"> <li>Introduction to Modern Dance Techniques by Joshua Legg</li> <li>Inside Ballet Technique by Valerie Grieg</li> </ul>

**Supplemental Materials:**

- Subject-specific leveled texts are available in school bookrooms and classroom libraries
- <https://www.state.nj.us/education/modelcurriculum/assessment/pw/vpa/d/6u1.pdf>
- Teacher created materials

**Technology:**

- Youtube.com
- Digital choreography programs like Dance Designer
- GoPros or drones for filming
- FitBit

**Sixth Grade  
Unit 3  
Aesthetic Responses & Critique Methodologies**

**Desired Results**

**Goals:**

1.1.8.Re7a: Use genre-specific terminology to compare and contrast recurring patterns of movement and their relationships in dance in the context of artistic intent.

1.1.8.Re7b: Use genre-specific dance terminology. Explain how the elements of dance are used and how they differ in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-specific dance terminology.

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

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

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

Differentiate applications of the elements of dance (space, time, and energy) in self and peer-generated, teacher generated choreography and culturally diverse dance masterworks (e.g., Native American Indian Pow Wow ceremonial dances, Court Dances etc.) and apply these conventions to the performance of stylistically similar dances.

Examine the effect of specific cultural, religious, mythical or archetypal references on culturally specific dance forms.

Distinguish ways that the effort actions (gliding/floating, flicking/dabbing, thrusting/slashing, and pressing/wringing) are employed in culturally specific dances and use this information to inform emotional responses to cultural/historical dance works.

Contrast the major styles of Western Theatrical Dance (e.g., classical ballet, modern, classical jazz, Broadway tap, etc.) with non-traditional styles of dance (e.g., neo-classical and contemporary ballet; post-modern; jazz; rhythm tap; hip hop; world dance etc.) to identify and differentiate their cultural and technical elements. Study the effects of the elements of style in creating and expressing new, non-conventional ideas in teacher, self-generated or peer choreography.

Use rubrics and holistic scoring guides aligned to kinesthetic and anatomical principles as the basis for analysis of the formal structure and technical proficiency (e.g., dynamic alignment; balance; initiation of movement; and direction of focus etc.) self, peer and teacher generated dances as well as masterworks by professional dance artists (e.g., Rudolf Nureyev, Margot Fonteyn, Martha Graham, Merce Cunningham, Ann Reinking, Gwen Verdon etc.).

Differentiate between formal structures and technical proficiency in self-generated and peer produced performance works.

**Interdisciplinary Connections**

**ELA:** SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. Activity: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

### Career Readiness, Life Literacies, and Key Skills

Career Readiness, Life Literacies, and Key Skills Practices: Model integrity, ethical leadership and effective management. 9.4.8.DC.7: Collaborate within a digital community to create a digital artifact using strategies such as crowdsourcing or digital surveys. 9.4.8.IML.1: Critically curate multiple resources to assess the credibility of sources when searching for information. 9.4.8.TL.2: Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4). Activity: Use active listening and effective tone to participate in small group discussions regarding the dance and its meaning over the last hundred years.

9.2.8.CAP3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. Activity: Discuss the importance of communication skills in future careers.

### Computer Science and Design Thinking

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options. Activity: Create a document to keep track of small group discussion notes.

### Assessment Evidence

#### Formative:

- Teacher observation
- Anecdotal notes

#### Summative:

- Students will watch a dance masterwork, viewed either live or on video chosen by the teacher, and write a dance critique. They will identify movement qualities (percussive, sustained, swinging, vibratory, suspending, collapsing), choreographic intent, and finish with a personal reflection.

#### Alternative:

- Portfolio

#### Benchmark:

- Dance performance scored by a [rubric](#)

### Resources

#### Core Materials:

- Introduction to Modern Dance Techniques by Joshua Legg
- Inside Ballet Technique by Valerie Grieg

#### Supplemental Materials:

- Subject-specific leveled texts are available in school bookrooms and classroom libraries
- <https://www.state.nj.us/education/modelcurriculum/assessment/pw/vpa/d/6u4.pdf>
- Teacher created materials
- Sample critiques
- Critique forms

#### Technology:

- Youtube.com

Sixth Grade Unit 4 History of the Arts and Culture	
Desired Results	
<b>Goals:</b> 1.1.8.Cn10a: Explain how the perspectives expressed by the choreographer impact personal interpretation. Consider how personal background and experiences influence responses to dance works. 1.1.8.Cn10b: Employ a variety of research methods to inform the development of original dances about global issues, including climate change. Articulate ways the research deepened understanding of the topic and how big ideas are expressed metaphorically through dance. 1.1.8.Cn11a: Research and analyze how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people from whom the dances originate.	
<b>Students will know and be able to...</b> <ul style="list-style-type: none"> <li>Analyze the rhythmic component of World social dances in a variety of cultures connecting the social beliefs and values to the cultural movement (e.g., Asian/Philippine Folk Dances, Indian Dandiya, Aboriginal Bungkui dance, Native American Indian Pow Wow ceremonial dances, AfroCaribbean-Caribbean Quadrilles, Egyptian Tanoura, Turkish Halay dances, South American Capoeira, West African storytellers, Native American Indian storytellers etc.).</li> <li>Describe the role of dance in a variety of cultures connecting the influence of the government or ruling power and the spatial patterning of the dance (e.g., Court dances, Japanese dances of the Shirabyoshi, Southeast Asian court dances, etc.).</li> <li>Learn a short culturally-specific group social, historical, or political dance that effectively demonstrates the use of dynamics and energy influenced by the beliefs and movement characteristics of the culture.</li> </ul>	
Interdisciplinary Connections	
<b>ELA:</b> W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. Activity: Conduct research on the social, historical, and political impact of artists on culture and the impact of culture on the arts.	
Career Readiness, Life Literacies, and Key Skills	
Career Readiness, Life Literacies, and Key Skills Practices: Use technology to enhance productivity increase collaboration and communicate effectively. 9.4.8.DC.1: Analyze the resource citations in online materials for proper use. 9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information. 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. Activity: Use various search terms to conduct research on the social, historical, and political impact of artists on culture and the impact of culture on the arts.	
9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement. 9.4.8.CI.4: Explore the role of creativity and innovation in career pathways and industries. Activity: Discuss the importance of research skills in future careers.	
Computer Science and Design Thinking	
Computing Systems CI: The study of human–computer interaction can improve the design of devices and extend the abilities of humans. Activity: Use website evaluation tools to assess the credibility of sources.	
Assessment Evidence	
<b>Formative:</b> <ul style="list-style-type: none"> <li>Teacher observation</li> <li>Anecdotal notes</li> </ul>	

<b>Summative:</b> <ul style="list-style-type: none"> <li>Research on a past or present artist</li> </ul> <b>Alternative:</b> <ul style="list-style-type: none"> <li>Portfolio</li> </ul> <b>Benchmark:</b> <ul style="list-style-type: none"> <li>Dance performance scored by a <a href="#">rubric</a></li> </ul>
Resources
<b>Core Materials:</b> <ul style="list-style-type: none"> <li>Introduction to Modern Dance Techniques by Joshua Legg</li> <li>Inside Ballet Technique by Valerie Grieg</li> </ul> <b>Supplemental Materials:</b> <ul style="list-style-type: none"> <li>Subject-specific leveled texts are available in school bookrooms and classroom libraries</li> <li>Teacher created materials</li> <li>Research articles</li> </ul> <b>Technology:</b> <ul style="list-style-type: none"> <li>Google Docs</li> </ul>

Seventh Grade Unit 1 Creative Process
Desired Results
<b>Goals:</b> 1.1.8.Cr1a: Implement movement created from a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) to develop an original dance study. 1.1.8.Cr1b: Explore various movement genres through the elements of dance. Identify and select personal preferences to create an original dance study. 1.1.8.Cr2a: Demonstrate a variety of choreographic devices and dance structures (e.g., ABA, palindrome, theme and variation, rondo, retrograde, inversion, narrative, accumulation), to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to articulate and justify reasons for movement choices. 1.1.8.Cr2b: Establish criteria to choreograph a dance that communicates personal, historical, sociopolitical, or cultural meaning. Articulate how the criteria clarify or intensify the artistic intent. 1.1.8.Cr3a: Revise choreography collaboratively or independently based on artistic criteria, selfreflection and the feedback of others. Explain movement choices and revisions and how they impact the artistic intent. 1.1.8.Cr3b: Record changes in a dance sequence through writing and/or drawing (e.g., directions, spatial pathways, relationships) using dance notations symbols, or forms of media technology.
<b><i>Students will know and be able to...</i></b> <ul style="list-style-type: none"> <li>Translate an image from a written work through movement creating short movement phrase(s).</li> <li>Create and demonstrate a short solo movement study in Narrative form with a clear beginning, middle and end, and a clear relationship between the written work and the movement.</li> <li>Create and demonstrate a short group movement study in Contrast and Transition form establishing an effective connection between the contrasting phrases through intentional transitions.</li> <li>Analyze the dynamic changes in time, rhythm, proportion, and spatial relationships in dance masterworks.</li> </ul>

- Create and perform a dance composition that uses a social theme as its inspiration or that stems from a social theme used in a master dance work.
- Improvise with unilateral movements, including upper/lower body coordination.
- Manipulate contra-lateral movements using improvisation to increase personal movement vocabulary and range of motion.
- Create and demonstrate dexterity to reorder or revise choreography using unilateral movements and contralateral movements in a solo or group movement phrase.

### Interdisciplinary Connections

**ELA:** RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. Activity: Translate an image from a written work through movement creating short movement phrase(s).

### Career Readiness, Life Literacies, and Key Skills

Career Readiness, Life Literacies, and Key Skills Practices: Utilize critical thinking to make sense of problems and persevere in solving them. 9.4.8.DC.2: Provide appropriate citation and attribution elements when creating media products (e.g., W.6.8). 9.4.8.IML.4: Ask insightful questions to organize different types of data and create meaningful visualizations. 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. Activity: Use knowledge of dance techniques and styles to discern the compositional use of the elements of dance and choreographic principles relating to dynamics. Students will research techniques and provide pros and cons in using them in certain dances.

9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan. Activity: Reflect on progress and set goals for improvement.

### Computer Science and Design Thinking

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. Activity: Create a document to collect notes and plan performances or practice.

### Assessment Evidence

#### Formative:

- Teacher observation
- Anecdotal notes

#### Summative:

- Performance Tasks: Students will learn a series of technique exercises with emphasis on flexibility, coordination, and anatomically sound body mechanics. The technique exercises should include the following skills:  
Foot Progression  
Demi-Plies  
Grand Plies  
Battements Tendus  
Rond de jambes  
Grands Battements  
Turns (choose one: chaine turn, pirouette, pivot turn, cross turn)  
Exercises may be performed in any dance style at the discretion of the teacher, but the use of ballet, jazz, or modern dance is strongly recommended.
- Performance Task: Students will understand and demonstrate tempo, rhythm, meter, accents, and phrasing in a movement combination. Students will also convey a meaning, emotion, or mood through movement.

#### Alternative:

- Portfolio



**Benchmark:**

- Dance performance scored by a [rubric](#)

**Resources****Core Materials:**

- Introduction to Modern Dance Techniques by Joshua Legg
- Inside Ballet Technique by Valerie Grieg

**Supplemental Materials:**

- Subject-specific leveled texts are available in school bookrooms and classroom libraries
- <https://www.state.nj.us/education/modelcurriculum/assessment/pw/vpa/d/78u1.pdf>
- Teacher created materials

**Technology:**

- Youtube.com
- Digital choreography programs like Dance Designer
- GoPros or drones for filming
- FitBit

**Seventh Grade  
Unit 2  
Performing**

**Desired Results****Goals:**

1.1.8.Pr4a: Perform planned and improvised movement sequences with increasing complexity in the use of floor and air pathways, including various spatial designs for movement interest and contrast to sculpt the body in space.

1.1.8.Pr4b: Perform planned and improvised movement sequences of varying lengths with increasing complexity in the use of metric, kinesthetic and breath phrasing.

1.1.8.Pr4c: Perform planned and improvised movement sequences and dance combinations applying dynamic phrasing, energy, emotional intent, and characterization.

1.1.8.Pr5a: Examine how healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) and safe body-use practices are essential for the dancer.

1.1.8.Pr5b: Examine how kinesthetic principles and various body systems (e.g., cardiovascular, respiratory, musculoskeletal) relate to the dancing body.

1.1.8.Pr5c: Demonstrate use of elongated spine and engage in release of tension from spine/shoulders. Demonstrate the placement and shifting of energy in the body. Use vertical, off-center and nonvertical alignment. Maintain organization of the body while moving through space.

1.1.8.Pr5d: Explore movement that develops a wide range of motion, muscular flexibility, strength, and endurance. Explore different body conditioning techniques (e.g., yoga, weight training, aerobics, Pilates).

1.1.8.Pr5e: Transfer vocabulary and codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing.

1.1.8.Pr6a: Investigate visualization, motor imagery and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill.

1.1.8.Pr6b: Apply specific feedback in rehearsal to refine performance accuracy, consistency and expressiveness. Clarify the execution of complex patterns, sequences and formations.



1.1.8.Pr6c: Apply feedback to make changes to and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Accept notes from the choreographer, apply corrections and document performance process using dance and production terminology. Analyze and evaluate the success of a performance.

1.1.8.Pr6d: Differentiate technical and production elements and terminology to communicate with performers and backstage personnel to enhance the artistic intent of the dances.

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

- Dance with physical and expressive commitment while demonstrating variety in dynamics for expression through alternations of (lyrical or bravura) movement affinities in planned choreographic phrases.
- Choreograph and perform a trio, quartet, or quintet where the narrative is derived from a social event or is driven by an interdisciplinary theme (e.g., conflict, conflict with self and others, survival and courage etc.) that shows intentional use of two of the three following effort states (i.e., Remote, Mobile, and Stabile) used as a mechanism to communicate thematic intent.
- Demonstrate control and balance in on and off-centered locomotor and non-locomotor movement across a spectrum of dance genres and styles through application of the principles of rotation and joint alignment.
- Demonstrate range of motion through body level exploration of basic body actions (i.e., gesture, gesture-posture, and gesture-posture-merger); movement sourcing (i.e., central, transverse, and peripheral initiation); and movement sequencing - both simultaneous and successive.
- Demonstrate rhythmic acuity when translating auditory cues to kinesthetic movement patterns and create and perform choreographic phrases that show the intentional use of anatomical principles and rhythmic acuity to communicate an artistic vision or theme.
- Demonstrate intentional use of varying levels of velocity (i.e., acceleration and deceleration) in movement phrases to communicate meaning in the creations and performance of original choreography.
- Demonstrate strength and flexibility in jumps, deep bends, turns and extensions in varied genres and styles of dance.

**Interdisciplinary Connections**

**ELA:** SL.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. Activity: Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

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

Career Readiness, Life Literacies, and Key Skills Practices: Model integrity, ethical leadership and effective management. 9.4.8.DC.3: Describe tradeoffs between allowing information to be public (e.g., within online games) versus keeping information private and secure. 9.4.8.IML.5: Analyze and interpret local or public data sets to summarize and effectively communicate the data. 9.4.8.TL.5: Compare the process and effectiveness of synchronous collaboration and asynchronous collaboration. Activity: Practice strategies for ethical leadership and effective management when working in small groups to choreograph and perform a trio, quartet, or quintet. Determine the benefits of posting a recording of the event and tracking viewing data.

**9.2 Career Awareness, Exploration, Preparation, and Training:**

9.2.8.CAP.3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. Activity: Discuss the importance of leadership skills in future careers.

**Computer Science and Design Thinking**

8.1.8.DA.3: Identify the appropriate tool to access data based on its file format. Activity: Create a document to collect notes during small group discussions.

**Assessment Evidence**

**Formative:**

- Teacher observation
- Anecdotal notes

**Summative:**

- Task 1: Students will create, rehearse and perform a short small group (approximately 30 seconds in length) narrative dance work with a clear beginning, middle and end. Students will select a written source material (e.g., a short story, news event, poem, etc.), that will serve as a creative stimulus for their dance piece. The students must choose to apply either of the choreographic forms ABA or Call and Response to their piece. The narrative content of the dance must show a clear relationship to the source material.
- Task 2: After viewing a dance master work that expresses a position about a social theme, students will create, rehearse and perform a group dance composition (approximately 1 minute in length), that expresses a position about a social theme (e.g., harassment, bullying, cyber bullying, etc.). The students should include varied balances as well as variation in the elements of dance (space, time, and energy).

**Alternative:**

- Portfolio

**Benchmark:**

- Dance performance scored by a [rubric](#)

**Resources**
**Core Materials:**

- Introduction to Modern Dance Techniques by Joshua Legg
- Inside Ballet Technique by Valerie Grieg

**Supplemental Materials:**

- Subject-specific leveled texts are available in school bookrooms and classroom libraries
- <https://www.state.nj.us/education/modelcurriculum/assessment/pw/vpa/d/78u3.pdf>
- Teacher created materials

**Technology:**

- Youtube.com
- Digital choreography programs like Dance Designer
- GoPros or drones for filming
- FitBit

**Seventh Grade  
Unit 3  
Aesthetic Responses & Critique Methodologies**

**Desired Results**
**Goals:**

1.1.8.Re7a: Use genre-specific terminology to compare and contrast recurring patterns of movement and their relationships in dance in the context of artistic intent.

1.1.8.Re7b: Use genre-specific dance terminology. Explain how the elements of dance are used and how they differ in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-specific dance terminology.

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

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

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

- Identify the use of the movement affinities and qualities (i.e., lyrical; bravura, technical) to generate responses to culturally and historically significant dance masterworks, self-generated or peer works of dance.
- Define dance in terms of utilitarian and non-utilitarian purposes (e.g., Paul Taylor's Esplanade versus Tensile Involvement by Alwin Nicholais).
- Identify the attributes and analyze the artistic style and technique of dance from various cultural traditions (e.g., West African dance; Flamenco; Irish Step Dance; Capoeira etc.) and learn/perform short dances from those traditions.
- Interpret the symbolism and metaphor in various dance masterworks (e.g., Alvin Ailey's Revelations, Lamentation by Martha Graham or Mark Morris's Dogtown) and employ selfgenerated symbolism in original choreography.
- Differentiate between "traditional" dance masterworks (e.g., Martha Grahams' Appalachian Spring, Jose Limon's The Moor's Pavane, Michael Flatley's Lord of the Dance etc.) and nontraditional dance masterworks (Paul Talyors's score 4'33", consisting of four minutes and thirty three seconds of silence and stillness; Meredeth Monks' Turtle Dreams, works by Yvonne Rainer etc.).
- Compare and contrast the form, function, craftsmanship and originality of two opposing dance works (e.g., George Balanchine's "Swan Lake" versus "Serenade").
- Use rubrics and holistic scoring guides aligned to kinesthetic and anatomical principles to analyze the formal and informal structures and technical proficiency in dance works from diverse cultures (Irish and African) and historical eras (the Great Depression, the French Revolution).
- Name and demonstrate a range of social dances from diverse cultural and historical eras.

**Interdisciplinary Connections**

**ELA:** W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Activity: Compose an information piece on the attributes and analyze the artistic style and technique of dance from various cultural traditions.

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

Career Readiness, Life Literacies, and Key Skills Practices: Model integrity, ethical leadership and effective management. 9.4.8.DC.5: Manage digital identity and practice positive online behavior to avoid inappropriate forms of self-disclosure. 9.4.8.IML.6: Identify subtle and overt messages based on the method of communication. 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem. Activity: Use conventions, word choice, organization, effective tone and presentation skills to articulate ideas through a written critique.

9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan. Activity: Discuss the importance of skills based in the arts in future careers.

**Computer Science and Design Thinking**

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options. Activity: Use a variety of search tools and filters to research artistic style and technique of dance. Discuss how these tools impact daily and future activities.

**Assessment Evidence**

**Formative:**

- Teacher observation

- Anecdotal notes

**Summative:**

- Performance Task: Students will be given five categories (Shoe Design, Costume Design, Media Design, Stage Design, Lighting Design) and choose one example of change and invention over time from each category to research. Once they have chosen the example of the change or invention, they will find the year, place, and who invented it. Next, the students will research what motivated the change or invention, what it improved or replaced, and the impact it has had on the dance world. They will create a timeline including the research of the one example from each of the five categories.

**Alternative:**

- Portfolio

**Benchmark:**

- Dance performance scored by a [rubric](#)

**Resources**
**Core Materials:**

- Introduction to Modern Dance Techniques by Joshua Legg
- Inside Ballet Technique by Valerie Grieg

**Supplemental Materials:**

- Subject-specific leveled texts are available in school bookrooms and classroom libraries
- <https://www.state.nj.us/education/modelcurriculum/assessment/pw/vpa/d/78u4.pdf>
- Teacher created materials
- Sample critiques
- Critique forms

**Technology:**

Youtube.com

**Seventh Grade  
Unit 4  
History of the Arts and Culture**

**Desired Results**
**Goals:**

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

1.1.8.Cn10b: Employ a variety of research methods to inform the development of original dances about global issues, including climate change. Articulate ways the research deepened understanding of the topic and how big ideas are expressed metaphorically through dance.

1.1.8.Cn11a: Research and analyze how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people from whom the dances originate.

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

- Analyze the impact of the advancing technology of stage production and its influence on historical dance innovations (e.g., stage design; lighting design; costuming; fly system; shoes).
- Observe the impact of time in dances created utilizing technology (e.g., virtual dances, dances in unconventional performance spaces, etc.).
- Examine how alternative performance locations in technology spatially influence the dance.

- Compare and contrast the use of energy in dance performances that integrate technology (e.g., Fantasia, Happy Feet, etc.).
- Differentiate past and contemporary dance styles and their social impact on the lives and values of the people (e.g., Swing Dance versus Hip Hop culture; Irish and African dance versus Tap Dance; Court Dance versus Ballroom Dance; Movement Choir versus Flash Mobs).
- Examine the connections between socio-political history and dance history (e.g., Romantic: Giselle versus French Revolution, beginnings of modern dance versus the Great Depression, etc.).
- Research and perform a solo or small group dance from world or concert dance history which relates to socio-political culture and history.

### Interdisciplinary Connections

**ELA:** W.7.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Activity: Write an informative piece to compare and contrast the use of energy in dance performances that integrate technology.

### Career Readiness, Life Literacies, and Key Skills

Career Readiness, Life Literacies, and Key Skills Practices: Use technology to enhance productivity, increase collaboration, and communicate effectively. 9.4.8.DC.1: Analyze the resource citations in online materials for proper use. 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8). 9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem. 9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option. Activity: Use reliable sources when researching information on the impact of the advancing technology of stage production and its influence on historical dance innovations.

9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement. Activity: Discuss the impact of online posting and how to determine which artistic experiences or performances should be shared.

### Computer Science and Design Thinking

Computing Systems CI: The study of human-computer interaction can improve the design of devices and extend the abilities of humans. Activity: Use citation generators to accurately cite sources for history of dance research. Focus on the benefits and drawbacks of the technology.

### Assessment Evidence

#### Formative:

- Teacher observation
- Anecdotal notes

#### Summative:

- Create a timeline of the history of dance

#### Alternative:

- Portfolio

#### Benchmark:

- Dance performance scored by a [rubric](#)

### Resources

#### Core Materials:

- Introduction to Modern Dance Techniques by Joshua Legg
- Inside Ballet Technique by Valerie Grieg

**Supplemental Materials:**

- Subject-specific leveled texts are available in school bookrooms and classroom libraries
- Teacher created materials
- Research articles

**Technology:**

- Google Docs

**Eighth Grade  
Unit 1  
Creative Process**

**Desired Results**

**Goals:**

1.1.8.Cr1a: Implement movement created from a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) to develop an original dance study.

1.1.8.Cr1b: Explore various movement genres through the elements of dance. Identify and select personal preferences to create an original dance study.

1.1.8.Cr2a: Demonstrate a variety of choreographic devices and dance structures (e.g., ABA, palindrome, theme and variation, rondo, retrograde, inversion, narrative, accumulation), to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to articulate and justify reasons for movement choices.

1.1.8.Cr2b: Establish criteria to choreograph a dance that communicates personal, historical, sociopolitical, or cultural meaning. Articulate how the criteria clarify or intensify the artistic intent.

1.1.8.Cr3a: Revise choreography collaboratively or independently based on artistic criteria, selfreflection and the feedback of others. Explain movement choices and revisions and how they impact the artistic intent.

1.1.8.Cr3b: Record changes in a dance sequence through writing and/or drawing (e.g., directions, spatial pathways, relationships) using dance notations symbols, or forms of media technology.

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

- Recognize the choreographic structures of contrast and transition, and the process of reordering or of chance in dance masterworks.
- Identify the use of the choreographic structure process of reordering and chance in dance masterworks.
- Reorder or revise movement phrases based on chance, with chosen devices used as transitions.
- Analyze the manipulation of elements of dance used for choreographic intent in dance masterworks (e.g., changes in rhythm, proportion, spatial relationships, dynamics etc.).
- Create and perform a short solo movement phrase demonstrating the choreographic principle of emphasis with intentional use of dancer-to-self spatial relationship.
- Identify the use of arts media in dance masterworks.
- Create a dance composition that integrates the use of arts media to support the theme or communicates the emotional or thematic content.
- Create and demonstrate a solo or group dance composition which blends variety in body patterns, range of motion, varied balances, variation in the elements of dance, and application of major muscle groups and proper body mechanics.

**Interdisciplinary Connections**

**ELA:** W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Activity: Compose an informative piece on the use of arts media in dance masterworks.

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

<p>Career Readiness, Life Literacies, and Key Skills Practices: Demonstrate creativity and innovation.</p> <p>9.4.8.DC.6: Analyze online information to distinguish whether it is helpful or harmful to reputation.</p> <p>9.4.8.IML.12: Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience. 9.4.8.TL.3: Select appropriate tools to organize and present information digitally.</p> <p>Activity: After participating in online research, use numerous formal choreographic structures to develop a performance highlighting the elements of dance.</p> <p>9.2.8.CAP.12: Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential. Activity: Reflect on progress and set goals for improvement.</p>
<b>Computer Science and Design Thinking</b>
<p>Computing Systems CI: The study of human–computer interaction can improve the design of devices and extend the abilities of humans. Activity: Use website evaluation tools to assess the credibility of digital content.</p>
<b>Assessment Evidence</b>
<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>Teacher observation</li> <li>Anecdotal notes</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>Performance Task: Students will learn a series of technique exercises with emphasis on flexibility, coordination, and anatomically sound body mechanics. The technique exercises should include the following skills: Foot Progression Demi-Plies Grand Plies Battements Tendus Rond de jambes Grands Battements Turns (choose one: chaine turn, pirouette, pivot turn, cross turn) Exercises may be performed in any dance style at the discretion of the teacher, but the use of ballet, jazz, or modern dance is strongly recommended.</li> <li>Performance Task: Students will understand and demonstrate tempo, rhythm, meter, accents, and phrasing in a movement combination. Students will also convey a meaning, emotion, or mood through movement.</li> </ul> <p><b>Alternative:</b></p> <ul style="list-style-type: none"> <li>Portfolio</li> </ul> <p><b>Benchmark:</b></p> <ul style="list-style-type: none"> <li>Dance performance scored by a <a href="#">rubric</a></li> </ul>
<b>Resources</b>
<p><b>Core Materials:</b></p> <ul style="list-style-type: none"> <li>Introduction to Modern Dance Techniques by Joshua Legg</li> <li>Inside Ballet Technique by Valerie Grieg</li> </ul> <p><b>Supplemental Materials:</b></p> <ul style="list-style-type: none"> <li>Subject-specific leveled texts are available in school bookrooms and classroom libraries</li> <li><a href="https://www.state.nj.us/education/modelcurriculum/assessment/pw/vpa/d/78ul.pdf">https://www.state.nj.us/education/modelcurriculum/assessment/pw/vpa/d/78ul.pdf</a></li> <li>Teacher created materials</li> </ul>



**Technology:**

- Youtube.com
- Digital choreography programs like Dance Designer
- GoPros or drones for filming
- FitBit

**Eighth Grade  
Unit 2  
Performing**

**Desired Results**

**Goals:**

- 1.1.8.Pr4a: Perform planned and improvised movement sequences with increasing complexity in the use of floor and air pathways, including various spatial designs for movement interest and contrast to sculpt the body in space.
- 1.1.8.Pr4b: Perform planned and improvised movement sequences of varying lengths with increasing complexity in the use of metric, kinesthetic and breath phrasing.
- 1.1.8.Pr4c: Perform planned and improvised movement sequences and dance combinations applying dynamic phrasing, energy, emotional intent, and characterization.
- 1.1.8.Pr5a: Examine how healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) and safe body-use practices are essential for the dancer.
- 1.1.8.Pr5b: Examine how kinesthetic principles and various body systems (e.g., cardiovascular, respiratory, musculoskeletal) relate to the dancing body.
- 1.1.8.Pr5c: Demonstrate use of elongated spine and engage in release of tension from spine/shoulders. Demonstrate the placement and shifting of energy in the body. Use vertical, off-center and nonvertical alignment. Maintain organization of the body while moving through space.
- 1.1.8.Pr5d: Explore movement that develops a wide range of motion, muscular flexibility, strength, and endurance. Explore different body conditioning techniques (e.g., yoga, weight training, aerobics, Pilates).
- 1.1.8.Pr5e: Transfer vocabulary and codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing.
- 1.1.8.Pr6a: Investigate visualization, motor imagery and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill.
- 1.1.8.Pr6b: Apply specific feedback in rehearsal to refine performance accuracy, consistency and expressiveness. Clarify the execution of complex patterns, sequences and formations.
- 1.1.8.Pr6c: Apply feedback to make changes to and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Accept notes from the choreographer, apply corrections and document performance process using dance and production terminology. Analyze and evaluate the success of a performance.
- 1.1.8.Pr6d: Differentiate technical and production elements and terminology to communicate with performers and backstage personnel to enhance the artistic intent of the dances.

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

- Choreograph a short solo that incorporates combinations of effort actions, variations in movement qualities/affinities (lyricism and bravura), and changes in dynamics to communicate meaning.
- Execute movement sequences in a variety of dance forms with accuracy regarding the choreographic aspects of time, space, and energy.
- Execute combinations of steps in multiple dance genres or styles with transitions/variations in dynamics and spatial orientations (e.g., dynamic of Effort Factor of Flow: bound flow vs free flow of high or diminished intensity; dynamics of Weight Effort Factor: light versus strong movement of



<p>heightened or diminished intensity; dynamics of Time Effort Factor: sudden versus sustained movement of high or diminished intensity).</p> <ul style="list-style-type: none"> <li>• Vary movement phrases by changing rhythm, tempo, dynamics and use of space in improvised and choreographed dances.</li> <li>• Demonstrate proficiency dancing syncopated rhythms: dotted rhythms, polyrhythms, and odd meters (e.g., 5/4 time).</li> <li>• Create and perform a small group dance using effort states as a choreographic device (i.e., Awake, Rhythm, Dream, Remote, Mobile, and Stabile) to communicate narrative or thematic content derived from a social-political event and/or cross-cutting theme (e.g., bullying, homelessness, racism and prejudice etc.).</li> <li>• Demonstrate artistic application of complex coordination in movement phrases (i.e., contralateral and unilateral movement, and head to tail connection) while maintaining mechanical efficiency and appropriate strength and force demanded of anatomically supported, kinesthetically sound locomotor and non-locomotor sequences.</li> <li>• Apply the kinesthetic principle of torque to cause a change in the motion of the body in an original choreographic phrase.</li> <li>• Create and perform a dance that demonstrates incorporates changes in rhythm and dynamics to convey a meaning, or communicate an emotion or mood.</li> <li>• Employ various kinds of partnering techniques that demonstrate artistic application of anatomical and kinesthetic principles and rhythmic acuity (including making spontaneous choices in dance partnering with sensitivity to the partner).</li> <li>• Create and perform a dance composition that utilizes technology and/or media arts as a catalyst for invention and thematic content.</li> </ul>
<b>Interdisciplinary Connections</b>
<p><b>ELA:</b> SL.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. Activity: Acknowledge new information expressed by others, and when warranted, qualify or justify their own views in light of the evidence presented.</p>
<b>Career Readiness, Life Literacies, and Key Skills</b>
<p><b>Career Readiness, Life Literacies, and Key Skills Practices:</b> Utilize critical thinking to make sense of problems and persevere in solving them. 9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information. 9.4.8.DC.4: Explain how information shared digitally is public and can be searched, copied, and potentially seen by public audiences. 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). Activity: Practice strategies for problem solving when working with a group to choreograph and perform movement sequences.</p> <p>9.2.8.CAP3: Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income. Activity: Discuss the importance of problem-solving skills in future dance careers.</p>
<b>Computer Science and Design Thinking</b>
<p>Computing Systems CI: The study of human-computer interaction can improve the design of devices and extend the abilities of humans. Activity: Engage in small group discussions with classmates using online platforms.</p>
<b>Assessment Evidence</b>
<p><b>Formative:</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Anecdotal notes</li> </ul> <p><b>Summative:</b></p> <ul style="list-style-type: none"> <li>• Task 1: Students will create, rehearse and perform a short, small group (approximately 30 seconds in length) narrative dance work with a clear beginning, middle and end. Students will select a written source material (e.g., a short story, news event, poem, etc.), that will serve as a creative stimulus for</li> </ul>

their dance piece. The students must choose to apply either of the choreographic forms ABA or Call and Response to their piece. The narrative content of the dance must show a clear relationship to the source material.

- Task 2: After viewing a dance master work that expresses a position about a social theme, students will create, rehearse and perform a group dance composition (approximately 1 minute in length), that expresses a position about a social theme (e.g., harassment, bullying, cyber bullying, etc.). The students should include varied balances as well as variation in the elements of dance (space, time, and energy).

**Alternative:**

- Portfolio

**Benchmark:**

- Dance performance scored by a [rubric](#)

**Resources**

**Formative:**

- Teacher observation
- Anecdotal notes
- Early choreography ideas

**Summative:**

- Describe themes and symbols of choreography
- Create an original solo or group dance
- <https://www.state.nj.us/education/modelcurriculum/assessment/pw/vpa/d/78u3.pdf>

**Alternative:**

- Portfolio

**Benchmark:**

- Dance performance scored by a [rubric](#)

**Eighth Grade  
Unit 3**

**Aesthetic Responses & Critique Methodologies**

**Desired Results**

**Goals:**

1.1.8.Re7a: Use genre-specific terminology to compare and contrast recurring patterns of movement and their relationships in dance in the context of artistic intent.

1.1.8.Re7b: Use genre-specific dance terminology. Explain how the elements of dance are used and how they differ in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-specific dance terminology.

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

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

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

- Site contextual clues of the artistic intent that generate observational and emotional responses to cultural or historical works of dance.
- Observe and evaluate emotional and contextual responses to culturally diverse dance works generated by peers.
- Verbally differentiate the purposes between utilitarian and non-utilitarian dance works.
- Identify and analyze artistic genres, trends and movements in various works of dance from historical eras (e.g., Baroque; Romantic; Post-Modernism; Classical Jazz).
- Describe abstract works of dance derived from specific genres (neo-classical), shifts in societal norms, beliefs, and values (French Revolution or Civil Rights Movement 1960's) and create a short dance based on an abstract concept.
- Interpret the characteristics of imagery and representation in various dance works and apply symbolism to a short original choreographic work.
- Differentiate the elements of style and design of a traditional and non-traditional dance work and apply conventional and non-conventional elements of style to express new ideas in self-generated choreography.
- Analyze and assess the form, function, craftsmanship and originality of two opposing dance works in the same dance style (e.g., Bring in da Noise, Bring in da Funk versus 42nd Street).
- Objectively assess observable criteria regarding content, form, technical proficiency and formal structures in various self and peer generated works of dance using rubrics and holistic scoring guides.
- Compare and contrast archetypal dance subject matter in dance works from a variety of cultures (e.g., Flamenco, Hip-Hop, African/ Afro-Caribbean, Middle Eastern, Latin Salsa, Japanese Butoh, Chinese Opera, Indian Classical Dance etc.) and historical eras / traditions (e.g., Romantic, Post Modern, French Revolution, Great Depression etc.) in written critical essays.
- Describe the styles and approaches of contemporary choreographers in relation to personal dance studies.

### Interdisciplinary Connections

**ELA:** W.8.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Activity: Compose an informative piece to compare and contrast archetypal dance subject matter in dance works from a variety of cultures (e.g., Flamenco, Hip-Hop, African/ Afro-Caribbean, Middle Eastern, Latin Salsa, Japanese Butoh, Chinese Opera, Indian Classical Dance, etc.) and historical eras/traditions (e.g., Romantic, Post Modern, French Revolution, Great Depression, etc.)

### Career Readiness, Life Literacies, and Key Skills

**Career Readiness, Life Literacies, and Key Skills Practices:** Use technology to enhance productivity increase collaboration and communicate effectively. 9.4.8.DC.1: Analyze the resource citations in online materials for proper use. 9.4.8.IML.8: Apply deliberate and thoughtful search strategies to access high-quality information on climate change (e.g., 1.1.8.C1b). 9.4.8.TL.1: Construct a spreadsheet in order to analyze multiple data sets, identify relationships, and facilitate data-based decision-making. 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. Activity: Use a variety of search terms to research archetypal dance subject matter in dance works from a variety of cultures. Discuss the results as a group.

9.2.8.CAP.4: Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement. Activity: Discuss the importance of being selective when choosing to share personal and artistic activities online.

### Computer Science and Design Thinking

8.1.8.IC.1: Compare the trade-offs associated with computing technologies that affect individual's everyday activities and career options. Activity: Accurately cite digital content when preparing critiques and researching methods.

### Assessment Evidence

**Formative:**

- Teacher observation
- Anecdotal notes

**Summative:**

- Performance Task: Students will be given five categories (Shoe Design, Costume Design, Media Design, Stage Design, Lighting Design) and choose one example of change and invention over time from each category to research. Once they have chosen the example of the change or invention, they will find the year, place, and who invented it. Next, the students will research what motivated the change or invention, what it improved or replaced, and the impact it has had on the dance world. They will create a timeline including the research of the one example from each of the five categories.

**Alternative:**

- Portfolio

**Benchmark:**

- Dance performance scored by a [rubric](#)

<b>Resources</b>
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**Core Materials:**

- Introduction to Modern Dance Techniques by Joshua Legg
- Inside Ballet Technique by Valerie Grieg

**Supplemental Materials:**

- Subject-specific leveled texts are available in school bookrooms and classroom libraries
- <https://www.state.nj.us/education/modelcurriculum/assessment/pw/vpa/d/78u4.pdf>
- Teacher created materials
- Sample critiques
- Critique forms

**Technology:**

- Youtube.com

<b>Eighth Grade Unit 4 History of the Arts and Culture</b>
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<b>Desired Results</b>
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**Goals:**

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

1.1.8.Cn10b: Employ a variety of research methods to inform the development of original dances about global issues, including climate change. Articulate ways the research deepened understanding of the topic and how big ideas are expressed metaphorically through dance.

1.1.8.Cn11a: Research and analyze how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people from whom the dances originate.

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

- Analyze the impact of the advent of video technology and its influence on dance innovations (e.g., dance in movies; dance in music videos; dance on TV; dance in reality shows).
- Compare and contrast the use of spatial patterning and relationships in past and contemporary dance works from world cultures (e.g., French Baroque verses Alwin Nikolais's illusionary space).

- Differentiate the use of time and rhythmic structures in culturally specific genres of dance (e.g., African Ashanti, Trepak and Kalinka Dance, Flamenco, Morris Dancing etc.).
- Observe how social and cultural values, from past and contemporary choreographers (e.g., Ruth St. Denis- exoticism, Katherine Dunham-Afro-Caribbean dance heritage, Erik Hawkins-examination of native American culture, Bill T. Jones-contemporary African-American condition etc.), influenced the dynamics of their works.
- Trace the social and political impact on the culture of the arts and as well as artists impact on culture in the 20th and 21st centuries (e.g., Jazz Dance; Musical Theatre; Tap Dance; Hip Hop; Ballroom Dance etc.).
- Research and perform dances that illustrate similar and/or contrasting styles associated with technological advances, world dance styles, and the socio-political impact of artists on cultures.

### Interdisciplinary Connections

**ELA:** W.8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. Activity: Conduct research on dances that illustrate similar and/or contrasting styles associated with technological advances, world dance styles, and the socio-political impact of artists on cultures.

### Career Readiness, Life Literacies, and Key Skills

**Career Readiness, Life Literacies, and Key Skills Practices:** Model integrity, ethical leadership and effective management. 9.4.8.DC.1: Analyze the resource citations in online materials for proper use. 9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2). 9.4.8.TL.3: Select appropriate tools to organize and present information digitally. 9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a). Activity: Practice active listening and asking questions to engage in conversations about how the social and cultural values, from past and contemporary choreographers (e.g., Ruth St. Denis- exoticism, Katherine Dunham-Afro-Caribbean dance heritage, Erik Hawkins-examination of native American culture, Bill T. Jones-contemporary African-American condition, etc.), influenced the dynamics of their works.

9.2.8.CAP.5: Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan. Activity: Discuss the importance of communication skills in future careers.

### Computer Science and Design Thinking

8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose. Activity: Use citation generators to accurately cite sources when engaging in research regarding the history of dance.

### Assessment Evidence

#### Formative:

- Teacher observation
- Anecdotal notes

#### Summative:

- Research and present the history of culturally specific genres of dance (e.g., African Ashanti, Trepak and Kalinka Dance, Flamenco, Morris Dancing, etc.)

#### Alternative:

- Portfolio

#### Benchmark:

- Dance performance scored by a [rubric](#)

**Resources****Core Materials:**

- Introduction to Modern Dance Techniques by Joshua Legg
- Inside Ballet Technique by Valerie Grieg

**Supplemental Materials:**

- Subject-specific leveled texts are available in school bookrooms and classroom libraries
- Teacher created materials
- Research articles

**Technology:**

- Google Docs