

RUTHERFORD PUBLIC SCHOOLS

COURSE TITLE

Dance Grades K-2

LENGTH

Full Year
Grades K, 1, and 2

DEPARTMENT

English
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SCHOOL

Kindergarten Center
Lincoln School (Grades 1-2)
Washington School (Grades 1-2)

DATE

Initial Approval: September 10, 2018

Dance: Grades K-2

Unit 1: The Creative Process, Performance, and Aesthetic Responses

Time Allotted: Approximately 20 Weeks – Infusion and Weekly Instruction

New Jersey Student Learning Standards (NJSLS)

- 1.1.2.A.1 Identify the elements of dance in planned and improvised dance sequences.
- 1.1.2.A.2 Use improvisation to discover new movement to fulfill the intent of the choreography.
- 1.1.2.A.3 Demonstrate the difference between pantomime, pedestrian movement, abstract gesture, and dance movement.
- 1.1.2.A.4 Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning.
- 1.3.2.A.1 Create and perform planned and improvised movement sequences using the elements of dance, with and without musical accompaniment, to communicate meaning around a variety of themes.
- 1.3.2.A.2 Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway.
- 1.3.2.A.3 Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.
- 1.3.2.A.4 Create and perform original movement sequences alone and with a partner using locomotor and non-locomotor movements at various levels in space.
- 1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).
- 1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.
- 1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
- 1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.

Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<ul style="list-style-type: none"> - How do we identify movement sequences? - How do we use movement to create dance? - How do we demonstrate choreography? - How do dancers use body language to communicate ideas or feelings? - How do performing artists use body language, facial 	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Explore the joy of moving. - Listen to signals and respond to movement directions. - Listen to a story and dance the words and move to the rhythm of the words. - Engage in a collaborative discussion about improvised dances. - Explore stopping and going, tempos of fast and slow, and simple rhythms. - Improvise duration, tempos, rhythms of words, rhythms using 	<p>Kindergarten Activities</p> <ul style="list-style-type: none"> - Warm-up Brain Dance* - Listen to signals and respond to movement directions. Explore locomotor steps (walk, run, gallop, and jump). Walking Hop Hop Hop Song - Perform basic axial movements of turn, stretch, reach, bend, and twist. Cosmic Kids Moana Yoga - With a partner improvise a dance using basic locomotor steps and axial movements. - Move to slow and fast tempos. Slow and Fast Song 	<ul style="list-style-type: none"> - Self-assessment: Give students the opportunity to consider the quality of their own learning and performance, individually and in collaboration with others, with respect to curricular objectives, content benchmarks, and/or specified criteria. Self-assessment is only used formatively and gives students the responsibility of identifying competencies and challenges in their own work, and to devise appropriate strategies for improvement. Examples include setting personal goals and checking

<p>expressions, and gestures to communicate?</p> <ul style="list-style-type: none"> - How are body movements isolated or aligned to create different patterns of dance? 	<p>various stimuli, and objects.</p> <ul style="list-style-type: none"> - Research and identify tempos of animals, people and machines. - Move to the rhythm of words (syllables) and investigate rhythm of word phrases. - Explore opposites in shapes, levels, sizes, and moving in and through space. - Demonstrate how music can change the way they move. 	<ul style="list-style-type: none"> - Practice moving and stopping responding to a variety of stimuli (e.g. voice, music, sound, others). Improvise moving and stopping varying the duration. - Practice fast and slow tempos inspired by research of animals, people, and machines. Next improvise a dance based on tempo. Animal Freeze Dance Animal Move and Groove Task Cards (Teachers pay Teachers) - Select a song, text, or poem that includes rhythm of words and have students create a dance based on the words. - Create a short dance using two opposite energy qualities, emotions, and senses (ex: happy/sad). Use an appropriate selection of music. - Connect a simple sequence using opposites incorporating shape and axial or locomotor movement. Body Boogie Dance - Teaching pantomime (drinking milk) https://www.youtube.com/watch?v=UU5Z8Norssw - Students will share a story demonstrating an emotion or feeling through dance. - Students will record a performance (using an iPad, Video Recorder, etc...) and use peer-critique strategies to assess. <p><u>1st and 2nd Grade Activities</u></p> <ul style="list-style-type: none"> - Use locomotor steps and axial movements with prepositions 	<p>one's progress toward them, and comparing one's work to the criteria on a rubric or checklist.</p> <ul style="list-style-type: none"> - Written or Drawn Work (using technology when appropriate): <ul style="list-style-type: none"> - Sharing feelings, dreams, and wishes about dance and dancing - Planning and documenting choreographic process (sketching or collecting ideas for a dance) - Personal responses to performances - Peer Critique/ Assessment: When students engage in peer assessment or critique, they can use rubrics, checklists, and protocols (using technology) to focus their feedback on the criteria for the task, and should use protocols for constructive peer-to-peer feedback, such as <ul style="list-style-type: none"> - "I noticed ..." - "I like the way ... because ..." - "Have you thought of ...?" - "I would like to suggest ..." - Hand Signals: Ask students to display a designated hand signal to indicate their understanding of a specific concept, principle, or process <ul style="list-style-type: none"> - I understand _____, and can explain it (e.g., thumbs up). - I do not yet understand _____ (e.g., thumbs down). - I'm not completely sure
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		<p>(near, far, over, under, through etc.).</p> <ul style="list-style-type: none"> - Planned Dance Sequence Video: Go Noodle - Sherlock Gnomes Move and Groove - Improvised Dance Sequences: Freeze Dance Freeze Dance Colors Listen and Move Freeze Dance - Select a song, text, or poem that includes rhythm of words and have students create a dance based on the words. - Teaching pantomime for elementary students https://www.youtube.com/watch?v=g7Wjl9x4N3U - Connect a simple sequence using opposites incorporating shape and axial or locomotor movement. Cupid Shuffle - Create a short dance using two opposite energy qualities, emotions, and senses (ex: happy/sad). Use an appropriate selection of music. - Students will share a story demonstrating an emotion or feeling through dance. - Students will record a performance (using an iPad, Video Recorder, etc...) and use peer-critique strategies to assess. 	<p>about _____ (e.g., wave hand).</p> <p><u>Performance Rubrics</u> Dance Rubric 1 Dance Rubric 2</p>
Resources/Materials	<ul style="list-style-type: none"> - Kindergarten Dance Activities - Alphabet movement cards - Creative Dance Integration Lesson Plans https://education.byu.edu/sites/default/files/ARTS/documents/educational_movement.pdf - Using Movement to Teach Academics: The Mind and Body as One Entity - Glossary of Terms 		
Interdisciplinary Connections	NJLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for		

	meaning or style, and to comprehend more fully when reading or listening. 2.5.2.A.3 Respond in movement to changes in tempo, beat, rhythm, or musical style.		
21st Century Life and Careers	9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. 9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes		
Technology Standards	8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.		
Modifications			
English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Speak and display terminology and movement ● Teacher modeling ● Peer modeling ● Develop and post routines ● Label dance and classroom materials ● Word walls 	<ul style="list-style-type: none"> ● Utilize modifications & accommodations delineated in the student's IEP ● Work with paraprofessional ● Use multi-sensory teaching approaches. Pictures, scarves, hula hoops, hats balloons, rhythmic instruments, and other props provide helpful visual, auditory, and tactile reinforcement of ideas. ● Work with a partner ● Provide concrete examples and relate all new movements to previously learned moves or to typical life skills at home (i.e., open and close a door for a pulling or pushing movement). ● Solidify and refine concepts through repetition. ● Change movement requirements to reduce activity time 	<ul style="list-style-type: none"> ● Using visual demonstrations, illustrations, and models ● Give directions/instructions verbally and in simple written format. ● Peer Support ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. ● Oral prompts can be given. 	<ul style="list-style-type: none"> ● Curriculum compacting ● Inquiry-based instruction ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction

Dance: Grades K-2

Unit 2: History of the Arts and Culture, Performance, and Aesthetic Responses

Time Allotted: Approximately 20 Weeks – Infusion and Weekly Instruction

New Jersey Student Learning Standards (NJSLS)

- 1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.
- 1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.
- 1.4.2.A.1 Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).
- 1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.
- 1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.
- 1.4.2.B.3 Recognize the making subject or theme in works of dance, music, theatre, and visual art.

Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<ul style="list-style-type: none"> - How are different body movements used to create or represent dance from different cultures? - How are the values of culture represented in dance? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Recognize that every student has a cultural background and dance is part of it. - Compare and contrast dances from various cultures. - Understand that people danced differently in different historical periods (past and present). - Create a dance based on a folk song or world culture. - Learn about folk tales from an authentic culture. 	<p><u>Kindergarten Activities</u></p> <p>Students will perform and/or watch a dance to identify the theme being expressed. Examples include:</p> <ul style="list-style-type: none"> - Find a word or theme that describes an item on the list and let children use it as inspiration. For example, for 4th of July fireworks use explosive movement, for a statue in town square create a high, proud shape. For a town trolley, create linear pathways using walking, skipping, or galloping. However, don't require all the children to do the same movement, let them create their own movement within a certain framework. - Angelina Ballerina - Friendship Theme - Engage students in folk dances, square dances, line dances, and creative storytelling by dancing on 	<ul style="list-style-type: none"> - After improvisation dances, reflect and discuss how it felt to move. - KWL Chart used to identify knowledge of cultural dance. - Self-assessment: Give students the opportunity to consider the quality of their own learning and performance, individually and in collaboration with others, with respect to curricular objectives, content benchmarks, and/or specified criteria. Self-assessment is only used formatively and gives students the responsibility of identifying competencies and challenges in their own work, and to devise appropriate strategies for improvement. Examples include setting personal goals and checking one's progress toward them, and comparing one's work to the criteria on a rubric or checklist. - Written or Drawn Work (using

		<p>different levels based on a folk tale or world culture.</p> <p><u>1st and 2nd Grade Activities</u></p> <ul style="list-style-type: none"> - Research, learn and perform simple traditional dances from various cultures (Ten Dances Around the World 20 Amazing Dances from Around the World). Compare and contrast the elements of dance in each. - Students will perform and/or watch a dance to identify the theme being expressed. Critique the dance using the performance rubric. Examples include: <ul style="list-style-type: none"> - Find a word or theme that describes an item on the list and let children use it as inspiration. For example, for 4th of July fireworks use explosive movement, for a statue in town square create a high, proud shape. For a town trolley, create linear pathways using walking, skipping, or galloping. However, don't require all the children to do the same movement, let them create their own movement within a certain framework. - Angelina Ballerina - Friendship Theme - Select a famous choreographer. (Sample book list) <p>2. Identify characteristics (gender, age, training, style) of the</p>	<p>technology when appropriate):</p> <ul style="list-style-type: none"> - Sharing feelings, dreams, and wishes about dance and dancing - Planning and documenting choreographic process (sketching or collecting ideas for a dance) - Personal responses to performances <p>- Peer Critique/ Assessment: When students engage in peer assessment or critique, they can use rubrics, checklists, and protocols (using technology) to focus their feedback on the criteria for the task, and should use protocols for constructive peer-to-peer feedback, such as</p> <ul style="list-style-type: none"> - "I noticed ..." - "I like the way ... because ..." - "Have you thought of ...?" - "I would like to suggest ..." <p>- Hand Signals: Ask students to display a designated hand signal to indicate their understanding of a specific concept, principle, or process</p> <ul style="list-style-type: none"> - I understand _____, and can explain it (e.g., thumbs up). - I do not yet understand _____ (e.g., thumbs down). - I'm not completely sure about _____ (e.g., wave hand). <p><u>Performance Rubrics</u></p>
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		choreographer. 3. Select a work created by the choreographer and identify aesthetic qualities that make it exemplary.	Dance Rubric 1 Dance Rubric 2
Resources/Materials	<ul style="list-style-type: none"> - Creative Dance Integration Lesson Plans - Sample book list (choreographers) - Using Movement to Teach Academics: The Mind and Body as One Entity - Glossary of Terms 		
Interdisciplinary Connections	6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people. 2.5.2.A.4 Correct movement errors in response to feedback		
21st Century Life and Careers	9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes		
Technology Standards	8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources. 8.1.2.A.2 Create a document using a word processing application.		
Modifications			
English Language Learners	Special Education	At-Risk	Gifted and Talented
<ul style="list-style-type: none"> ● Speak and display terminology and movement ● Teacher modeling ● Peer modeling ● Develop and post routines ● Label dance and classroom materials ● Word walls 	<ul style="list-style-type: none"> ● Utilize modifications & accommodations delineated in the student's IEP ● Work with paraprofessional ● Use multi-sensory teaching approaches. Pictures, scarves, hula hoops, hats balloons, rhythmic instruments, and other props provide helpful visual, auditory, and tactile reinforcement of ideas. ● Work with a partner ● Provide concrete examples and relate all new movements to previously learned moves or to typical life skills at home (i.e., open and close a door for a pulling or pushing movement). ● Solidify and refine concepts through repetition. ● Change movement requirements to reduce activity time 	<ul style="list-style-type: none"> ● Using visual demonstrations, illustrations, and models ● Give directions/instructions verbally and in simple written format. ● Peer Support ● Increase one on one time ● Teachers may modify instructions by modeling what the student is expected to do ● Instructions may be printed out in large print and hung up for the student to see during the time of the lesson. ● Review behavior expectations and make adjustments for personal space or other behaviors as needed. ● Oral prompts can be given. 	<ul style="list-style-type: none"> ● Curriculum compacting ● Inquiry-based instruction ● Independent study ● Higher order thinking skills ● Adjusting the pace of lessons ● Interest based content ● Real world scenarios ● Student Driven Instruction