

# FAIRFIELD TOWNSHIP SCHOOL

## Performing Arts Curriculum Guide

### **Statement of Purpose**

**Mission:** *The arts enable personal, intellectual, social, economic, and human growth by fostering creativity and providing opportunities for expression beyond the limits of language.*

### **Vision:**

Creativity is a driving force in the 21st century global economy, with the fastest growing jobs and emerging industries rely on the ability of workers to think unconventionally and use their imaginations. Experience with and knowledge of the arts are essential components of the P-12 curriculum in the 21st century. As the state of New Jersey works 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, as reflected in the mission statement above. Equitable access to arts instruction is achieved when the four art disciplines (dance, music, theatre, and visual art) are offered throughout the P-12 spectrum. Thus, the goal of the standards is that all students have regular, sequential arts instruction throughout their P-12 education. The state and national standards are deliberately broad to encourage local and curricular objectives and flexibility in classroom instruction. New Jersey's visual and performing art standards provide the foundation for creating local curricula and meaningful assessments in the four art disciplines for all children. They are designed to assist educators in assessing required knowledge and skills in each discipline by laying out the expectations for levels of proficiency in dance, music, theatre, and visual arts at the appropriate level of study.

### **DANCE**

Dance is the physical expression through movement and rhythm of relationships, feelings and ideas. Nobody invented dance. It is deep in the heart of every culture throughout history; dance is part of the pulse of humanity. It embraces multiple genres, styles and traditions and is constantly evolving. Its roles range from recreational to sacred and cover every form of social purpose.

### **Media Arts**

A unique medium of artistic expression that can amplify and integrate the four traditional art forms by incorporating the technological advances of the contemporary world with emerging skill sets available to students and teachers. Media arts cultivate both artistic abilities and a technological aptitude. The media artist utilizes a fundamental understanding of the mediums of analog and digital media to integrate digital technologies with traditional forms of artistic expression. Media arts is defined as all genres and forms that use electronic media, film and technology (analog and digital; old and new) as an artistic medium or a medium to broaden arts appreciation and awareness of any discipline. This includes projects presented via film, television, radio, audio, video, the

Internet, interactive and mobile technologies, video games, immersive and multi-platform storytelling, and satellite streaming.

## **MUSIC**

Performing, creating, and responding to music are fundamental music processes in which humans engage. Students learn by doing. Singing, playing instruments, moving to music and creating music enable them to acquire musical skills and knowledge that can be developed in no other way. Music gives students skills with which to explore music alone or with others.

Learning to read and notate music, and listening to, analyzing, and evaluating music are important building blocks of musical learning. To participate fully in a diverse global society, students must understand their own historical and cultural heritage and those of others within their communities and beyond. Because music is a basic expression of human culture, every student should have access to a balanced, comprehensive, and sequential program of study in music. Research has shown that students who participate in an enriched, sequential, skill building music program dramatically increase their reading and math performance. Music should be part of a well-rounded education. The role that music will play in students' lives depends in large measure on the levels of skills they achieve in creating, performing, and listening to music.

## **THEATRE**

Theatre is a collaborative art form which combines words, voice, movement and visual elements to express meaning. The field of theatre encompasses not only live improvised and scripted work, but also dramatic forms such as film, television and other electronic media. Due to the increasingly pervasive influence of contemporary theatrical media, theatre has enormous importance in citizens' lives. Theatre is about the examination and resolution of fundamental human issues, and is built on understanding and presenting interactions between people. Theatre work provides a vehicle for students to reflect on important aspects of life, in the process developing their sensitivity to and deepening their understanding of others' points of view. The broad, worldwide base of theatrical literature or repertoire ranges from classical forms such as Japanese Kabuki and Shakespeare, to folk forms such as traditional puppetry, to contemporary forms such as animated cartoons and movies. Quality theatre education is similarly broad-based, extending beyond the teaching of acting to develop students' abilities in areas ranging from technical theatre to directing, and from researching the cultural and historical context of repertoire to creating their own improvised or scripted works. Theatre includes creative writing, improvising and writing scripts; expressive public speaking, media literacy, theatrical production and interpretation; and other key communication skills as part of their basic K-12 language arts curriculum.

## **VISUAL ARTS**

Creating, reshaping, and fully participating in visual arts enhances the quality of life globally. Visual art participates in social, cultural, and intellectual interplay among people of different ethnic, racial, and cultural backgrounds through a focus on the humanities. It possesses essential technical skills and abilities significant to many aspects of life and work in the 21st century. Visual arts help understand and impact the increasingly complex technological environment. Artistic problems should be defined and solved with insight, reason, and technical proficiency. Develop and present a basic analysis of works of art from structural, historical, cultural, and aesthetic perspectives. Calling upon their informed acquaintance with exemplary works of art from a variety of cultures and historical periods. Relating various types of art knowledge and skills within and across the arts disciplines by mixing and matching competencies and understanding in art-marking, history, culture, and analysis in any art related project.

### **The Four Artistic Processes**

Creating	Performing/Presenting/Producing	Responding	Connecting
Students generate new work in an art form	Students perform the existing work of others using interpretive or receptive skills.	Students use perceptual, analytic, investigative, and critical skills to respond to creations.	Synthesize and relate knowledge and personal experience to make art
Imagining-developing ideas (concepts, ideas, feelings)	Selecting- choosing an artistic work (repertoire) to perform	Selecting- choosing art work and/or performance to experience	Selecting-choose artistic work and performance with social, cultural, and historical
Planning- experimenting, researching, and designing ways of presenting the idea(s) through artistic materials	Analyzing- investigate structure and research background of work	Analyzing- investigate seeing/hearing and comprehending visual/aural features of the work and performance mentally assembling what is seen/heard.	Analyze- investigate and research background of work based on societal, cultural, and historical context with personal experiences to make art.

	Interpreting- developing a personal interpretation of work (an idea of its expressive intent or potential)	Interpreting- developing a personal response to (constructing meaning from) the expressive ideas of the creator(s)	Interpreting- developing a personal connection with societal, cultural, and historical context to make art.
Making, Evaluation, Refining-applying knowledge and skills/techniques to bring idea(s) to life through artistic work evaluating quality and refining successive versions (-drafts) of the work	Rehearsing, Evaluation, Refining- applying knowledge and skills/technique to bring personal interpretation to life through performance evaluating quality and refining successive versions of the performance	Evaluating- assessing the quality of artistic work and its performance	Evaluating- assessing the quality of artistic work based on societal, cultural, and historical context
Presenting- demonstrating in performance or exhibited completed work for others	Presenting- Performing work for others		Presenting- performance exhibition of completed work for others.

## **DANCE**

Dance is the physical expression through movement and rhythm of relationships, feelings and ideas.

Nobody invented dance. It is deep in the heart of every culture throughout history; dance is part of the pulse of humanity. It embraces multiple genres, styles and traditions and is constantly evolving. Its roles range from recreational to sacred and cover every form of social purpose.

**Climate**

**Equity and Inclusion**

**SEL**

**Holocaust**

**Amistad**

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

**FAIRFIELD TOWNSHIP SCHOOL**  
**Performing Arts Curriculum Guide**

Subject: Dance	Grade Level: k-2
Unit 1: Creating Dance	Pacing: 7-8 classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <li>● Where do choreographers get ideas for dances?</li> <li>● What influences choice-making in creating choreography?</li> <li>● How do choreographers use self-reflection, feedback from others and documentation to improve the quality of their work?</li> <li>● How can the arts &amp; dance be used to inform myself and others about climate change?</li> </ul>	<p>Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.</p> <p>The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.</p> <p>Choreographers analyze, evaluate, refine, and document their work to communicate meaning.</p> <p style="background-color: #e0f0e0; padding: 2px;">People make up dances to address climate change.</p>

NJSL-S Standards	Classroom Applications
<p><b>1.1.2.Cr1a:</b> Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.</p> <p><b>1.1.2.Cr1b:</b> Combine movements using the elements of dance to solve a movement problem.</p> <p><b>1.1.2.Cr2a:</b> Create a movement sequence with a beginning, middle and end. Incorporate the use of a choreographic device.</p> <p><b>1.1.2.Cr2b:</b> Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates nonverbally.</p> <p><b>1.1.2.Cr3a:</b> Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>● Students will be able to describe how choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression</li> <li>● Students will be able to list the elements of choreography</li> <li>● Students will be able to tell how choreographers analyze, evaluate, refine, and document their work to communicate meaning</li> </ul> <p>Teaching Strategies/Materials:</p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations</p> <p>Differentiation Strategies/Modifications</p> <p>SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework</p>

**1.1.2.Cr3b:** Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video captioning, etc.

Gifted/Enrichment: computer-based research, high level task, class presentation  
ELL: vocabulary support

Connections to other content areas, including 21<sup>st</sup> Century Skills:

ELA/Literacy -

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Mathematics/technology -

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue

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

**9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.**

**9.4.2.CI.2: Demonstrate originality and inventiveness in work .**

**9.4.2.CT.1: Gather information about an issue, such as civil unrest and collaboratively brainstorm ways to solve the problem.**

9.4.2.CT.2– Identify possible approaches and resources to execute a plan.

9.4.2.CT.3– Use a variety of types of thinking to solve problems (e.g. inductive, deductive).

Unit Resources:

● Websites:

- <https://dancespirit.com/black-artists-changed-dance-history/> African American dancers
- <https://why.pbslearningmedia.org/subjects/the-arts/dance/>



- <https://www.youtube.com/watch?v=MyOIWZTnd4U> climate change dance
- <https://www.gonoodle.com/>
- <https://www.jackhartmann.com/> professional choreographer/Career studies

#### Unit Assessment Opportunities:

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension Checks in literature
- Class Webs
- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test
- Lesson Check
- Lesson Quiz
- Performance Expectations Activities
- Chapter Test

**FAIRFIELD TOWNSHIP SCHOOL  
Performing Arts Curriculum Guide**

Subject: Dance	Grade Level: k-2
Unit 2: Performing	Pacing: 7-8 classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <li>● How do dancers work with space, time and energy to communicate artistic expression?</li>   <li>● How is the body used as an instrument for technical and artistic expression?</li> </ul>	<p style="text-align: center;">Space, time and energy are basic elements of dance.</p> <p style="text-align: center;">The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.</p> <p style="text-align: center;">Dancers use the mind-body connection and develop the body as an</p>

<ul style="list-style-type: none"> <li>• What must a dancer do to prepare the mind and body for artistic expression?</li> <li>• How does a dancer heighten artistry in a public performance?</li> </ul>	<p>instrument for artistry and artistic expression.</p> <p>Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.</p>
<p>NJSL-S Standards</p>	<p>Classroom Applications</p>
<p><b>1.1.2.Pr4a:</b> Perform planned and improvised movement sequences, with variations in direction ( e.g., forward/backward, up/down, big/small, sideways, right/left, diagonal), spatial level (e.g., low, middle, high), and spatial pathways (e.g., straight, curved, circular, zigzag), alone and in small groups.</p> <p><b>1.1.2.Pr4b:</b> Perform planned and improvised movement sequences, with variations in tempo, meter,</p>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Students will be able to demonstrate how dancers work with space, time and energy to communicate artistic expression.</li> <li>• Students will be able to describe how the body is used as an instrument for technical and artistic expression</li> <li>• Students will be able to explain what a dancer must do to prepare the mind and body for artistic expression</li> <li>• Students will be able to tell how a dancer heightens artistry in a public performance</li> </ul> <p>Teaching Strategies/Materials:</p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p>

and rhythm, alone and in small groups.

**1.1.2.Pr4c:** Demonstrate contrasting dynamics and energy with accuracy (e.g., loose/tight, light/heavy, sharp/smooth).

**1.1.2.Pr5a:** Identify personal and general space to share space safely with other dancers.

Categorize healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer.

**1.1.2.Pr5b:** Identify basic body parts and joints (e.g., limb, bone) and joint actions (e.g., bend, rotate).

Examine how basic body organs (e.g., brain, lungs, heart) relate and respond to dance movements.

**1.1.2.Pr5c:** Explore the use of spine and pursue use of elongated spine. Demonstrate body organization (e.g., core/distal, head/tail, upper/lower half lateral) and explore cross-lateral body organization. Demonstrate holding a shape in the body while traveling through space.

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects

Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations

Differentiation Strategies/Modifications

SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework

Gifted/Enrichment: computer-based research, high level task, class presentation

ELL: vocabulary support

**1.1.2.Pr5d:** Explore a variety of body positions requiring a range of strength, flexibility and core support.

**1.1.2.Pr5e:** Explore locomotor action vocabulary (e.g., gallop, hop, slide, skip) and non-locomotor action vocabulary (e.g., bending, stretching, twisting) and execute codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition (e.g., breath control, body part initiations, body sequencing).

**1.1.2.Pr6a:** Explore how visualization, motor imagery and breath can enhance body mechanics and the quality of a movement skill.

**1.1.2.Pr6b:** Rehearse a simple dance using full body movement. Demonstrate the ability to recall the sequence and spatial elements.

**1.1.2.Pr6c:** Dance for and with others in a designated space identifying a distinct area for audience and performers.

**1.1.2.Pr6d:** Use simple production elements (e.g., hand props, scenery, media projections) in a dance work

Connections to other content areas, including 21<sup>st</sup> Century Skills:

ELA/Literacy -

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Mathematics/technology -

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue

Readiness, Life Literacies, and Key Skills –

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.CI.2: Demonstrate originality and inventiveness in work .

9.4.2.CT.1: Gather information about an issue, such as civil unrest and collaboratively brainstorm ways to solve the problem.

9.4.2.CT.2- Identify possible approaches and resources to execute a plan.

9.4.2.CT.3- Use a variety of types of thinking to solve problems (e.g. inductive, deductive).

Unit Resources:

- Websites:
- <https://why.pbslearningmedia.org/subjects/the-arts/dance/>
- <https://www.youtube.com/watch?v=MyOIWZTnd4U> climate change dance
- <https://www.gonoodle.com/>
- <https://www.jackhartmann.com/> professional choreographer

Unit Assessment Opportunities:

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- Observations, Questioning, and discussions
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- Class Webs

- Presentations
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- Unit Test
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**FAIRFIELD TOWNSHIP SCHOOL  
Performing Arts Curriculum Guide**

Subject: Dance	Grade Level: k-2
Unit 3: Responding	Pacing: 7-8 classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <li>• How is a dance understood?</li> <li>• How is dance interpreted?</li> </ul>	<p>Dance is perceived and analyzed to comprehend its meaning.</p> <p>Dance is interpreted by considering intent, meaning and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context</p>

<ul style="list-style-type: none"> <li>• What criteria are used to evaluate dance?</li> </ul>	<p>Criteria for evaluating dance vary across genres, styles and cultures.</p>
<p>NJSL-S Standards</p>	<p>Classroom Applications</p>
<p><b>1.1.2.Re7a:</b> Demonstrate movements in a dance that develop patterns.</p> <p><b>1.1.2.Re7b:</b> Observe and describe performed dance movements from a specific genre or culture</p> <p><b>1.1.2.Re8a:</b> Observe a movement from a dance or phrase and explain how the movement captures a meaning or intent using simple dance terminology.</p> <p><b>1.1.2.Re9a:</b> Describe the characteristics that make several movements in a dance interesting. Use basic dance terminology.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Students will be able to understand that dances are often analyzed in order to understand its meaning</li> <li>• Students will be able to relate movements, ideas, and context to decipher meaning in a dance</li> <li>• Students will be able to evaluate a dance</li> </ul> <p>Teaching Strategies/Materials:</p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations</p> <p>Differentiation Strategies/Modifications</p> <p>SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework</p> <p>Gifted/Enrichment: computer-based research, high level task, class presentation</p> <p>ELL: vocabulary support</p>



Connections to other content areas, including 21<sup>st</sup> Century Skills:

ELA/Literacy -

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Mathematics/technology -

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue

21<sup>st</sup> Century Skills/Career Readiness:

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.2.CI.2: Demonstrate originality and inventiveness in work

Unit Resources:

Websites:

- <https://why.pbslearningmedia.org/subjects/the-arts/dance/>
- <https://www.youtube.com/watch?v=MyOIWZTnd4U> climate change dance
- <https://www.gonoodle.com/>
- <https://www.jackhartmann.com/> professional choreographer

Unit Assessment Opportunities:

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
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- Presentations
- Collaboration
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- Unit Test

- Lesson Check
- Lesson Quiz
- Performance Expectations Activities
- Chapter Test

**FAIRFIELD TOWNSHIP SCHOOL  
Performing Arts Curriculum Guide**

Subject: Dance	Grade Level: k-2
Unit 4: Connecting	Pacing: 7-8 classes
Essential Questions	Enduring Understandings
	As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning.

<ul style="list-style-type: none"> <li>• How does dance deepen our understanding of ourselves, other knowledge and events around us?</li> <li>• How does knowing about societal, cultural, historical, and community experiences expand dance literacy?</li> </ul>	<p>Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.</p>
<p>NJSL-S Standards</p>	<p>Classroom Applications</p>
<p><b>1.1.2.Cn10a:</b> Examine how certain movements are used to express an emotion or experience in a dance that is observed or performed.</p> <p><b>1.1.2.Cn10b:</b> Using an inquiry-based set of questions, examine global issues, including climate change as a topic for dance.</p> <p><b>1.1.2.Cn11a:</b> Observe a dance and relate the movement to the people or environment in which the dance was created and performed.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Students will be able to describe, create/perform a dance that expresses personal meaning</li> <li>• Students will be able to observe a dance and relate the movement to people, environment, or climate change</li> </ul> <p>Teaching Strategies/Materials:</p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations</p> <p>Differentiation Strategies/Modifications</p>

SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework

Gifted/Enrichment: computer-based research, high level task, class presentation

ELL: vocabulary support

Connections to other content areas, including 21<sup>st</sup> Century Skills:

ELA/Literacy -

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Mathematics/technology -

8.1.2.E.1 Use digital tools and online resources to explore a problem or issue

21<sup>st</sup> Century Skills/Career Readiness:

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.4.2.CI.2: Demonstrate originality and inventiveness in work

Unit Resources:

Websites:

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- <https://www.youtube.com/watch?v=MyOIWZTnd4U> climate change dance
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Unit Assessment Opportunities:

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- Lesson Quiz
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**FAIRFIELD TOWNSHIP SCHOOL**  
**Performing Arts Curriculum Guide**

Subject: Dance	Grade Level: 3-5
Unit 1: Creating	Pacing: 7-8 classes
Essential Questions	Enduring Understandings

<ul style="list-style-type: none"> <li>● Where do choreographers get ideas for dances?</li> <li>● What influences choice-making in creating choreography?</li> <li>● How do choreographers use self-reflection, feedback from others and documentation to improve the quality of their work? <ul style="list-style-type: none"> <li>● How can the arts &amp; dance be used to inform myself and others about climate change?</li> </ul> </li> </ul>	<p>Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.</p> <p>The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.</p> <p>Choreographers analyze, evaluate, refine, and document their work to communicate meaning.</p> <p>People make up dances to address climate change.</p>
<p>NJSL-S Standards</p>	<p>Classroom Applications</p>
<p><b>1.1.5.Cr1a:</b> Use a variety of stimuli (e.g., music, sound, text, objects, images, notation, experiences, observed dance, literary forms, natural phenomena, current news) to build dance content.</p> <p><b>1.1.5.Cr1b:</b> Solve multiple movement problems using the elements of dance to develop dance content.</p> <p><b>1.1.5.Cr2a:</b> Select a choreographic device to expand</p>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>● Students will be able to describe how choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression</li> <li>● Students will be able to list the elements of choreography</li> <li>● Students will be able to tell how choreographers analyze, evaluate, refine, and document their work to communicate meaning</li> </ul>

movement possibilities, create patterns and structures and develop a main idea. Use dance terminology to explain movement choices.

**1.1.5.Cr2b:** Develop a dance study by selecting a specific movement vocabulary to communicate a main idea.

Discuss how the dance communicates non-verbally.

**1.1.5.Cr3a:** Revise movement based on peer feedback and self-reflection to improve communication

of artistic intent in a dance study. Explain movement choices and revisions.

**1.1.5.Cr3b:** Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video captioning, etc.

Teaching Strategies/Materials:

Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects

Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations

Differentiation Strategies/Modifications

SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework

Gifted/Enrichment: computer-based research, high level task, class presentation

ELL: vocabulary support

Connections to other content areas, including 21<sup>st</sup> Century Skills:

ELA/Literacy -

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations

Mathematics/Technology-

8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps

Readiness, Life Literacies, and Key Skills –

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.CI.2: Demonstrate originality and inventiveness in work.

9.4.2.CT.1: Gather information about an issue, such as civil unrest and collaboratively brainstorm ways to solve the problem.

9.4.2.CT.2- Identify possible approaches and resources to execute a plan.

9.4.2.CT.3- Use a variety of types of thinking to solve problems (e.g. inductive, deductive).

Unit Resources:

- Websites:
- <https://why.pbslearningmedia.org/subjects/the-arts/dance/>
- <https://www.youtube.com/watch?v=MyOIWZTnd4U> climate change dance
- <https://www.gonoodle.com/>
- <https://www.jackhartmann.com/> professional choreographer

Unit Assessment Opportunities:

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension Checks in literature
- Class Webs
- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test
- Lesson Check



- Lesson Quiz
- Performance Expectations Activities
- Chapter Test

**FAIRFIELD TOWNSHIP SCHOOL  
Performing Arts Curriculum Guide**

Subject: Dance	Grade Level: 3-5
Unit 2: Performing	Pacing: 7-8 classes
Essential Questions	Enduring Understandings

<ul style="list-style-type: none"> <li>• How do dancers work with space, time and energy to communicate artistic expression?</li> <li>• How is the body used as an instrument for technical and artistic expression?</li> <li>• What must a dancer do to prepare the mind and body for artistic expression?</li> <li>• How does a dancer heighten artistry in a public performance?</li> </ul>	<p>Space, time and energy are basic elements of dance.</p> <p>The way the body is developed, execution of movement and movement quality varies in different dance styles, genres and traditions.</p> <p>Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.</p> <p>Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.</p>
<p>NJSL-S Standards</p>	<p>Classroom Applications</p>
<p><b>1.1.5.Pr4a:</b> Perform planned and improvised movement sequences with increasing complexity in the use of space. Establish relationships with other dancers, increasing spatial awareness and design (e.g., diverse pathways, levels, patterns, focus, near/far).</p> <p><b>1.1.5.Pr4b:</b> Perform planned and improvised movement sequences with increasing complexity in the use of time/rhythm by accurately transferring rhythmic patterns from the auditory to the</p>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Students will be able to demonstrate how dancers work with space, time and energy to communicate artistic expression.</li> <li>• Students will be able to describe how the body is used as an instrument for technical and artistic expression</li> <li>• Students will be able to explain what a dancer must do to prepare the mind and body for artistic expression</li> <li>• Students will be able to tell how a dancer heightens artistry in a public performance</li> </ul>

kinesthetic and responding immediately to tempo changes.

**1.1.5.Pr4c:** Perform planned and improvised movement sequences and dance combinations applying a variety of dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose.)

**1.1.5.Pr5a:** Apply healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer.

**1.1.5.Pr5b:** Recall joint actions, articulations and basic anatomical terms (e.g., muscles, bones, tendons, ligaments) as they relate to dance and apply basic kinesthetic principles (e.g., flexion/extension, inward/outward rotation). Track how basic body organs (e.g., lungs, heart, brain) respond to different intensities of dance movement.

**1.1.5.Pr5c:** Identify body organization. Demonstrate use of elongated spine and engage in release of tension from spine/shoulders.

**1.1.5.Pr5d:** Demonstrate increased flexibility, strength and endurance using a variety of bases of support (e.g., body shapes, levels, core).

Teaching Strategies/Materials:

Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects

Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations

Differentiation Strategies/Modifications

SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework

Gifted/Enrichment: computer-based research, high level task, class presentation

ELL: vocabulary support

**1.1.5.Pr5e:** Apply action vocabulary and execute specific codified movements from various styles/genres. Demonstrate, through focused practice and repetition, body part initiations and articulation of limbs and joints.

**1.1.5.Pr6a:** Apply visualization, motor imagery and breath to enhance body mechanics and the quality of a movement skill.

**1.1.5.Pr6b:** Rehearse a dance to improve group awareness, unison movement, consistency, and attention to detail.

**1.1.5.Pr6c:** Dance for and with others in formal and informal settings. Identify and modify the main areas of a performance space and body movements using production terminology (e.g., stage left, stage right, center stage, upstage, downstage).

**1.1.5.Pr6d:** Manipulate a variety of technical elements, (e.g., costumes, lighting, sound, performance cues) to support the artistic intent of the dances.

Connections to other content areas, including 21<sup>st</sup> Century Skills:  
ELA/Literacy -

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations

Mathematics/Technology-

8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps

Readiness, Life Literacies, and Key Skills –

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.

9.4.2.CI.2: Demonstrate originality and inventiveness in work

9.4.2.CT.1: Gather information about an issue, such as civil unrest and collaboratively brainstorm ways to solve the problem.

9.4.2.CT.2- Identify possible approaches and resources to execute a plan.

9.4.2.CT.3- Use a variety of types of thinking to solve problems (e.g. inductive, deductive).

### FAIRFIELD TOWNSHIP SCHOOL Performing Arts Curriculum Guide

Subject: Dance	Grade Level: 3-5
Unit 3: Responding	Pacing: 7-8 classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <li>How is a dance understood?</li> </ul>	<p>Dance is perceived and analyzed to comprehend its meaning.</p> <p>Dance is interpreted by considering intent, meaning and artistic expression as</p>

<ul style="list-style-type: none"> <li>• How is dance interpreted?</li> <li>• What criteria are used to evaluate dance?</li> </ul>	<p>communicated through the use of the body, elements of dance, dance technique, dance structure, and context</p> <p>Criteria for evaluating dance vary across genres, styles and cultures.</p>
<p>NJSL-S Standards</p>	<p>Classroom Applications</p>
<p><b>1.1.5.Re7a:</b> Describe recurring patterns of movement and their relationships to the meaning of the dance.</p> <p><b>1.1.5.Re7b:</b> Compare and contrast qualities and characteristics to another dance genre or culture. Use basic dance terminology and elements of dance to describe the qualities and characteristics.</p> <p><b>1.1.5.Re8a:</b> Interpret meaning or intent in a dance or phrase based on its movements. Explain how the movements communicate the main idea of the dance using basic dance terminology.</p> <p><b>1.1.5.Re9a:</b> Develop an artistic criterion as it relates to the elements of dance in specific genres, styles, or cultural movement practices. Use dance terminology to describe, discuss and compare characteristics that make a dance communicate effectively.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Students will be able to understand that dances are often analyzed in order to understand its meaning</li> <li>• Students will be able to relate movements, ideas, and context to decipher meaning in a dance</li> <li>• Students will be able to evaluate a dance</li> </ul> <p>Teaching Strategies/Materials:</p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations</p> <p>Differentiation Strategies/Modifications</p> <p>SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework</p> <p>Gifted/Enrichment: computer-based research, high level task, class presentation</p>

ELL: vocabulary support
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Connections to other content areas, including 21<sup>st</sup> Century Skills:

ELA/Literacy -

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations

Mathematics/Technology-

8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps

21<sup>st</sup> Century Skills –

9.4.5.CI.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions

9.4.5.CI.2: Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity

Unit Resources:

Websites:

- <https://why.pbslearningmedia.org/subjects/the-arts/dance/>
- <https://www.youtube.com/watch?v=MyOIWZTnd4U> climate change dance
- <https://www.gonoodle.com/>
- <https://www.jackhartmann.com/> professional choreographer

Unit Assessment Opportunities:

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension Checks in literature
- Class Webs
- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test
- Lesson Check
- Lesson Quiz
- Performance Expectations Activities
- Chapter Test

**FAIRFIELD TOWNSHIP SCHOOL**  
**Performing Arts Curriculum Guide**

Subject: Dance	Grade Level: 3-5
Unit 4: Connecting	Pacing: 7-8 classes
Essential Questions	Enduring Understandings
	As dance is experienced, all personal experiences, knowledge and contexts



<ul style="list-style-type: none"> <li>• How does dance deepen our understanding of ourselves, other knowledge and events around us?</li> <li>• How does knowing about societal, cultural, historical, and community experiences expand dance literacy?</li> </ul>	<p>are integrated and synthesized to interpret meaning.</p> <p>Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.</p>
<p>NJSL-S Standards</p>	<p>Classroom Applications</p>
<p><b>1.1.5.Cn10a:</b> Describe feelings and ideas evoked by a dance that are observed or performed and examine how they relate to personal points of view and experiences.</p> <p><b>1.1.5.Cn10b:</b> Use an inquiry base to investigate global issues, including climate change, expressed through a variety of dance genres, styles and cultural lenses.</p> <p><b>1.1.5.Cn11a:</b> Observe and describe how the movements of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.</p>	<p>Objectives: Students will be able to describe, create/perform a dance that expresses personal meaning</p> <ul style="list-style-type: none"> <li>• Students will be able to observe a dance and relate the movement to people, environment, or climate change</li> </ul> <p>Teaching Strategies/Materials:</p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations</p> <p>Differentiation Strategies/Modifications</p> <p>SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework</p>

Gifted/Enrichment: computer-based research, high level task, class presentation

ELL: vocabulary support

Connections to other content areas, including 21<sup>st</sup> Century Skills:

ELA/Literacy -

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations

Mathematics/Technology-

8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps

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

**9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.**

**9.4.2.CI.2: Demonstrate originality and inventiveness in work.**

**9.4.2.CT.1: Gather information about an issue, such as civil unrest and collaboratively brainstorm ways to solve the problem.**

**9.4.2.CT.2- Identify possible approaches and resources to execute a plan.**

**9.4.2.CT.3- Use a variety of types of thinking to solve problems (e.g. inductive, deductive).**

Unit Resources:

Websites:

- <https://why.pbslearningmedia.org/subjects/the-arts/dance/>
- <https://www.youtube.com/watch?v=MyOIWZTnd4U> climate change dance
- <https://www.gonoodle.com/>
- <https://www.jackhartmann.com/> professional choreographer

Unit Assessment Opportunities:

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension Checks in literature

- Class Webs
- Presentations
- Collaboration
- Projects
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- Unit Test
- Lesson Check
- Lesson Quiz
- Performance Expectations Activities
- Chapter Test

**FAIRFIELD TOWNSHIP SCHOOL**  
**Performing Arts Curriculum Guide**

Subject: Dance	Grade Level: 6-8
Unit 1: Creating	Pacing: 7-8 classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <li>• Where do choreographers get ideas for dances?</li> </ul>	<p>Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.</p> <p>The elements of dance, dance structures, and choreographic devices serve as</p>

<ul style="list-style-type: none"> <li>• What influences choice-making in creating choreography?</li> <li>• How do choreographers use self-reflection, feedback from others and documentation to improve the quality of their work? <ul style="list-style-type: none"> <li>• How can the arts &amp; dance be used to inform myself and others about climate change?</li> </ul> </li> </ul>	<p>both a foundation and a departure point for choreographers.</p> <p>Choreographers analyze, evaluate, refine, and document their work to communicate meaning.</p> <p>People make up dances to address climate change.</p>
NJSL-S Standards	Classroom Applications
<p><b>1.1.8.Cr1a:</b> 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><b>1.1.8.Cr1b:</b> Explore various movement genres through the elements of dance. Identify and select personal preferences to create an original dance study.</p> <p><b>1.1.8.Cr2a:</b> Demonstrate a variety of choreographic devices and dance structures (e.g., ABA,</p>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Students will be able to describe how choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression</li> <li>• Students will be able to list the elements of choreography</li> <li>• Students will be able to tell how choreographers analyze, evaluate, refine, and document their work to communicate meaning</li> </ul> <p>Teaching Strategies/Materials:</p>

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, socio-political, 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, self-reflection 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.

Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects

Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations

Differentiation Strategies/Modifications

SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework

Gifted/Enrichment: computer-based research, high level task, class presentation

ELL: vocabulary support

Connections to other content areas, including 21<sup>st</sup> Century Skills:

ELA/Literacy -

SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Mathematics/Technology-

8.2.8.C.1 Explain how different teams/groups can contribute to the overall design of a product.

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

**9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.**

**9.4.2.CI.2: Demonstrate originality and inventiveness in work .**

**9.4.2.CT.1: Gather information about an issue, such as civil unrest and collaboratively brainstorm ways to solve the problem.**

9.4.2.CT.2- Identify possible approaches and resources to execute a plan.

9.4.2.CT.3- Use a variety of types of thinking to solve problems (e.g. inductive, deductive).

Unit Resources:

- Websites:
- <https://why.pbslearningmedia.org/subjects/the-arts/dance/>
- <https://www.youtube.com/watch?v=MyOIWZTnd4U> climate change dance
- <https://www.gonoodle.com/>
- <https://choreography.online/>

Unit Assessment Opportunities:

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension Checks in literature
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- Lesson Check

- Lesson Quiz
- Performance Expectations Activities
- Chapter Test

**FAIRFIELD TOWNSHIP SCHOOL  
Performing Arts Curriculum Guide**

Subject: Dance	Grade Level: 6-8
Unit 2: Performing	Pacing: 7-8 classes
Essential Questions	Enduring Understandings

<ul style="list-style-type: none"> <li>• How do dancers work with space, time and energy to communicate artistic expression?</li> <li>• How is the body used as an instrument for technical and artistic expression?</li> <li>• What must a dancer do to prepare the mind and body for artistic expression?</li> <li>• How does a dancer heighten artistry in a public performance?</li> </ul>	<p>Space, time and energy are basic elements of dance.</p> <p>The way the body is developed, execution of movement and movement quality varies in different dance styles, genres and traditions.</p> <p>Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.</p> <p>Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.</p>
<p>NJSL-S Standards</p>	<p>Classroom Applications</p>
<p><b>1.1.8.Pr4a:</b> 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.</p> <p><b>1.1.8.Pr4b:</b> Perform planned and improvised movement sequences of varying lengths with increasing complexity in the use of metric, kinesthetic and breath phrasing.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Students will be able to demonstrate how dancers work with space, time and energy to communicate artistic expression.</li> <li>• Students will be able to describe how the body is used as an instrument for technical and artistic expression</li> <li>• Students will be able to explain what a dancer must do to prepare the mind and body for artistic expression</li> <li>• Students will be able to tell how a dancer heightens artistry in a public performance</li> </ul>



**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 non-vertical 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

Teaching Strategies/Materials:

Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure

Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects

Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations

Differentiation Strategies/Modifications

SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework

Gifted/Enrichment: computer-based research, high level task, class presentation

ELL: vocabulary support

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.

Connections to other content areas, including 21<sup>st</sup> Century Skills:

ELA/Literacy -

SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Mathematics/Technology-

8.2.8.C.1 Explain how different teams/groups can contribute to the overall design of a product.

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

**9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.**

**9.4.2.CI.2: Demonstrate originality and inventiveness in work**

**9.4.2.CT.1: Gather information about an issue, such as civil unrest and collaboratively brainstorm ways to solve the problem.**

**9.4.2.CT.2- Identify possible approaches and resources to execute a plan.**

**9.4.2.CT.3- Use a variety of types of thinking to solve problems (e.g. inductive, deductive).**

Unit Resources:

- Websites:
- <https://why.pbslearningmedia.org/subjects/the-arts/dance/>
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- <https://www.gonoodle.com/>
- <https://choreography.online/>



**FAIRFIELD TOWNSHIP SCHOOL**  
**Performing Arts Curriculum Guide**

Subject: Dance	Grade Level: 6-8
Unit 3: Responding	Pacing: 7-8 classes
Essential Questions	Enduring Understandings

<ul style="list-style-type: none"> <li>• How is a dance understood?</li> <li>• How is dance interpreted?</li> <li>• What criteria are used to evaluate dance?</li> </ul>	<p>Dance is perceived and analyzed to comprehend its meaning.</p> <p>Dance is interpreted by considering intent, meaning and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context</p> <p>Criteria for evaluating dance vary across genres, styles and cultures.</p>
<p>NJSL-S Standards</p>	<p>Classroom Applications</p>
<p><b>1.1.8.Re7a:</b> Use genre-specific terminology to compare and contrast recurring patterns of movement and their relationships in dance in the context of artistic intent.</p> <p><b>1.1.8.Re7b:</b> 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.</p> <p><b>1.1.8.Re8a:</b> 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.</p>	<p>Objectives:</p> <ul style="list-style-type: none"> <li>• Students will be able to understand that dances are often analyzed in order to understand its meaning</li> <li>• Students will be able to relate movements, ideas, and context to decipher meaning in a dance</li> <li>• Students will be able to evaluate a dance</li> </ul> <p>Teaching Strategies/Materials:</p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p> <p>Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations</p> <p>Differentiation Strategies/Modifications</p>

**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.

SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework

Gifted/Enrichment: computer-based research, high level task, class presentation

ELL: vocabulary support

Connections to other content areas, including 21<sup>st</sup> Century Skills:

ELA/Literacy -

SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Mathematics/Technology-

8.2.8.C.1 Explain how different teams/groups can contribute to the overall design of a product.

21<sup>st</sup> Century Skills –

9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Unit Resources:

Websites:

- <https://why.pbslearningmedia.org/subjects/the-arts/dance/>
- <https://www.youtube.com/watch?v=MyOIWZTnd4U> climate change dance
- <https://www.gonoodle.com/>
- <https://choreography.online/>

**Unit Assessment Opportunities:**

- Journal Entries and Response Sheets
- Observations, Questioning, and discussions
- Comprehension Checks in literature
- Class Webs
- Presentations
- Collaboration
- Projects
- Rubrics
- Unit Test
- Lesson Check
- Lesson Quiz
- Performance Expectations Activities
- Chapter Test

Subject: Dance	Grade Level: 6-8
Unit 4: Connecting	Pacing: 7-8 classes
Essential Questions	Enduring Understandings
<ul style="list-style-type: none"> <li>How does dance deepen our understanding of ourselves, other knowledge and events around us?</li> <li>How does knowing about societal, cultural, historical, and community experiences expand dance literacy?</li> </ul>	<p>As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning.</p> <p>Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.</p>
NJSL-S Standards	Classroom Applications
<p><b>1.1.8.Cn10a:</b> Explain how the perspectives expressed by the choreographer impact personal interpretation. Consider how personal background and experiences influence responses to dance works.</p> <p><b>1.1.8.Cn10b:</b> Employ a variety of research methods to inform the development of original dances about global issues, including climate change. Articulate ways</p>	<p>Objectives: Students will be able to describe, create/perform a dance that expresses personal meaning</p> <ul style="list-style-type: none"> <li>Students will be able to observe a dance and relate the movement to people, environment, or climate change</li> </ul> <p>Teaching Strategies/Materials:</p> <p>Lesson Structure: Anticipatory Set, Mini-Lesson, Whole Group, Small Group, Independent Work, Closure</p> <p>Strategies: Think-Pair-Share, Read Aloud, Jigsaw, Investigations, Guided Explorations, Projects</p>



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.

Materials: Mentor Texts, DVDs, Internet, Technology (Smart Board, student computers/laptops, PowerPoint, Websites, etc.), supplemental books, visual aids, manipulatives, supplemental materials for investigations

Differentiation Strategies/Modifications

SWD/ Students at risk of failure: 1:1 teacher redirect / re-teach, peer helper, visual aids, modified tests/quizzes, modified homework

Gifted/Enrichment: computer-based research, high level task, class presentation

ELL: vocabulary support

Connections to other content areas, including 21<sup>st</sup> Century Skills:

ELA/Literacy -

SL.6.4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).

SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Mathematics/Technology-

8.2.8.C.1 Explain how different teams/groups can contribute to the overall design of a product.

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

**9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.**

**9.4.2.CI.2: Demonstrate originality and inventiveness in work**

**9.4.2.CT.1: Gather information about an issue, such as civil unrest and collaboratively brainstorm ways to solve the problem.**

**9.4.2.CT.2- Identify possible approaches and resources to execute a plan.**

**9.4.2.CT.3- Use a variety of types of thinking to solve problems (e.g. inductive, deductive).**

**Unit Resources:****Websites:**

- <https://why.pbslearningmedia.org/subjects/the-arts/dance/>
- <https://www.youtube.com/watch?v=MyOIWZTnd4U> climate change dance
- <https://www.gonoodle.com/>
- <https://choreography.online/>

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