Dance Curriculum

Grade: 9th Grade

Unit: Introduction to Dance: Unit 2- Modern I
Modern Dance I

Students will be familiarized with modern dance history and will be able to demonstrate by example modern dance vocabulary derived from varying historical perspectives through a study of the work of first and second generation choreographers. Students will gain practical experience in movement invention and be able to identify the elements of time, space and energy as they pertain to all dance forms and demonstrate by example a working knowledge of applied anatomy and kinesiology. Students will develop awareness of movement initiation, dynamics and quality.
Modern Dance technique classes are taken once a week, and are paced according to the needs of the specific student.

### Pacing Chart – Unit 1: Modern

<table>
<thead>
<tr>
<th>#</th>
<th>Student Learning Objective</th>
<th>Timeline</th>
<th>CCSS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>SWBAT demonstrate the use of introductory level modern vocabulary in writing and movement.</td>
<td>December (2 Weeks)</td>
<td>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance.</td>
</tr>
<tr>
<td>2</td>
<td>SWBAT discuss the importance of modern, and how it relates to other dance forms.</td>
<td>December (2 Weeks)</td>
<td>1.4 All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.</td>
</tr>
<tr>
<td>3</td>
<td>SWBAT Connect center work to across the floor.</td>
<td>January (2 Weeks)</td>
<td>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance.</td>
</tr>
<tr>
<td>4</td>
<td>SWBAT Connect center and across the floor work to a movement phrase combination.</td>
<td>January (2 Week)</td>
<td>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance.</td>
</tr>
<tr>
<td>5</td>
<td>SWBAT demonstrate an understanding of the general Modern Dance History.</td>
<td>February (2 Weeks)</td>
<td>1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.</td>
</tr>
<tr>
<td>6</td>
<td>SWBAT demonstrate proper use of Modern Dance terminology.</td>
<td>February (2 Weeks)</td>
<td>1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance.</td>
</tr>
</tbody>
</table>
Educational Technology Standards


- **Technology Operations and Concepts**
  - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

- **Creativity and Innovation**
  - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

- **Communication and Collaboration**
  - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

- **Digital Citizenship**
  - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

- **Research and Information Literacy**
  - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

- **Critical Thinking, Problem Solving, Decision Making**
  - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.
# Career Ready Practices

Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.

## CRP1. Act as a responsible and contributing citizen and employee
Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

## CRP2. Apply appropriate academic and technical skills.
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

## CRP3. Attend to personal health and financial well-being.
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

## CRP4. Communicate clearly and effectively and with reason.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communica-
Career Ready Practices

Consider the environmental, social and economic impacts of decisions.
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

Demonstrate creativity and innovation.
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

Employ valid and reliable research strategies.
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

Utilize critical thinking to make sense of problems and persevere in solving them.
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

Model integrity, ethical leadership and effective management.
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others’ action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management’s actions and attitudes can have on productivity, morals and organizational culture.

Plan education and career paths aligned to personal goals.
# Career Ready Practices

Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

CRP11. Use technology to enhance productivity.
Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

CRP12. Work productively in teams while using cultural global competence.
Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
## Differentiated Instruction

### Strategies to Accommodate Students Based on Individual Needs

<table>
<thead>
<tr>
<th><strong>Time/General</strong></th>
<th><strong>Processing</strong></th>
<th><strong>Comprehension</strong></th>
<th><strong>Recall</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Extra time for assigned tasks</td>
<td>Extra Response time</td>
<td>Precise step-by-step directions</td>
<td>Teacher-made checklist</td>
</tr>
<tr>
<td>Adjust length of assignment</td>
<td>Have students verbalize steps</td>
<td>Short manageable tasks</td>
<td>Use visual graphic organizers</td>
</tr>
<tr>
<td>Timeline with due dates for reports and projects</td>
<td>Repeat, clarify or reword directions</td>
<td>Brief and concrete directions</td>
<td>Reference resources to promote independence</td>
</tr>
<tr>
<td>Communication system between home and school</td>
<td>Mini-breaks between tasks</td>
<td>Provide immediate feedback</td>
<td>Visual and verbal reminders</td>
</tr>
<tr>
<td>Provide lecture notes/outline</td>
<td>Provide a warning for transitions</td>
<td>Small group instruction</td>
<td>Graphic organizers</td>
</tr>
<tr>
<td></td>
<td>Reading partners</td>
<td>Emphasize multi-sensory learning</td>
<td></td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th><strong>Assistive Technology</strong></th>
<th><strong>Tests/Quizzes/Grading</strong></th>
<th><strong>Behavior/Attention</strong></th>
<th><strong>Organization</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer/whiteboard</td>
<td>Extended time</td>
<td>Consistent daily structured routine</td>
<td>Individual daily planner</td>
</tr>
<tr>
<td>Tape recorder</td>
<td>Study guides</td>
<td>Simple and clear classroom rules</td>
<td>Display a written agenda</td>
</tr>
<tr>
<td>Spell-checker</td>
<td>Shortened tests</td>
<td>Frequent feedback</td>
<td>Note-taking assistance</td>
</tr>
<tr>
<td>Audio-taped books</td>
<td>Read directions aloud</td>
<td></td>
<td>Color code materials</td>
</tr>
</tbody>
</table>
New Jersey Core Curriculum Content Standards (NJCCCS):

1.1.12.C.1

Content Statement: Dance and the arts play a significant role in human history and culture.

Cumulative Progress Indicator: Analyze examples of ballet’s influence on dance history.

1.1.12.C.2

Content Statement: Ballet performance has physical, emotional, and social dimensions that can be communicated through the application of proper ballet technique.

Cumulative Progress Indicator: Deconstruct ballet sequences to identify how the physical, emotional, and social dimensions of performance are communicated through the application of ballet techniques.

1.1.12.C.3

Content Statement: Ballet is an art, but it is also a science requiring knowledge of proper class procedures, alignment, musicality, and attire.

Cumulative Progress Indicator: Apply the basic physical and chemical properties (e.g., light, electricity, color, paint, scenic construction, costumes, makeup, and audio components) inherent in technical theatre to safely implement theatre design.

1.2.12.A.3

Content Statement: Access to the arts has a positive influence on the quality of an individual’s lifelong learning, personal expression, and contributions to community and global citizenship.

Cumulative Progress Indicator: Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.

1.3.12.C.1
**Content Statement:** Effective performances require informed, supported, and sustained choices by dancers, choreographers, and directors. Dance genres are created by combining complex choreographic structures, technical elements, and thematic intent.

**Cumulative Progress Indicator:** Create works that include well-structured choreographic devices, clear thematic intent, original movements, and technical dance elements appropriate to a variety of dance genres.

1.3.12.C.2

**Content Statement:** Presentation of believable, multidimensional performances requires application of specific physical choices, sustained commitment to the movement, and clearly motivated actions.

**Cumulative Progress Indicator:** Create and evaluate performances by citing evidence of specific physical choices, sustained commitment to the movement, and clearly motivated actions.

1.4.5.A.1

**Content Statement:** Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes).

**Cumulative Progress Indicator:** Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.

1.4.5.A.2

**Content Statement:** Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.

**Cumulative Progress Indicator:** Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

1.4.5.A.3

**Content Statement:** Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts.
**Cumulative Progress Indicator:** Demonstrate how art communicates ideas about personal and social values and is inspired by an individual’s imagination and frame of reference (e.g., personal, social, political, historical context).

1.4.5.B.1

**Content Statement:** Identifying criteria for evaluating performances results in deeper understanding of art and art-making.

**Cumulative Progress Indicator:** 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

**Content Statement:** Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.

**Cumulative Progress Indicator:** Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.

1.4.5.B.3

**Content Statement:** While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own discipline-specific arts terminology.

**Cumulative Progress Indicator:** 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

**Content Statement:** Levels of proficiency can be assessed through analyses of how artists apply the elements of art and principles of design.

**Cumulative Progress Indicator:** Define technical proficiency, using the elements of the arts and principles of design.

1.4.5.B.5
Content Statement: Artists and audiences can and do disagree about the relative merits of artwork. When assessing works of dance, music, theatre and visual art, it is important to consider the context for the creation and performance of the work (e.g., Who was the creator? What purpose does the artwork serve? Who is the intended audience?).

Cumulative Progress Indicator: 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
<table>
<thead>
<tr>
<th>Grade: 9th</th>
<th>Unit: 2 (12 Weeks)</th>
<th>Topic: Modern</th>
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<tbody>
<tr>
<td></td>
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<td>Description: Students will expand on basic modern dance techniques, terminology, and history.</td>
</tr>
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<table>
<thead>
<tr>
<th>NJDOE Student Learning Objective</th>
<th>Essential Questions</th>
<th>Skills</th>
<th>Resources</th>
<th>Sample Activities</th>
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</table>
| **Standard 1.1 Aesthetics**     | *Why should I care about the arts?*  
                                   | *What’s the difference between a thoughtful and a thoughtless artistic judgment?* | 1. Students will have an understanding of how Dance affects their lives.  
2. Student gains an understanding of human behavior and psychology. | 1. Instructor  
2. Internet | 1. Perform ballet sequences and self/group critique.  
2. Watch visors of historical dance companies.  
3. Take ballet class in NYC, at prestigious training facility.  
4. See live ballet performance. |
<table>
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<th>NJDOE Student Learning Objective</th>
<th>Essential Questions</th>
<th>Skills</th>
<th>Resources</th>
<th>Sample Activities</th>
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<tr>
<td><strong>Standard 1.2 Creation and Performance</strong>&lt;br&gt;All students will utilize those skills, media, methods and technologies appropriate to each art form in the creation, performance and presentation of Dance.</td>
<td>How does creating and performing in the arts differ from viewing the arts?&lt;br&gt;To what extent does the viewer properly affect and influence the art and the artist and to what extent is the art for the artist?</td>
<td>1. How to discuss and write critically about varied dance performances.&lt;br&gt;2. How to be an effective audience member.</td>
<td>1. Instructor&lt;br&gt;2. Internet</td>
<td>1. Find local productions and school performances to see.&lt;br&gt;2. Complete student rubrics and self rubrics after performances.</td>
</tr>
<tr>
<td><strong>Standard 1.3 Elements and Principles of the Arts</strong>&lt;br&gt;All students will demonstrate an understanding of the elements and principles of Dance.</td>
<td>How do underlying structures unconsciously guide the creation of art works?&lt;br&gt;Does art have boundaries?</td>
<td>1. How to act for performance.&lt;br&gt;2. How to identify your performance quality.&lt;br&gt;2. How to discuss and write critically about varied dance performances.</td>
<td>1. Instructor&lt;br&gt;2. Internet</td>
<td>1. Rehearsing and performing in class and for a public audience.&lt;br&gt;2. View and critique dance performances.</td>
</tr>
<tr>
<td>NJDOE Student Learning Objective</td>
<td>Essential Questions</td>
<td>Skills</td>
<td>Resources</td>
<td>Sample Activities</td>
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<tr>
<td>----------------------------------</td>
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</tr>
<tr>
<td>Standard 1.4 Critique</td>
<td>When is art criticism vital and when is it beside the point?</td>
<td>1. How to discuss and write critically about varied dance performances. 2. How to be an effective audience member.</td>
<td>1. Instructor 2. Internet</td>
<td>1. Rehearsing and performing in class and for a public audience. 2. View and critique dance performances.</td>
</tr>
<tr>
<td>All students will develop, apply, and reflect upon knowledge of the process of critique.</td>
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<tr>
<td>Standard 1.5 World Cultures, History, and Society</td>
<td>Does art define culture or does culture define art? What is old and what is new in any work of art? How important is “new” in art?</td>
<td>1. Students will be able to analyze a work of art by compare and contrast. 2. Apply knowledge of character development through historical biographies.</td>
<td>1. The Community 2. Instructor 3. Internet 4. Script</td>
<td>1. Class Discussions 2. Compare and contrast productions. 3. Interdisciplinary lessons with the history teacher.</td>
</tr>
<tr>
<td>All students will understand and analyze the role, development, and continuing influence of the arts in relation to world cultures, history, and society.</td>
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</tbody>
</table>
### Unit Vocabulary

#### The Body Anatomy

**Spine**
- **Cervical Spine**: The vertebrae of the neck.
- **Thoracic Spine**: The chest area of the spine.
- **Lumbar Spine**: The area of the spine pertaining to the lower back vertebrae. There are five lumbar vertebrae.

#### Hip / Pelvis
- **Acetabulum**: Hip/thigh socket.
- **Greater Trochanter**: Bone located laterally at the junction of the shaft and neck of the femur (thigh). Often considered as the outside of the hips.
- **Head of Femur**: A ball-like bone on the upper end of the femur (thigh) that articulates with the acetabulum, comprising the hip joint.
- **Hip Joint**: The hip joint is comprised of the head of the femur (thigh) fitting into the acetabulum of the pelvis.
- **Pelvis**: A complex bony structure made up of the sacrum and the left and right hip bones (os coxae).

#### Leg
- **Femur**: Thigh bone, large bone of the upper leg.
- **Quadriceps**: A group of four muscles located on the anterior (front) aspect of the thigh. The primary function of the quadriceps is to extend the knee joint.
- **Hamstrings**: Because the hamstrings cross two joints, they have essentially two primary functions. First, when the hip is flexed and movement takes place at the knee, the hamstrings are responsible for knee flexion. On the other hand, when the knee is flexed and movement takes place at the hip, the hamstrings will work in concert with the gluteals (minimus and maximus) to produce hip extension.

#### Body / Leg / Feet Positions
- Neutral standing position
- First position (rotated)
- Second position (rotated)
- Narrow parallel position
- Wide parallel position
- Inversion
Projects/Assessment Task

- Individual/ Group Demonstrations (2-3 minutes)
- Performing In Fall Play
- Auditioning
- Ballet History Presentations
- Critiques/reviews

- Discussion/demonstration
- Individual and group presentations and performances
- Vocabulary Quizes
- Peer coaching and evaluation
Assessment Tools

- Conferences with students
- Evaluation by self, peers and teacher
- Performance observations
- Portfolios
- Recordings (video- and audiotapes) • Reports, essays, reviews
- Rubrics
- Standardized dance assessments • Teacher-made quizzes and tests
# SAMPLE PERFORMANCE RUBRIC

**Name:** ________________________________  **Date:** ________________

<table>
<thead>
<tr>
<th>POINTS</th>
<th>LINE</th>
<th>TECHNIQUE</th>
<th>MEMORIZATION</th>
<th>TIMING</th>
<th>PERFORMANCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Shapes are clear with correct alignment and orientation of all body parts as shown by the teacher</td>
<td>Transitions from one position to another are done with correct alignment, and body mechanics</td>
<td>Routine is memorized and can be performed without copying.</td>
<td>Routine is performed with correct counts and musical phrasing.</td>
<td>Focus, projection, dynamics and energy are exhibited</td>
</tr>
<tr>
<td>3</td>
<td>Shapes are mostly clear with alignment and orientation of most body parts as shown by the teacher</td>
<td>Transitions from one position to another are mostly done with correct alignment, and body mechanics</td>
<td>Routine is mostly memorized and can almost be performed without copying.</td>
<td>Routine is mostly performed with correct counts and musical phrasing</td>
<td>Focus, projection, dynamics and energy are exhibited most of the time.</td>
</tr>
<tr>
<td>2</td>
<td>Shapes are somewhat clear with alignment and orientation of some body parts as shown by the teacher</td>
<td>Transitions from one position to another are done with somewhat correct alignment, and body mechanics</td>
<td>Routine is somewhat memorized and some of it can be performed without copying</td>
<td>Routine is performed with some correct counts and musical phrasing</td>
<td>Focus, projection, dynamics and energy are exhibited some of the time.</td>
</tr>
<tr>
<td>1</td>
<td>Few shapes are clear with poor alignment and orientation of body parts as shown by the teacher</td>
<td>Few transitions from one position to another are done with correct alignment, and body mechanics</td>
<td>Routine is poorly memorized and little of it can be performed without copying</td>
<td>Routine is performed with few correct counts and/or musical phrasing</td>
<td>Focus, projection, dynamics and energy are rarely exhibited.</td>
</tr>
<tr>
<td>0</td>
<td>Hardly any shapes are clear with poor alignment and orientation of body parts as shown by the teacher</td>
<td>Barely any transitions from one position to another are done with correct alignment, and body mechanics</td>
<td>Routine is not memorized and cannot be performed without copying</td>
<td>Routine is performed without correct counts and/or musical phrasing</td>
<td>Focus, projection, dynamics and energy are not exhibited</td>
</tr>
</tbody>
</table>

**EXAMPLES:**
- **Line:** In arabesque, front foot is turned out, back leg has heel to the floor. In a lunge, one knee is bent and active (side of the knee to back or side wall) and the other leg is straight.
- **Technique:** In turns, head spots. In jumps, dancer takes of bent knee(s) and lands on a bent knee(s). In pique, dancer goes from a bent knee on one leg to an already straight knee on the other.
- **Memorization:** Routine can be done as a solo without copying anyone (and for Modern II away from the mirror).
- **Timing:** Dancer can perform the routine on the musical counts given by the choreographer without rushing or getting behind the music.
- **Performance:** Dancer can use focus (“hats”), attack and dynamics to demonstrate the feeling of the dance.

**Comments:**

**Final Grade:** ___________________________