



MIDLAND PARK PUBLIC SCHOOLS
Midland Park, New Jersey
CURRICULUM

Dance

Grades K – 2

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Superintendent of Schools:
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Dance K-2

Course Description:

As an art, dance is a way of expression and communication. At every level students will learn how to dance with joy, passion, and a respect for the steps and the technique. Students in grades K-2 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 (1-2 weeks)

Unit 2: Square Dancing (1-2 week)

Unit 3: Hip Hop Dancing (1 week)

Unit 4: Improvised Dance (1 week)

Pre-Requisite: None

Unit 1 Overview

Content Area: Dance

Unit Title: Line Dance

Grade Level: K-2

Unit Summary: Students will learn a variety of dance steps that they will use to perform various line dances.

Learning Targets

Standards (Content and Technology):

CPI#:

Statement:

Visual and Performing Arts Standards: Dance

1.4.2.A.2	Compare and contrast culturally and historically diverse works of dance, music, theater, and visual art that evoke emotion and that communicate cultural meaning.
1.3.2.A.2	Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high) and spacial pathway
1.1.2.A.1	Identify the <u>elements of dance</u> in planned and improvised dance sequences.
1.1.2.A.2	Use improvisation to discover new movement to fulfill the intent of the choreography.
1.1.2.A.4	Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and <u>body patterning</u> .
1.4.2.A.1	Identify aesthetic qualities of exemplary works of art in dance, music, theater, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.)
1.4.2.B.1	Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.

Interdisciplinary Connections:

NJSLSA.L3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
2.5.2.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.
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	Career Awareness, Exploration, and Preparation: This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Career Ready Practices:

CRP 1	Act as a responsible and contributing citizen and employee.
CRP 6	Demonstrate creativity and innovation.
CRP12	Work productively in teams while using cultural global competence.

Unit Essential Question(s):

- What emotions are common in historic dances?
- Where can we see emotion in dance?

Unit Enduring Understandings:

- Success in dance can be achieved by combining proper movement patterns with appropriate rhythm.

<ul style="list-style-type: none"> • How can we see parts of dance within a sequence? • How can we use what we know to assess works of art? • How can the elements of dance be used to express content, emotions, and personal expression? • How can improvisation of movement communicate content emotions and personal expression? • Does the creator of a dance change the dance itself? 	<ul style="list-style-type: none"> • Success in dance can be achieved when emotion can be recognized and demonstrated within a dance. • Success in dance can be achieved when improvisation in movements are achieved.
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Unit Learning Targets/Objectives:*Students will...*

- Be able to show an understanding of the concepts of line dancing.
- Be able to perform line dance steps with and without musical accompaniment.
- Explore the joy of moving.
- Listen to signals and respond to movement directions.
- Listen to a story and dance the words and move to the rhythm of the words.
- Demonstrate how music can change the way they move.

Formative Assessments:

Teacher observation, student feedback.

Summative/Benchmark Assessment(s):

Culminating dance that will check for performance indicators.

Resources/Materials (copy hyperlinks for digital resources):**Teaching Dance**<https://www.thepespecialist.com/dance2/>

- **Locomotor Skills with Locomotion Dance**
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132910#.WsaJp2aZOgQ>
- **Shake it Senora**
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12807#.WsaJ0maZOgQ>
- **The Funky Chipmunk Dance**
http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12641#.WsaJ_GaZOgQ
- **The Snowflake Dance**
<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12004#.WsaKN2aZOgQ>

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. -Use multi-sensory teaching approaches. Pictures, scarves, hula hoops, hats balloons, rhythmic instruments, and other props provide helpful visual, auditory, and tactile reinforcement of ideas. -Work with a partner | <ul style="list-style-type: none"> • At-Risk Students -Using visual demonstrations, illustrations, and models -Give directions/instructions verbally and in simple written format. -Peer Support - Increase one on one time -Teachers may modify instructions by modeling what the student is expected to do |
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- Reduce activity time
- English Language Learners
- Speak and display terminology and movement
- Teacher modeling
- Peer modeling
- Develop and post routines
- Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.
- Gifted and Talented Students
- Provide extension activities
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest based content
- Real world scenarios
- Student Driven Instruction

Lesson Name/ Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Introduction to line dance	SWBAT - Identify dance as a combination of rhythm and proper movement. - Identify line dance as a common form of dance.	1 class
Line dance	SWBAT - Listen to signals and respond to movement directions. - Explore stopping and going, tempos of fast and slow, and simple rhythms. - Work cooperatively with their class to perform various line dances.	2 classes
Teacher Notes: Additional Resources See Resources/Material Hyperlinks above.		

UDL Guidelines: Presentation Methods	UDL Guidelines: Action and Expression Methods	UDL Guidelines: Engagement Methods
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<ul style="list-style-type: none"> ● Small group/large group instruction ● Individual instruction ● Smart Board presentations/demonstrations ● Videos ● Printed handouts ● Teacher led discussion ● Oral storytelling ● Posters ● Print & digital resources 	<ul style="list-style-type: none"> ● Written assignments ● Teacher goals/needs ● Student goals/needs ● Intrinsic motivation 	<ul style="list-style-type: none"> ● District website ● Paper documents and forms ● Print & digital resources
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Unit 2 Overview

Content Area: Dance

Unit Title: Square Dance

Grade Level: K-2

Unit Summary: Students will learn a variety of dance steps that they will use to perform various square dances.

Learning Targets

Standards (Content and Technology):

CPI#:

Statement:

Visual and Performing Arts Standards: Dance

1.3.2.A.1	Create and perform planned and improvised movement sequences using the elements of dance, with and without musical accompaniment, to communicate meaning around a variety of themes.
1.3.2.A.2	Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high) and spacial pathway
1.1.2.A.3	Demonstrate the difference between pantomime, pedestrian movement, abstract gesture, and dance movement.
1.4.2.A.3	Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art.)

Interdisciplinary Connections:

NJSLSA.L3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
2.5.2.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.
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	Career Awareness, Exploration, and Preparation: This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Career Ready Practices:

CRP1	Act as a responsible and contributing citizen and employee.
CRP 6	Demonstrate creativity and innovation.
CRP 12	Work productively in teams while using cultural global competence.

Unit Essential Question(s):

- What common movements are shared with various dances?
- What do imagination and communication have in common in dance?
- How do we use movement to create dance?
- What part do different movements play in dance?

Unit Enduring Understandings:

- Success in dance can be achieved by combining proper movement patterns with appropriate rhythm.
- Success in dance can be achieved when students are able to notice communication within a dance.

- How does imagination play a role in square dances?

Unit Learning Targets/Objectives:*Students will...*

- Be able to show an understanding of the concepts of square dancing.
- Be able to perform line dance steps with and without musical accompaniment.
- Explore the joy of moving.
- Listen to signals and respond to movement directions.
- Listen to a story and dance the words and move to the rhythm of the words.
- Demonstrate how music can change the way they move.

Formative Assessments:

Teacher observation, student feedback.

Summative/Benchmark Assessment(s):

Culminating dance that will check for performance indicators.

Resources/Materials (copy hyperlinks for digital resources):

- iPod
- GoNoodle
- Twitter (to have access to the newest information on the topic of dance)
- YouTube videos
- [Angelina Ballerina - Friendship Theme](#)

Modifications:

- Special Education Students
 - Consult with case manager and follow IEP accommodations and modifications.
 - Allow errors and extended time to complete tasks.
 - Use multi-sensory teaching approaches. Pictures, scarves, hula hoops, hats balloons, rhythmic instruments, and other props provide helpful visual, auditory, and tactile reinforcement of ideas.
 - Work with a partner
 - Reduce activity time
- At-Risk Students
 - Using visual demonstrations, illustrations, and models
 - Give directions/instructions verbally and in simple written format.
 - Peer Support
 - Increase one on one time
 - Teachers may modify instructions by modeling what the student is expected to do
 - Instructions may be printed out in large print and hung up for the student to see during the time of the lesson.
- English Language Learners
 - Speak and display terminology and movement
 - Teacher modeling
 - Peer modeling
 - Develop and post routines
- Gifted and Talented Students
 - Provide extension activities
 - Higher order thinking skills
 - Adjusting the pace of lessons
 - Interest based content
 - Real world scenarios
 - Student Driven Instruction

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Introduction to square dance	SWDAT - identify dance as a combination of rhythm and proper movement. SWDAT- identify square dance as a common form of dance.	1 class

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 ● Oral storytelling ● Posters ● Print & digital resources 	<ul style="list-style-type: none"> ● Written assignments ● Teacher goals/needs ● Student goals/needs ● Intrinsic motivation 	<ul style="list-style-type: none"> ● District website ● Paper documents and forms ● Print & digital resources

Unit 3 Overview

Content Area: Dance

Unit Title: Hip Hop Dance- The Art & The History Of Hip Hop

Grade Level: K-2

Unit Summary: Students will learn a variety of dance steps that they will use to perform various hip-hop dances.

Learning Targets

Standards (Content and Technology):

CPI#:

Statement:

Visual and Performing Arts Standards: Dance

1.4.2.A.2	Compare and contrast culturally and historically diverse works of dance, music, theater, and visual art that evoke emotion and that communicate cultural meaning.
1.3.2.A.2	Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high) and spacial pathway
1.1.2.A.1	Identify the <u>elements of dance</u> in planned and improvised dance sequences.
1.1.2.A.2	Use improvisation to discover new movement to fulfill the intent of the choreography.
1.1.2.A.4	Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and <u>body patterning</u> .
1.4.2.A.1	Identify aesthetic qualities of exemplary works of art in dance, music, theater, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.)
1.4.2.B.1	Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.

Interdisciplinary Connections:

NJSLSA.L3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
2.5.2.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.
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	Career Awareness, Exploration, and Preparation: This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Career Ready Practices:

CRP1	Act as a responsible and contributing citizen and employee.
CRP 6	Demonstrate creativity and innovation.
CRP 12	Work productively in teams while using cultural global competence.

Unit Essential Question(s):

- What emotions are common in historic dances?
- Where can we see emotion in dance?
- How can we see parts of dance within a sequence?

Unit Enduring Understandings:

- Success in dance can be achieved by combining proper movement patterns with appropriate rhythm.

<ul style="list-style-type: none"> • How can we use what we know to assess works of art? • How can the elements of dance be used to express content, emotions, and personal expression? • How can improvisation of movement communicate content emotions and personal expression? • Does the creator of a dance change the dance itself? 	<ul style="list-style-type: none"> • Success in dance can be achieved by learning separate parts, and combining them to make a whole. • Success in dance can be achieved by improvising within a choreographed set of dance steps.
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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,

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):

- 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](#)
- [TED 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-408223
- Heartbeat Dances: <https://www.youtube.com/watch?v=x5oq4ErAmW0>
- The Skeleton Dance: <https://www.youtube.com/watch?v=Jpvuqj5nv6U>

Modifications:

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| <ul style="list-style-type: none"> • Special Education Students • English Language Learners | <ul style="list-style-type: none"> • At-Risk Students • Gifted and Talented Students |
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Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Introduction to line dance	SWBAT - Identify dance as a combination of rhythm and proper movement.	1 class

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	- Identify hip-hop dance as a common form of dance.	
Line dance	SWBAT - Listen to signals and respond to movement directions. - Explore stopping and going, tempos of fast and slow, and simple rhythms. - Work cooperatively with their class to perform various Hip-hop dances.	2 classes
Teacher Notes: Additional Resources Click links above to access additional resources used to design this unit:		

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 ● Oral storytelling ● Posters ● Print & digital resources 	<ul style="list-style-type: none"> ● Written assignments ● Teacher goals/needs ● Student goals/needs ● Intrinsic motivation 	<ul style="list-style-type: none"> ● District website ● Paper documents and forms ● Print & digital resources

Unit 4 Overview

Content Area: Dance

Unit Title: Improvised Dance

Grade Level: K-2

Unit Summary: Students will learn a variety of dance steps that they will use to perform various line dances.

Learning Targets

Standards (Content and Technology):

CPI#: Statement:

Visual and Performing Arts Standards: Dance

1.3.2.A.1	Create and perform planned and improvised movement sequences using the elements of dance, with and without musical accompaniment, to communicate meaning around a variety of themes.
1.3.2.A.2	Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high) and spacial pathway
1.1.2.A.1	Identify the <u>elements of dance</u> in planned and improvised dance sequences.
1.3.2.A.3	Define and maintain personal space, concentrate, and appropriately direct focus while performing skills.
1.3.2.A.4	Create and perform original movement sequences alone and with a partner using locomotor and non-locomotor movements at various levels in space.
1.4.2.A.4	Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
1.4.2.B.2	Apply the principles of positive critique in giving and receiving responses to performances.
1.4.2.B.3	Recognize the making subject or theme in works of dance, music, theatre, and visual art.

Interdisciplinary Connections:

NJLSA.L3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
2.5.2.A.3	Respond in movement to changes in tempo, beat, rhythm, or musical style.
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.A.D.13	Describe how culture is expressed through and influenced by the behavior of people.

21st Century Themes and Skills:

9.2	Career Awareness, Exploration, and Preparation: This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Career Ready Practices:

CRP1	Act as a responsible and contributing citizen and employee.
CRP 6	Demonstrate creativity and innovation.
CRP12	Work productively in teams while using cultural global competence.

Unit Essential Question(s):

- How can we use constructive criticism within the dance unit?
- How does a theme get created within a dance?

Unit Enduring Understandings:

- Success in dance can be achieved by combining improvised dance steps and with appropriate pace and rhythm

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| <ul style="list-style-type: none"> • Why is personal space important in dance? • How can using levels elevate a dance? • How can improvisation of movement communicate content emotions and personal expression? • What role does nature play in the movements we make while dancing? | <ul style="list-style-type: none"> • Success in dance can be achieved using different levels within personal space to communicate emotion and personal expression. |
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Unit Learning Targets/Objectives:*Students will...*

- Be able to show an understanding of the concepts of improvised dancing.
- Be able to perform dance steps choreographed by themselves with and without musical accompaniment.
- Explore the joy of moving.
- Listen to signals and respond to movement directions.
- Listen to a story and dance the words and move to the rhythm of the words.
- Demonstrate how music can change the way they move.

Formative Assessments:

Teacher observation, student feedback.

Summative/Benchmark Assessment(s):

Culminating dance that will check for performance indicators.

Resources/Materials (copy hyperlinks for digital resources):

- [Ten Dances Around the World20 Amazing Dances from Around the World](#)
- [Kindergarten Dance Activities](#)
- [Alphabet movement cards](#)
- Creative Dance Integration Lesson Plans
https://education.byu.edu/sites/default/files/ARTS/documents/educational_movement.pdf
- [Using Movement to Teach Academics: The Mind and Body as One Entity](#)
- [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. -Use multi-sensory teaching approaches. Pictures, scarves, hula hoops, hats balloons, rhythmic instruments, and other props provide helpful visual, auditory, and tactile reinforcement of ideas. -Work with a partner -Reduce activity time | <ul style="list-style-type: none"> • At-Risk Students -Using visual demonstrations, illustrations, and models -Give directions/instructions verbally and in simple written format. -Peer Support - Increase one on one time -Teachers may modify instructions by modeling what the student is expected to do - Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. |
| <ul style="list-style-type: none"> • English Language Learners - Speak and display terminology and movement -Teacher modeling -Peer modeling -Develop and post routines | <ul style="list-style-type: none"> • Gifted and Talented Students -Provide extension activities -Higher order thinking skills -Adjusting the pace of lessons - Interest based content |

- Real world scenarios
- Student Driven Instruction

Lesson Name/Topic	Lesson Objective(s)	Time frame (day(s) to complete)
Introduction to dance	SWBAT - Identify dance as a combination of rhythm and proper movement. - Define improvised dance.	1 class
Improvised Dance	SWBAT -Engage in a collaborative discussion about improvised dances. -Perform improvised dances to various types of musical selections.	1 class
<p>Teacher Notes:</p> <p>Additional Resources</p> <p>Click links above to access additional resources used to design this unit:</p>		

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 ● Oral storytelling ● Posters ● Print & digital resources 	<ul style="list-style-type: none"> ● Written assignments ● Teacher goals/needs ● Student goals/needs ● Intrinsic motivation 	<ul style="list-style-type: none"> ● District website ● Paper documents and forms ● Print & digital resources