



MIDLAND PARK PUBLIC SCHOOLS
Midland Park, New Jersey
CURRICULUM

Dance

Grades 3 - 5

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Superintendent of Schools:
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Dance 3-5

Course Description:

As an art, dance is a way of expression, communication and serves as a window into different cultures. At every level students will learn how to dance with joy, passion, and a respect for the steps and the technique. Students in grades 3-5 will explore the diversity of the dance world through learning various dance styles, techniques, and genres while focusing on the following; movement sequences both improvised and choreographed, using props or artwork to convey meaning, and conditioning one's body and mind to achieve appropriate kinesthetic principles aligned with dance.

Suggested Course Sequence:

Unit 1: Line Dancing (1.5 weeks)

Unit 2: Hip Hop Dancing (1 week)

Unit 3: Social Dances (1 week)

Unit 4: Improvised/Freestyle Dance (1-2 weeks)

Pre-Requisite: K-2 Dance

Content Area: Dance	
Unit Title: Line Dancing	
Grade Level: 3-5	
Unit Summary: Students will be exposed to a variety of dance genres and how each serve as a distinct element associated with culture. Students will then learn and perform different types of line dancing to introduce students to the basic movements and rhythm.	
Standards (Content and Technology):	
CPI#:	Statement:
Visual and Performing Arts Standards: Dance	
1.1.5.A.1	Analyze both formal and expressive aspects of time, shape, space, and energy, and differentiate the basic choreographic structures in various dance works.
1.2.5.A.2	Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
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.
1.3.5.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.
Educational Technology Standards	
8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
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, quantitatively, and orally.
2.5.4.A.3	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
2.5.4.A.4	Correct movement errors in response to feedback and explain how the change improves performance.
6.1.P.D.3	Express individuality and cultural diversity (e.g., through dramatic play).
6.1.P.D.4	Learn about and respect other cultures within the classroom and community.
6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
21st Century Themes and Skills:	
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.
Career Ready Practices:	
CRP2.	Apply appropriate academic and technical skills.
CRP4.	Communicate clearly and effectively and with reason.
CRP 6.	Demonstrate creativity and innovation.
CRP11.	Use technology to enhance productivity.

CRP12.	Work productively in teams while using cultural global competence.	
Unit Essential Question(s): <ul style="list-style-type: none">How can we recognize choreographed structures in dance?How do we recognize genres of dance and how do they relate to culture?Why do we make these movement and spatial choices?How do dancers make movement and spatial choices?What are the impacts of movement quality and speed?How can we constructively critique works of art?		Unit Enduring Understandings: <ul style="list-style-type: none">Success in dance can be achieved by combining proper movement patterns with appropriate rhythm.There is a wide variety of dances that have been developed through culture.
Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none">Identify several types of dance and associate them with cultures or sub cultures within America or other countriesBe able to show an understanding of the concepts of line dancing.Be able to perform line dance steps with and without musical accompaniment.Exhibit control in balanceDance with weight shift, transition and flowDistinguish symmetrical and asymmetrical shapesUnderstands conditioning principles (balance, strength, flexibility, endurance, alignment).Understand the relationship of bodily skills to time, space and energy.Understand not only positive and negative space, but also range, shape, levels, directions, symmetry/asymmetry, moving in place and through space, pathways and mapping.		
Formative Assessments: Teacher observation, student feedback. Evaluate informal in-class performances using observation, discussions, drawings and videos.		
Summative/Benchmark Assessment(s): Culminating dance that will check for performance indicators.		
Alternative Assessments: Collaborative work, individual assessment after school, project/research paper		
Resources/Materials (copy hyperlinks for digital resources): <ul style="list-style-type: none">Elements of Dance Video: https://www.youtube.com/watch?v=UGuD9Geeb2kDancemaker App: https://itunes.apple.com/us/app/dancemaker/id1180809091?mt=8List of dance styles and descriptive words: http://www.dancesteps.com.au/styles/index.phpContemporary Dance Vocabulary: https://www.contemporary-dance.org/dance-terms.htmlGlossary of TermsTED Talk: Why Do We Dance?The Evolution of Dance: https://www.ted.com/talks/the_lxd_in_the_internet_age_dance_evolves/up-next#t-408223Heartbeat Dances: https://www.youtube.com/watch?v=x5oq4ErAmW0The Skeleton Dance: https://www.youtube.com/watch?v=Jpvuqj5nv6U		
Modifications: <ul style="list-style-type: none">Special Education Students-Consult with case manager and follow IEP accommodations and modifications.-Allow errors and extended time to complete tasks.-Create a visual identifying the elements of dance.-Provide alternative movement choices to kinesthetic movement tasks.		<ul style="list-style-type: none">At-Risk StudentsFollow I&RS action plans.Allow extended time to complete assignments.Consult with classroom teacher.- Repeat directions as needed.- Invite parents / guardians to participate in sharing cultural themes and dances.-Incorporate student choice into activities

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- English Language Learners
 - Allow errors in speaking
 - Grant extended time to complete assignments.
 - Rephrase questions, directions, and explanations.
- Modeling
- Gestures
- Gifted and Talented Students
 - Incorporate multiple types of resources, including text, video, interviews, etc., into a report on a dancer or choreographer from specific time period or culture. -
 - Write detailed reflections to live and/or video performances. -Teach routines to peers.

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Culture	SWBAT- identify different cultures and dances associated with each culture.	1 class
Introduction to Dance/ Line Dancing	SWBAT- Identify dance as a combination of rhythm and proper movement. SWBAT- Perform line dances such as the “Cupid Shuffle” and “Cha Cha Slide.”	2 classes
	SWBAT- Exhibit control in balance	
	SWBAT- Understands conditioning principles (balance, strength, flexibility, endurance, alignment).	
	SWBAT- Understand the relationship of bodily skills to time, space and energy.	
Teacher Notes:		
Additional Resources See Resources/Material Hyperlinks above		

UDL Guidelines: Presentation Methods	UDL Guidelines: Action and Expression Methods	UDL Guidelines: Engagement Methods
<ul style="list-style-type: none"> • Small group/large group instruction • Individual instruction • Smart Board presentations/demonstrations • Videos • Printed handouts • Teacher led discussion • Student led discussion • Oral storytelling • Posters • Lecture • Print & digital resources 	<ul style="list-style-type: none"> • Slideshows • Printed handouts • Google Accounts • Email communication • Google Classroom • Google Drive documents • Google Forms quizzes • Google sheets data collection • Written assignments • Teacher goals/needs • Student goals/needs • Intrinsic motivation 	<ul style="list-style-type: none"> • District website • Paper documents and forms • Google Classroom (web) • Email (web) • Pink cat Games (web) • Print & digital resources

Content Area: Dance	
Unit Title: Hip Hop Dancing- The Art and the History of Hip Hop Dance	
Grade Level: 3-5	
Unit Summary: Students will learn a variety of dance steps that they will use to perform various hip hop dances focusing on appropriate and fluid body movement in sync with the beat. Students will learn and share about the cultural and historical significance of Hip-Hop and how it has effected the evolution of dance. Students will identify and share major artists in the field and how they have impacted society.	
Standards (Content and Technology):	
CPI#:	Statement:
Visual and Performing Arts Standards: Dance	
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.
1.2.5.A.2	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.2	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
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.
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, quantitatively, and orally.
2.5.4.A.3	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
2.5.4.A.4	Correct movement errors in response to feedback and explain how the change improves performance.
6.1.P.D.3	Express individuality and cultural diversity (e.g., through dramatic play).
6.1.P.D.4	Learn about and respect other cultures within the classroom and community.
6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
21st Century Themes and Skills:	
9.1.4.A.1	Identify potential sources of income.
9.2.8.B.1	Research careers within the 16 Career Clusters® and determine attributes of career success.
Career Ready Practices:	
CRP2.	Apply appropriate academic and technical skills.
CRP4.	Communicate clearly and effectively and with reason.
CRP 6.	Demonstrate creativity and innovation.
CRP11.	Use technology to enhance productivity.
CRP12.	Work productively in teams while using cultural global competence.
Unit Essential Question(s):	
Unit Enduring Understandings:	

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| <ul style="list-style-type: none"> • What kinds of responses are common when watching different dances? • How do individuals contribute to the world of dance in particular genres? • What kinds of shapes are common in different performances? | <ul style="list-style-type: none"> • Success in dance can be achieved by combining proper movement patterns with appropriate rhythm. • Individual artists have a distinct impact on dance that results in cultural shifts. |
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Unit Learning Targets/Objectives:*Students will...*

- Identify significant Hip Hop artists both contemporary and in previous generations and how they have impacted society.
- Be able to show an understanding of the concepts of hip hop dancing.
- Be able to perform hip hop dance steps with and without musical accompaniment.
- Exhibit control in balance
- Dance with weight shift, transition and flow
- Distinguish symmetrical and asymmetrical shapes
- Understands conditioning principles (balance, strength, flexibility, endurance, alignment).
- Understand the relationship of bodily skills to time, space and energy.
- Understand not only positive and negative space, but also range, shape, levels, directions, symmetry/asymmetry, moving in place and through space, pathways and mapping.

Formative Assessments:

Teacher observation, student feedback. Evaluate informal in-class performances using observation, discussions, drawings and videos.

Summative/Benchmark Assessment(s):

Culminating dance that will check for performance indicators.

Alternative Assessments: Portfolios, oral presentation, collaborative work, solitary work

Resources/Materials (copy hyperlinks for digital resources):

- Elements of Dance Video: <https://www.youtube.com/watch?v=UGuD9Geeb2k>
- Dancemaker App: <https://itunes.apple.com/us/app/dancemaker/id1180809091?mt=8>
- List of dance styles and descriptive words: <http://www.dancesteps.com.au/styles/index.php>
- Contemporary Dance Vocabulary: <https://www.contemporary-dance.org/dance-terms.html>
- Glossary of Terms
- Hip Hop Dance Moves for Kids: <https://www.howcast.com/guides/994-hip-hop-dance-moves-for-kids/>
- Article: What is Hip Hop? https://www.educationworld.com/a_lesson/what-is-hip-hop.shtml

Modifications:

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| <ul style="list-style-type: none"> • Special Education Students -Consult with case manager and follow IEP accommodations and modifications. -Allow errors and extended time to complete tasks. -Create a visual identifying the elements of dance. -Provide alternative movement choices to kinesthetic movement tasks. • English Language Learners Allow errors in speaking Grant extended time to complete assignments. Rephrase questions, directions, and explanations. -Modeling | <ul style="list-style-type: none"> • At-Risk Students Follow I&RS action plans. Allow extended time to complete assignments. Consult with classroom teacher. - Repeat directions as needed. - Invite parents / guardians to participate in sharing cultural themes and dances. -Incorporate student choice into activities • Gifted and Talented Students -Incorporate multiple types of resources, including text, video, interviews, etc., into a report on a dancer or |
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<div>-Gestures</div> <div>choreographer from specific time period or culture. - Write detailed reflections to live and/or video performances.</div> <div>-Teach routines to peers.</div>		
Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Hip Hop Dancing	SWBAT- Perform hip hop moves and techniques such as “The Robot,” and “Krumping.” SWBAT- Perform a variety of dances on Go Noodle in which the most up-to-date dance moves are utilized.	2 classes
	SWBAT- Exhibit control in balance	
	SWBAT- Understands conditioning principles (balance, strength, flexibility, endurance, alignment).	
	SWBAT- Understand the relationship of bodily skills to time, space and energy.	
	SWBAT- identify Hip Hop artists	
Teacher Notes:		
Additional Resources See Resources/Material Hyperlinks above.		

UDL Guidelines: Presentation Methods	UDL Guidelines: Action and Expression Methods	UDL Guidelines: Engagement Methods
<ul style="list-style-type: none"> • Small group/large group instruction • Individual instruction • Smart Board presentations/demonstrations • Videos • Printed handouts • Teacher led discussion • Student led discussion • Oral storytelling • Posters • Lecture • Print & digital resources 	<ul style="list-style-type: none"> • Slideshows • Printed handouts • Google Accounts • Email communication • Google Classroom • Google Drive documents • Google Forms quizzes • Google sheets data collection • Written assignments • Teacher goals/needs • Student goals/needs • Intrinsic motivation 	<ul style="list-style-type: none"> • District website • Paper documents and forms • Google Classroom (web) • Email (web) • Pink cat Games (web) • Print & digital resources

Content Area: Dance	
Unit Title: Social Dances	
Grade Level: 3-5	
Unit Summary: Students will learn a variety of dance steps that they will use to perform various dances popular at the time the unit is taught and associate contemporary values with dances and music as compared to earlier generations. By learning a variety of steps students will continue to polish their movements in coordination with the music for more complicated routines.	
Standards (Content and Technology):	
CPI#:	Statement:
Visual and Performing Arts Standards: Dance	
1.1.5.A.3	Determine how accompaniment (such as sound, spoken text, or silence) can affect choreography and improvisation.
1.2.5.A.1	Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
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.
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, quantitatively, and orally.
2.5.4.A.3	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
2.5.4.A.4	Correct movement errors in response to feedback and explain how the change improves performance.
6.1.P.D.3	Express individuality and cultural diversity (e.g., through dramatic play).
6.1.P.D.4	Learn about and respect other cultures within the classroom and community.
6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
Career Ready Practices:	
CRP2.	Apply appropriate academic and technical skills.
CRP4.	Communicate clearly and effectively and with reason.
CRP 6.	Demonstrate creativity and innovation.
CRP11.	Use technology to enhance productivity.
Unit Essential Question(s):	
Unit Enduring Understandings:	

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| <ul style="list-style-type: none"> • What role does music have in dance? • What do dances “of the times” say about the culture of the time period? Previous time periods? | <ul style="list-style-type: none"> • Success in dance can be achieved by combining proper movement patterns with appropriate rhythm. • There are many genres of dance that can be combined and utilized depending on mood and music. |
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Unit Learning Targets/Objectives:*Students will...*

- Be able to show an understanding of the concepts of different dances from a variety of genres.
- Exhibit control in balance
- Dance with weight shift, transition and flow
- Distinguish symmetrical and asymmetrical shapes
- Understands conditioning principles (balance, strength, flexibility, endurance, alignment).
- Understand the relationship of bodily skills to time, space and energy.
- Understand not only positive and negative space, but also range, shape, levels, directions, symmetry/asymmetry, moving in place and through space, pathways and mapping.
- Be able to perform line dance steps with and without musical accompaniment.

Formative Assessments:

Teacher observation, student feedback. Evaluate informal in-class performances using observation, discussions, drawings and videos.

Summative/Benchmark Assessment(s):

Culminating dance that will check for performance indicators.

Alternative Assessments: Portfolios, oral presentation, collaborative work, solitary work

Resources/Materials (copy hyperlinks for digital resources):

- Elements of Dance Video: <https://www.youtube.com/watch?v=UGuD9Geeb2k>
- Dancemaker App: <https://itunes.apple.com/us/app/dancemaker/id1180809091?mt=8>
- List of dance styles and descriptive words: <http://www.dancesteps.com.au/styles/index.php>
- Contemporary Dance Vocabulary: <https://www.contemporary-dance.org/dance-terms.html>
- Glossary of Terms
- Teaching Rhythm in Dance: <https://www.tututix.com/teaching-rhythm-dance/>

Modifications:

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| <ul style="list-style-type: none"> • Special Education Students <p>-Consult with case manager and follow IEP accommodations and modifications.</p> <p>-Allow errors and extended time to complete tasks.</p> <p>-Create a visual identifying the elements of dance.</p> <p>-Provide alternative movement choices to kinesthetic movement tasks.</p> <ul style="list-style-type: none"> • English Language Learners <p>Allow errors in speaking</p> <p>Grant extended time to complete assignments.</p> <p>Rephrase questions, directions, and explanations.</p> <p>-Modeling</p> <p>-Gestures</p> | <ul style="list-style-type: none"> • At-Risk Students <p>Follow I&RS action plans.</p> <p>Allow extended time to complete assignments.</p> <p>Consult with classroom teacher.</p> <p>- Repeat directions as needed.</p> <p>- Invite parents / guardians to participate in sharing cultural themes and dances.</p> <p>-Incorporate student choice into activities</p> <ul style="list-style-type: none"> • Gifted and Talented Students <p>-Incorporate multiple types of resources, including text, video, interviews, etc., into a report on a dancer or choreographer from specific time period or culture.</p> <p>-Write detailed reflections to live and/or video performances.</p> <p>-Teach routines to peers.</p> |
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Lesson	Lesson Objective(s)	Time frame (day(s) to complete)
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Name/Topic		
Social Dances	SWBAT- Perform dances that are trending when the unit is being taught.	1-2 classes
	SWBAT- Exhibit control in balance	
	SWBAT- Understands conditioning principles (balance, strength, flexibility, endurance, alignment).	
	SWBAT- Understand the relationship of bodily skills to time, space and energy.	
Teacher Notes:		
Additional Resources See Resources/Material Hyperlinks above.		

UDL Guidelines: Presentation Methods	UDL Guidelines: Action and Expression Methods	UDL Guidelines: Engagement Methods
<ul style="list-style-type: none"> • Small group/large group instruction • Individual instruction • Smart Board presentations/demonstrations • Videos • Printed handouts • Teacher led discussion • Student led discussion • Oral storytelling • Posters • Lecture • Print & digital resources 	<ul style="list-style-type: none"> • Slideshows • Printed handouts • Google Accounts • Email communication • Google Classroom • Google Drive documents • Google Forms quizzes • Google sheets data collection • Written assignments • Teacher goals/needs • Student goals/needs • Intrinsic motivation 	<ul style="list-style-type: none"> • District website • Paper documents and forms • Google Classroom (web) • Email (web) • Pink cat Games (web) • Print & digital resources

Content Area: Dance	
Unit Title: Improvised/Freestyle Dancing	
Grade Level: 3-5	
Unit Summary: Students will use steps and dances previously learned to help them in creating their own choreographed dance. Students will draw on all their previous learned techniques to perform a solo or collaborative dance of their choice.	
Standards (Content and Technology):	
CPI#:	Statement:
Visual and Performing Arts Standards: Dance	
1.1.5.A.2	Analyze the use of improvisation that fulfills the intent of and develops choreography in both its form and structure.
1.3.5.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.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 content.)
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.B.4	Define technical proficiency, using the elements of the arts and principles of design.
1.4.5.B.5	Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.
Interdisciplinary Connections:	
NJSLA.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.
NJSLA.SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
2.5.4.A.3	Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.
2.5.4.A.4	Correct movement errors in response to feedback and explain how the change improves performance.
6.1.P.D.3	Express individuality and cultural diversity (e.g., through dramatic play).
6.1.P.D.4	Learn about and respect other cultures within the classroom and community.
6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
Career Ready Practices:	
CRP2.	Apply appropriate academic and technical skills.

CRP4.	Communicate clearly and effectively and with reason.
CRP 6.	Demonstrate creativity and innovation.
CRP11.	Use technology to enhance productivity.
CRP12.	Work productively in teams while using cultural global competence.
Unit Essential Question(s): <ul style="list-style-type: none"> How can I utilize my talents, my mood, and knowledge of dance techniques to come up with my own choreographed/improvised dance? 	Unit Enduring Understandings: <ul style="list-style-type: none"> With technique and practice anyone can dance.
Unit Learning Targets/Objectives: <i>Students will...</i> <ul style="list-style-type: none"> Be able to show an understanding of all genres of dance learned. Be able to create and perform a dance using previously learned materials. Exhibit control in balance Dance with weight shift, transition and flow Distinguish symmetrical and asymmetrical shapes Understands conditioning principles (balance, strength, flexibility, endurance, alignment). Understand the relationship of bodily skills to time, space and energy. Understand not only positive and negative space, but also range, shape, levels, directions, symmetry/asymmetry, moving in place and through space, pathways and mapping. Select themes, discuss and plan, and develop movement in collaboration with peers, in partners and in small groups Create a short dance with peers incorporating several movement phrases with a beginning, middle and end Understand choreographic devices (repetition) and structures (theme and variation) 	
Formative Assessments: Teacher observation, student feedback. Evaluate informal in-class performances using observation, discussions, drawings and videos. Summative/Benchmark Assessment(s): Culminating dance that will check for performance indicators. Alternative Assessments: Portfolios, oral presentation, collaborative work, solitary work Resources/Materials (copy hyperlinks for digital resources): <ul style="list-style-type: none"> Elements of Dance Video: https://www.youtube.com/watch?v=UGuD9Geeb2k Dancemaker App: https://itunes.apple.com/us/app/dancemaker/id1180809091?mt=8 List of dance styles and descriptive words: http://www.dancesteps.com.au/styles/index.php Contemporary Dance Vocabulary: https://www.contemporary-dance.org/dance-terms.html Glossary of Terms 	
Modifications: <ul style="list-style-type: none"> Special Education Students -Consult with case manager and follow IEP accommodations and modifications. -Allow errors and extended time to complete tasks. -Break components down into smaller tasks -Develop 4 count movement patterns English Language Learners -Display labeled images of dance movements. -Use body movement to respond to theme / emotion in sound -Restate dance steps aloud before performance. 	<ul style="list-style-type: none"> At-Risk Students Follow I&RS action plans. Allow extended time to complete assignments. Consult with classroom teacher. - Invite parents / guardians to participate in sharing cultural themes and dances. -Incorporate student choice into activities Gifted and Talented Students -Compare and contrast choreography from two or more dance styles and present findings to peers. -Develop longer movement phrases individually and in

Allow errors in speaking	collaboration with peers. -Create a movement pattern to
Grant extended time to complete assignments.	respond to a spoken text with emphasis on symbolism
Rephrase questions, directions, and explanations.	and theme.
-Modeling -Gestures	

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Improvised/ Freestyle Dance	SWBAT- Create and perform a dance created by themselves and their groups using the techniques and moves learned throughout the unit.	2-3 classes
	SWBAT- Create a short dance with peers incorporating several movement phrases with a beginning, middle and end.	
	SWBAT- Exhibit control in balance	
	SWBAT- Understands conditioning principles (balance, strength, flexibility, endurance, alignment).	
	SWBAT- Understand the relationship of bodily skills to time, space and energy.	
Teacher Notes:		
Additional Resources See Resources/Material Hyperlinks above.		

UDL Guidelines: Presentation Methods	UDL Guidelines: Action and Expression Methods	UDL Guidelines: Engagement Methods
<ul style="list-style-type: none"> • Small group/large group instruction • Individual instruction • Smart Board presentations/demonstrations • Videos • Printed handouts • Teacher led discussion • Student led discussion • Oral storytelling • Posters • Lecture • Print & digital resources 	<ul style="list-style-type: none"> • Slideshows • Printed handouts • Google Accounts • Email communication • Google Classroom • Google Drive documents • Google Forms quizzes • Google sheets data collection • Written assignments • Teacher goals/needs • Student goals/needs • Intrinsic motivation 	<ul style="list-style-type: none"> • District website • Paper documents and forms • Google Classroom (web) • Email (web) • Pink cat Games (web) • Print & digital resources