

Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

Curriculum Development Timeline

School: Ocean Township High School

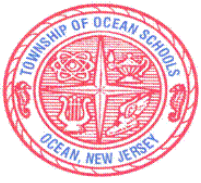
Course: Dance and Choreography I

Department: Visual and Performing Art

Board Approval	Supervisor	Notes
August 2013	Jayne VanNosdall	Born Date
August 2017	Valerie Sorce	Revision
March 2019	Ian Schwartz	Review

Home of the Spartans!
#spartanlegacy





Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

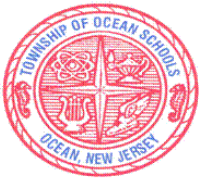
SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

Pacing Guide

Week	Marking Period 1	Week	Marking Period 2
1	Perception: Introduction to Technique in Dance	11	Creative Expression: Introduction to Performance in Dance
2	Perception: Introduction to Technique in Dance	12	Creative Expression: Introduction to Performance in Dance
3	Perception: Introduction to Technique in Dance	13	Creative Expression: Introduction to Performance in Dance
4	Perception: Introduction to Technique in Dance	14	Creative Expression: Introduction to Performance in Dance
5	Perception: Introduction to Technique in Dance	15	Creative Expression: Introduction to Performance in Dance
6	Knowledge of Background and History in Dance	16	Criticism and Choreography
7	Knowledge of Background and History in Dance	17	Criticism and Choreography
8	Knowledge of Background and History in Dance	18	Criticism and Choreography
9	Knowledge of Background and History in Dance	19	Criticism and Choreography
10	Knowledge of Background and History in Dance	20	Criticism and Choreography

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

Core Instructional & Supplemental Materials Including Various Levels of Texts

The Dancer Prepares: Modern Dance for Beginners

By: James Penrod

Jump into Jazz The Basics and Beyond for the Jazz Dance Student

By: Minda Goodman Kraines

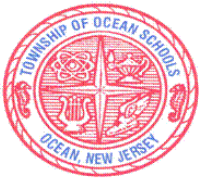
Ballet Basics

By: Sandra Noll Hammond

Newsela - Articles and Text Sets Differentiated by Reading Level (Struggling Learners; Advanced Learners)

YouTube

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

Time Frame: 5 weeks

Topic

Perception: Introduction to Technique in Dance

Essential Questions

- How does the repetition of skills improve strength, flexibility and coordination?
- What exercise and movement phrases contribute to increased clarity of performance?
- How does self-discipline improve achievement?
- Technique is the continuous development of skills that strive toward a higher proficiency in performance and creativity.
- What are the essential vocabulary and terms of movement in each dance form?
- What are the five positions in ballet?
- What are the skills necessary for proper dance alignment?
- How does turnout differ in different dance genres?
- How do you fill different levels and directions of space with movement?
- How does strength and flexibility contribute to dance technique?
- How does counterbalance affect the fluidity of movement on stage?
- How does time and rhythm affect the ability to move in unison?
- What are examples of different non-locomotor and loco motor steps?
- How does one ease into and out of floor combinations?
- How does alignment affect turning?

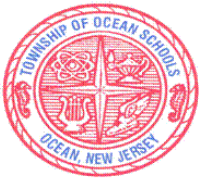
Enduring Understandings

- The student will develop an awareness of movement as a means of expression and communication and gain an understanding of dance vocabulary, elements, and principles.
- The student will gain a significant knowledge of dance elements, principles, and concepts
- The student will apply knowledge, skills, and techniques of dance in informal and formal dance presentations.
- The student will effectively communicate ideas, thoughts, and feelings through dance.
- The student will learn the basics of technique and that it is the continuous development of skills that strive toward a higher proficiency in performance and creativity.

[Alignment to NJSL](#)

Dance:

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

- VPA.1.1.12.A.CS1 Creating master works in dance requires ability to comprehend, articulate, and manipulate time, space, and energy across and within a broad spectrum of choreographic structures and through the use of many choreographic devices.
- VPA.1.1.12.A.CS2 Acute kinesthetic awareness and mastery of composition are essential for creating and interpreting master works of art.
- VPA.1.1.12.A.CS3 Interpretation of dance is heavily reliant on its context.
- VPA.1.1.12.A.CS4 Artistry in dance performance is accomplished through complete integration of anatomical principles and clear direction of intent and purpose.
- VPA.1.1.12.A.4 - - Synthesize knowledge of anatomical principles related to body alignment, body patterning, balance, strength, and coordination in compositions and performances.
- VPA.1.3.12.A.CS1 Creating highly integrated improvisational movement sequences develops personal style for solo and ensemble work. Characteristics of style vary broadly across dance genres.
- VPA.1.3.12.A.CS2 Aesthetic quality results from conceptual coherence and from understanding and application of the principle unity of form and content.
- VPA.1.3.12.A.2 - Create theme-based solo and ensemble dances that have unity of form and content, conceptual coherence, and aesthetic unity.
- VPA.1.3.12.A.CS3 Dance artistry is achieved through refined technique, musicality, clarity of choreographic intent, stylistic nuance, and application of proper body mechanics.
- VPA.1.3.12.A.3 - Demonstrate dance artistry with technical proficiency, musicality, stylistic nuance, clarity of choreographic intent, and efficiency of movement through the application of proper body mechanics.
- VPA.1.3.12.A.CS4 Dance production is collaborative and requires choreographic, technological, design, and performance skill.
- VPA.1.3.12.A.4 - Collaborate in the design and production of dances that use choreographic structures and incorporate various media and/or technologies.

Theater:

- VPA.1.1.12.C.CS3 Theatre production is an art, but it is also a science requiring knowledge of safety procedures, materials, technology, and construction techniques.

Music:

- VPA.1.3.12.B.CS1 Technical accuracy, musicality, and stylistic considerations vary according to genre, culture, and historical era.

Aesthetic Responses:

- VPA.1.4.12.A.1 - Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
- VPA.1.4.12.A.3 - Develop informed personal responses to an assortment of artworks across the

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
Critique Methodologies:

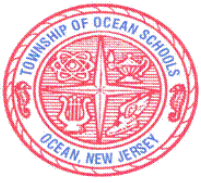
- VPA.1.4.12.B.1 - Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
- VPA.1.4.12.B.CS2 The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.
- VPA.1.4.12.B.2 - Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

Key Concepts and Skills

- Fall and Recover
- Alignment
- Balance/ Center Axis
- Turnout
- Contract/Release
- Jumps; Grand Jete
- Tilts
- Flat Backs
- Partnering- Basic Lifts
- Counterbalance
- Flexibility
- Strength
- Pirouettes; Chaine, Soutenu, Single Pirouette
- Traveling Locomotive Connecting Steps; Pas de bouree, glissade, triplet, skip, prance, chug and run
- Rhythm and Time
- Performance/Stage Presence
- Endurance
- Improvisation
- Isolations
- Plie/Releve
- Spotting
- Carriage and Beginner Positions of the Arms; Port De Bras
- Weight transfer into hands and upper body.

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

- Passé/ Coupe
- Inhale/Exhale

Learning Activities

- **Ballet-Barre**, including plies, tendus, degages, ronde de jambes, fondu, frappes and grand battements. Center work which includes adagio, pirouettes, petite allegro, and grand allegro
- **Modern**- Floor work, abdominals, and yoga stretches. Center includes plie, roll-downs, tendu degage, swings, flat backs, laterals, tilts, ronde de jambe, adagio and leaps. Center combination including dynamic movement derived from various styles Across the floor, including prances, triplets, runs, falls, slides, leaps, and turns.
- **Jazz**- Floor work, including plies, contractions, tendu, degage and passé with shift of weight, balance, isolations, abdominals. Across the floor: jazz pas de bouree, kicks, chaine turns, leaps and jumps. Center work, including different styles of jazz such as contemporary, funk/hip hop, theatrical organized in longer movement combinations

Assessments

Formative:

- Observe student responses to teacher feedback.
- Observe classroom etiquette.
- Observing students response to teacher feedback in rehearsal
- Videos of previous classes followed by discussion
- Verbal self-critique of class work and performance
- Verbal critique of other student class work and performance

Alternative:

- Performance on written assignments and journals
- Performance on quizzes and tests.
- Observing performance
- Class etiquette

Summative:

- Written self-evaluations and critiques of class work and performance
- Written critiques of professional performance through videos
- Performance in movement exams
- Completion of projects and creative assignments, written journals and small papers

Career Education

CRP2. Apply appropriate academic and technical skills.

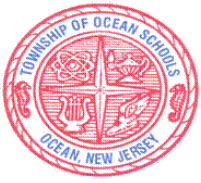
CRP6. Demonstrate creativity and innovation.

21st Century Skills

9.3.12.AR-PRF.2 Demonstrate the fundamental elements, techniques, principles and processes of

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

various dance styles and traditions.

Interdisciplinary Connections

- English Language Arts/Literacy: Written self-evaluations and critiques of class work and performance

LA.9-10.W.9-10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

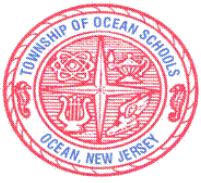
LA.9-10.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Technology Integration

Learners will make strategic use of digital media to view and analyze examples of a variety of dance genres and techniques.

- Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.
 - **TECH.8.1.12.E.CS2** Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

Time Frame: 5 weeks

Topic

Knowledge of Background and History in Dance

Essential Questions

- How does the knowledge of beginner terminology help aid in the communication process between teacher and student?
- How will the knowledge of history be beneficial to critiquing skills?
- What is terminology?
- What are the essential vocabulary and terms of movement in each dance form?
- What are the skills necessary for proper alignment?
- How does turnout differ in different dance genres?
- How do you fill different levels and directions of space with movement?
- How does strength and flexibility contribute to dance technique?
- How does counterbalance affect the fluidity of movement on stage?
- How does time and rhythm affect the ability to move in unison?
- What are examples of different non-locomotor and loco motor steps?
- How does alignment and balance affect turning?
- What is the origination of Ballet, Modern, and Jazz?
- How does strength and endurance increase the suspension of jumps?

Enduring Understandings

- The student will identify distinguishing features of various dance forms belonging to past and present world cultures, styles, periods, and artists.
- The student will understand terminology and the history of dance is important for the communication and development of performance, analyzing skills and future careers.
- The student will apply knowledge, skills, and techniques of dance in informal and formal dance presentations.
- The student will effectively communicate ideas, thoughts, and feelings through dance.

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

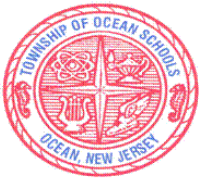
Meeting the needs of all students with a proud tradition of academic excellence.

Alignment to NJSLs

Dance:

- VPA.1.1.12.A.CS1 Creating master works in dance requires ability to comprehend, articulate, and manipulate time, space, and energy across and within a broad spectrum of choreographic structures and through the use of many choreographic devices.
- VPA.1.1.12.A.CS2 Acute kinesthetic awareness and mastery of composition are essential for creating and interpreting master works of art.
- VPA.1.1.12.A.CS3 Interpretation of dance is heavily reliant on its context.
- VPA.1.1.12.A.CS4 Artistry in dance performance is accomplished through complete integration of anatomical principles and clear direction of intent and purpose.
- VPA.1.1.12.A.4 - - Synthesize knowledge of anatomical principles related to body alignment, body patterning, balance, strength, and coordination in compositions and performances.
- VPA.1.3.12.A.CS1 Creating highly integrated improvisational movement sequences develops personal style for solo and ensemble work. Characteristics of style vary broadly across dance genres.
- VPA.1.3.12.A.CS2 Aesthetic quality results from conceptual coherence and from understanding and application of the principle unity of form and content.
- VPA.1.3.12.A.2 - Create theme-based solo and ensemble dances that have unity of form and content, conceptual coherence, and aesthetic unity.
- VPA.1.3.12.A.CS3 Dance artistry is achieved through refined technique, musicality, clarity of choreographic intent, stylistic nuance, and application of proper body mechanics.
- VPA.1.3.12.A.3 - Demonstrate dance artistry with technical proficiency, musicality, stylistic nuance, clarity of choreographic intent, and efficiency of movement through the application of proper body mechanics.
- VPA.1.3.12.A.CS4 Dance production is collaborative and requires choreographic, technological, design, and performance skill.
- VPA.1.3.12.A.4 - Collaborate in the design and production of dances that use choreographic

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

structures and incorporate various media and/or technologies.

Theater:

- VPA.1.1.12.C.CS3 Theatre production is an art, but it is also a science requiring knowledge of safety procedures, materials, technology, and construction techniques.

Music:

- VPA.1.3.12.B.CS1 Technical accuracy, musicality, and stylistic considerations vary according to genre, culture, and historical era.

Aesthetic Responses:

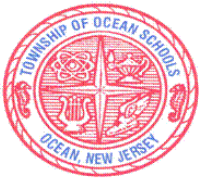
- VPA.1.4.12.A.1 - Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
 - VPA.1.4.12.A.3 - Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
- Critique Methodologies:

- VPA.1.4.12.B.1 - Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
- VPA.1.4.12.B.CS2 The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.
- VPA.1.4.12.B.2 - Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

Key Concepts and Skills

- Origination of Ballet, Modern and Jazz dance genres
- Barre Exercises
- Center Exercises
- Traveling Movements

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

- Facings/Directions
- Canon

Learning Activities

- Continuous class work with technique
- Improvisation and performance studies
- Work in partners or small groups and discover elements of several dance genres
- Power point presentation of dance history, genres, and important people/companies in dance

Assessments

Formative:

- Observe student responses to teacher feedback.
- Observe professional behavior in classes and at performances.
- Observing students response to teacher feedback in rehearsal
- Videos of professional dance companies followed by discussion
- Verbal self-critique of class work and performance
- Verbal critique of other student class work and performance

Alternative:

- Observing performance
- Back stage and class etiquette
- Written critiques of professional performance through videos

Summative:

- Performance on written assignments and journals
- Performance in movement exams
- Completion of projects and creative assignments, written journals and small papers
- Performance on quizzes and tests.
- Written self-evaluations and critiques of class work and performance

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

21st Century Skills

9.3.12.AR-PRF.2 Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.

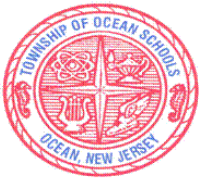
Interdisciplinary Connections

Written self-evaluations and critiques of class work and performance; Written critiques of professional performance through videos

LA.9-10.W.9-10.10 Write routinely over extended time frames (time for research, reflection, and

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Technology Integration

Learners will make strategic use of digital media to view and analyze examples of a variety of dance genres and techniques.

- Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.
 - **TECH.8.1.12.E.CS2** Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

Dance History/Genre Research:

- Students will access digital resources to conduct research and investigations which extend their knowledge.
 - **TECH.8.1.12.E.CS1** Plan strategies to guide inquiry.
 - **TECH.8.1.12.E.CS2** Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

Time Frame: 5 weeks

Topic

Creative Expression: Introduction to Performance in Dance

Essential Questions

- How does professional behavior affect performance and your chances for career success?
- How does self-discipline improve the creative process?
- How does a professional work ethic in rehearsal lead to a successful performance?
- What are the criteria used for evaluating performance studies?
- How does good professional behavior affect performance?
- What are the skills necessary for the career in the arts?
- How do production elements affect performance?
- How does one improve performance skills?
- How does being a good audience member affect performance?
- How does one emotionally and analytically prepare for improvisation and dance performance?

Enduring Understandings

- The student will develop dance technique skills and movement vocabulary, including strength, flexibility, coordination, endurance, balance, and repetition.
- The student will comprehend that a positive performance is created through repetition, professional behavior, teamwork, and communication with audience members.
- The student will demonstrate correct alignment while standing in a variety of dance shapes and while moving through space.
- The student will apply knowledge, skills, and techniques of dance in informal and formal dance presentations.
- The student will effectively communicate ideas, thoughts, and feelings through dance.

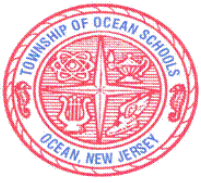
[Alignment to NJSL](#)

Visual and Performing Arts

Dance:

- VPA.1.1.12.A.CS1 Creating master works in dance requires ability to comprehend, articulate, and manipulate time, space, and energy across and within a broad spectrum of choreographic structures and through the use of many choreographic devices.

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

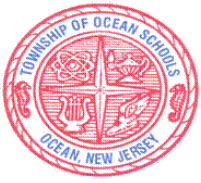
- VPA.1.1.12.A.CS2 Acute kinesthetic awareness and mastery of composition are essential for creating and interpreting master works of art.
- VPA.1.1.12.A.CS3 Interpretation of dance is heavily reliant on its context.
- VPA.1.1.12.A.CS4 Artistry in dance performance is accomplished through complete integration of anatomical principles and clear direction of intent and purpose.
- VPA.1.1.12.A.4 - - Synthesize knowledge of anatomical principles related to body alignment, body patterning, balance, strength, and coordination in compositions and performances.
- VPA.1.3.12.A.CS1 Creating highly integrated improvisational movement sequences develops personal style for solo and ensemble work. Characteristics of style vary broadly across dance genres.
- VPA.1.3.12.A.CS2 Aesthetic quality results from conceptual coherence and from understanding and application of the principle unity of form and content.
- VPA.1.3.12.A.2 - Create theme-based solo and ensemble dances that have unity of form and content, conceptual coherence, and aesthetic unity.
- VPA.1.3.12.A.CS3 Dance artistry is achieved through refined technique, musicality, clarity of choreographic intent, stylistic nuance, and application of proper body mechanics.
- VPA.1.3.12.A.3 - Demonstrate dance artistry with technical proficiency, musicality, stylistic nuance, clarity of choreographic intent, and efficiency of movement through the application of proper body mechanics.
- VPA.1.3.12.A.CS4 Dance production is collaborative and requires choreographic, technological, design, and performance skill.
- VPA.1.3.12.A.4 - Collaborate in the design and production of dances that use choreographic structures and incorporate various media and/or technologies.

Theater:

- VPA.1.1.12.C.CS3 Theatre production is an art, but it is also a science requiring knowledge of safety procedures, materials, technology, and construction techniques.

Music:

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

- VPA.1.3.12.B.CS1 Technical accuracy, musicality, and stylistic considerations vary according to genre, culture, and historical era.

Aesthetic Responses:

- VPA.1.4.12.A.1 - Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
- VPA.1.4.12.A.3 - Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

Critique Methodologies:

- VPA.1.4.12.B.1 - Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
- VPA.1.4.12.B.CS2 The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.
- VPA.1.4.12.B.2 - Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

Key Concepts and Skills

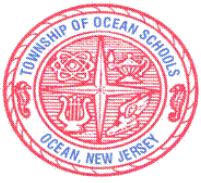
- Backstage and audience etiquette
- Team work
- Rules of professional behavior
- Work ethic
- Spatial awareness
- Clarity of movement and intention
- Rhythm and Time
- Stage Directions
- Basic Stage Components

Learning Activities

- Watch, analyze, write and discuss videos and DVD's of various dance companies

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

- Research on various internet sites
- Work in small groups
- Magazines and Newspaper articles
- Creative assignments in class
- Performance opportunities; Coffee House and Ocean Dance Theater

Assessments

Formative:

- Observe student responses to teacher feedback.
- Observe professional behavior in classes and at performances.
- Observing students response to teacher feedback in rehearsal
- Videos of professional dance companies followed by discussion
- Verbal self-critique of class work and performance
- Verbal critique of other student class work and performance

Alternative:

- Observing performance
- Back stage and class etiquette
- Written critiques of professional performance through videos

Summative:

- Performance on written assignments and journals
- Performance in movement exams
- Completion of projects and creative assignments, written journals and small papers
- Performance on quizzes and tests.
- Written self-evaluations and critiques of class work and performance

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

21st Century Skills

9.3.12.AR-PRF.2 Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.

Interdisciplinary Connections

Written self-evaluations and critiques of class work and performance; Written critiques of professional performance through videos

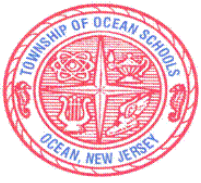
LA.9-10.W.9-10.10 *Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.*

Technology Integration

Learners will make strategic use of digital media to view and analyze examples of a variety of dance genres

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

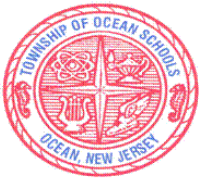
SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

and techniques.

- Additional resources and extension activities will be posted on Google Classroom in order to encourage students to reflect on their learning and expand on their knowledge.
 - **TECH.8.1.12.E.CS2** Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

Time Frame: 5 weeks

Topic

Criticism and Choreography

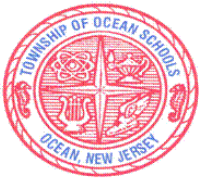
Essential Questions

- What is choreography?
- How does a choreographer create and invent movement?
- What is a positive performance? What is considered a negative performance?
- How does a dancer analyze his/her performance?
- What methods or questions are used in critiquing choreography both positively and negatively?
- How is the intent of the performer communicated to the audience through choices?
- How do major historical events prompt the creation of art?
- How are you and other dancers affected by dance?
- How do you understand body knowledge of yourself and your group?
- How does knowledge of history of dance help you develop a critical eye?
- What strategies are used when manipulating movement?
- What makes a successful dance piece?
- How does knowledge of current events influence how we are affected by dance?
- How does one improve performance skills?
- How does teamwork affect the overall performance?
- How does the dancer successfully communicate to the audience?
- How does one develop imagination?
- How does exposure to different dance and theatrical styles develop an appreciation?
- How does one choose appropriate material for one self and for a group?

Enduring Understandings

- The student will apply observation and critical thinking skills for the evaluation of dance works.
- The student will develop and apply an understanding of basic principles of choreography.
- The student will apply knowledge, skills, and techniques of dance in informal and formal dance presentations.
- The student will effectively communicate ideas, thoughts, and feelings through dance.
- The student will use critical thinking skills to perceive, describe, analyze, interpret, and evaluate dance with confidence and credibility.
- The student will learn to assess skills, techniques, and styles based on class instruction, models of exemplary performance, and an understanding of the many elements involved in each dance

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

sequence.

- The student will recognize thoughtful criticism through analysis and understanding of all elements of a choreographed dance piece.

[Alignment to NJSL](#)

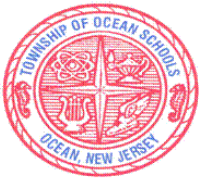
Visual and Performing Arts

Dance:

- VPA.1.1.12.A.CS1 Creating master works in dance requires ability to comprehend, articulate, and manipulate time, space, and energy across and within a broad spectrum of choreographic structures and through the use of many choreographic devices.
- VPA.1.1.12.A.CS2 Acute kinesthetic awareness and mastery of composition are essential for creating and interpreting master works of art.
- VPA.1.1.12.A.CS3 Interpretation of dance is heavily reliant on its context.
- VPA.1.1.12.A.CS4 Artistry in dance performance is accomplished through complete integration of anatomical principles and clear direction of intent and purpose.
- VPA.1.1.12.A.4 - - Synthesize knowledge of anatomical principles related to body alignment, body patterning, balance, strength, and coordination in compositions and performances.
- VPA.1.3.12.A.CS1 Creating highly integrated improvisational movement sequences develops personal style for solo and ensemble work. Characteristics of style vary broadly across dance genres.
- VPA.1.3.12.A.CS2 Aesthetic quality results from conceptual coherence and from understanding and application of the principle unity of form and content.
- VPA.1.3.12.A.2 - Create theme-based solo and ensemble dances that have unity of form and content, conceptual coherence, and aesthetic unity.
- VPA.1.3.12.A.CS3 Dance artistry is achieved through refined technique, musicality, clarity of choreographic intent, stylistic nuance, and application of proper body mechanics.
- VPA.1.3.12.A.3 - Demonstrate dance artistry with technical proficiency, musicality, stylistic nuance, clarity of choreographic intent, and efficiency of movement through the application of proper body mechanics.

Home of the Spartans!

#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

- VPA.1.3.12.A.CS4 Dance production is collaborative and requires choreographic, technological, design, and performance skill.
- VPA.1.3.12.A.4 - Collaborate in the design and production of dances that use choreographic structures and incorporate various media and/or technologies.

Theater:

- VPA.1.1.12.C.CS3 Theatre production is an art, but it is also a science requiring knowledge of safety procedures, materials, technology, and construction techniques.

Music:

- VPA.1.3.12.B.CS1 Technical accuracy, musicality, and stylistic considerations vary according to genre, culture, and historical era.

Aesthetic Responses:

- VPA.1.4.12.A.1 - Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
- VPA.1.4.12.A.3 - Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

Critique Methodologies:

- VPA.1.4.12.B.1 - Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
- VPA.1.4.12.B.CS2 The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.
- VPA.1.4.12.B.2 - Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

Key Concepts and Skills

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

- Basic Elements of Choreography
- Performance
- Dynamics in Movement
- Elements of Space
- Beginner Manipulation Techniques
- Beginner Elements of Time
- Basic Production Elements
- Repetition
- Canon
- Improvisation
- Levels in Space and Time
- Basic Stage Components- Stage Directions
- Theme

Learning Activities

- Choreograph an original dance piece
- Perform an original piece
- Watch, analyze, write and discuss videos and DVD's of various dance companies
- Research on various internet sites
- Work in small groups
- Magazines and Newspaper articles
- Creative assignments in class
- Performance opportunities; Coffee House and Ocean Dance Theater
- Improvisation exercises
- Small group choreography projects
- Oral Presentations

Assessments

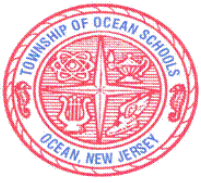
Formative:

- Observe student responses to teacher feedback.
- Observe professional behavior in classes and at performances.
- Observing students response to teacher feedback in rehearsal
- Videos of professional dance companies followed by discussion
- Verbal self-critique of class work and performance
- Verbal critique of other student class work and performance

Alternative:

- Observing performance
- Back stage and class etiquette
- Written critiques of professional performance through videos

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

Summative:

- Performance on written assignments and journals
- Performance in movement exams
- Completion of projects and creative assignments, written journals and small papers
- Performance on quizzes and tests.

Benchmark

Performance-based assessment and written critique

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

21st Century Skills

9.3.12.AR-PRF.2 Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.

Interdisciplinary Connections

Completion of projects and creative assignments, written journals, class discussions, and small papers:
LA.9-10.SL.9-10.4 *Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.*

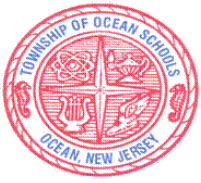
LA.9-10.W.9-10.10 *Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.*

Technology Integration

End of course digital portfolio update:

- Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.
 - **TECH.8.1.12.A.1** - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

Modifications (At-Risk, ELL, Special Education, Gifted and Talented, and 504 Plans)

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

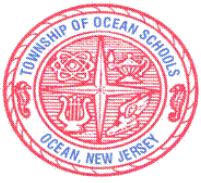
- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

Home of the Spartans!
#spartanlegacy



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

Home of the Spartans!
#spartanlegacy