

RUTHERFORD PUBLIC SCHOOLS

COURSE TITLE

Dance Pre-Kindergarten

LENGTH

Full Year
Pre-Kindergarten

DEPARTMENT

Fine, Practical and Performing Arts
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SCHOOL

Rutherford High School

DATE

Initial Approval: September 10, 2018

Dance: Pre-Kindergarten

Unit 1: Creative Movement and Dance

Time Allotted: Approximately 20 Weeks – Infusion and Weekly Instruction

New Jersey Student Learning Standards (NJSLS)

1.3.P.A.1 Move the body in a variety of ways, with and without music.

1.3.P.A.2 Respond to changes in tempo and a variety of musical rhythms through body movement.

1.3.P.A.3 Participate in simple sequences of movements.

1.3.P.A.4 Define and maintain personal space, concentration, and focus during creative movement/dance performances.

1.3.P.A.5 Participate in or observe a variety of dance and movement activities accompanied by music and/or props from different cultures and genres.

1.3.P.A.6 Use movement/dance to convey meaning around a theme or to show feelings.

Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<ul style="list-style-type: none"> - Why is it important to have our own space when we're moving? - How can we share space with others? - How do we use movement to show meaning? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Follow and copy shapes and movement from teachers and peers. - Identify and locate most body parts - Use muscular control to hold a still shape - Identify and demonstrate a wide range of locomotor and non-locomotor movements (walk, run, jump, hop, gallop, tiptoe, march, crawl, roll, slither/bend, twist, grow, melt, sing, wiggle, rotate, reach) - Identify and move in a direction of forward, backward, sideways, up and down, and turning - Dances in a straight, curved, zig-zag, spiral and circular pathways - Dance in different tempos and rhythms and musical accompaniment changes and improvises to varying qualities of music. - Develop a sense of kinesphere 	<ul style="list-style-type: none"> - Move the body with and without music. (Simon Says, Head Shoulders Knees and Toes, Hula Hoops, Parachutes, Go Noodle Videos) - Interactive songs: <ul style="list-style-type: none"> - I'm a Little Teapot - Itsy Bitsy Spider - Hokey Pokey - Students dance to songs with changes in tempo using a variety of movements (Fast and Slow action song Bouncing up and down video) - Students maintain personal space by: <ul style="list-style-type: none"> - standing on a newspaper - within a Hula Hoop or individual mats. - This is my bubble song - Strengthen your focus during 	<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 one's progress toward them, and comparing one's work to the criteria on a rubric or checklist. - 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)

	<p>(personal space)</p> <ul style="list-style-type: none"> - Maintain focus during creative movements and dance performances 	<p>movement</p> <ul style="list-style-type: none"> - Observe and/or participate in dances from different cultures <ul style="list-style-type: none"> - Top 10 dances from around the world 	<ul style="list-style-type: none"> - 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 about _____ (e.g., wave hand). <p><u>Performance Rubrics</u> Dance Rubric 1 Dance Rubric 2</p>
Resources/Materials	<ul style="list-style-type: none"> - Moving Bodies Building Minds: Foster Preschoolers’ Critical Thinking and Problem Solving through Movement - Props, books, visual anchors (colored tape, mats, spot markers) and materials to support dramatic play and dance. - Using Movement to Teach Academics: The Mind and Body as One Entity - Glossary of Terms 		
Interdisciplinary Connections	<p>2.5.P.A.1 Develop and refine gross motor skills (e.g., hopping, galloping, jumping, running, and marching).</p> <p>2.5.P.A.3 Use objects and props to develop spatial and coordination skills (e.g., throws and catches balls and Frisbees, twirls a hula-hoop about the hips, walks a balance beam, laces different sized beads, and buttons and unbuttons).</p> <p>SL.PK.1.a Participate in conversations and interactions with peers and adults individually and in small and large groups. a) Follow-</p>		

	agreed upon rules for discussions during group interactions. SL.PK.3 Ask and answer questions to seek help, get information, or follow directions.		
21st Century Life and Careers	CRP4. Communicate clearly and effectively and with reason		
Technology Standards	8.1.P.A.1 Use an input device to select an item and navigate the screen		
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: Pre-Kindergarten

Unit 2: Aesthetic Responses and Critique Methodologies

Time Allotted: Approximately 20 Weeks – Infusion and Weekly Instruction

New Jersey Student Learning Standards (NJSLS)

- 1.4.P.A.1 Describe feelings and reactions in response to a creative movement/dance performance.
- 1.4.P.A.2 Describe feelings and reactions in response to diverse musical genres and styles.
- 1.4.P.A.3 Describe feelings and reactions and respond in an increasingly informed manner to stories and dramatic performances.
- 1.4.P.A.4 Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world.
- 1.4.P.B.5 Begin to demonstrate appropriate audience skills during creative movement and dance performances.
- 1.4.P.B.6 Begin to demonstrate appropriate audience skills during recordings and music performances.
- 1.4.P.B.7 Begin to demonstrate appropriate audience skills during storytelling and performances.

Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<ul style="list-style-type: none"> - How does dance help us to learn about other people? - Why is it important to watch respectfully during a live dance performance? - Does everyone feel the same way when they hear different kinds of music? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> - Observe and respond to dances that others perform. - Observe and respond to diverse musical genres and styles. - Observe and respond to stories or dramatic performances. - Observe and respond to culturally diverse works of art. - Observe and respond to objects in the everyday world. - Use words and express the meanings, feelings, or images of movements that are danced. - Participate as a thoughtful audience member (looking eyes, listening ears, and a quiet body). - Think about and communicates the central idea of a dance. 	<ul style="list-style-type: none"> - Divide students into small groups. Students will take turns being performers and audience members. Have the students perform a popular, well-known song (i.e. Happy Birthday,, nursery rhymes, Old MacDonald). The remaining students will act as the audience. The teacher in role will become a student and will create different scenarios where he/she will demonstrate inappropriate audience etiquette (i.e. excessive gum chewing, talking on their cell phone, unwrapping candies, talking to their neighbor, fidgeting, using inappropriate sitting posture). - After each group has had an opportunity to perform, have a discussion (small group or whole class) using the following prompts. Were there any problems during your 	<p><u>Assessment Task 1</u></p> <ul style="list-style-type: none"> - Create a checklist based on your classroom criteria. Following a performance have the students complete the self assessment checklist. Teacher uses the same checklist for assessment. <p>Audience Etiquette Rubric</p> <p>Teacher observation Class discussion Picture response book utilizing technology Respond in movement</p>

		<p>performance? How did you feel during your performance? How did this affect your performance?</p> <ul style="list-style-type: none">- As a whole class, facilitate the creation of a student-developed set of criteria for appropriate audience etiquette using a word processing program. <p>Sample Criteria Set (see Assessment Rubrics)</p> <ol style="list-style-type: none">1. Listen quietly during the performance.2. Sit up straight.3. Look at the stage.4. Sit calmly and quietly.5. Applaud appropriately.. <p><u>Share the News</u></p> <ul style="list-style-type: none">- Teacher introduces a topic for the day's discussion and children discuss the topic with a partner. The topics for this activity relate to understanding emotions, emotion recognition and social problem solving. For example, during Share the News the question could be, "What makes you grumpy? How does your face look when you are grumpy?" <p><u>Play Planning</u></p> <ul style="list-style-type: none">- Teacher helps students anticipate emotions by telling them explicitly what to expect, "Remember, you are first today, that means you will be last tomorrow." <p><u>Make Believe Play</u></p> <ul style="list-style-type: none">- During Make Believe Play children extend their play by introducing story problems and taking it on an emotional terrain.	
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		<p><u>Character Empathy Story Lab</u></p> <ul style="list-style-type: none"> - Encourages children to think about feelings by listening to the story and empathizing with the characters — feeling what they feel. <p>Field trips and special school assemblies, etc. are suggested as a part of building play themes in which children practice being an audience.</p>	
Resources/Materials	<ul style="list-style-type: none"> - Moving Bodies Building Minds: Foster Preschoolers’ Critical Thinking and Problem Solving through Movement - Props, books, visual anchors (colored tape, mats, spot markers) and materials to support dramatic play and dance. - Using Movement to Teach Academics: The Mind and Body as One Entity - Glossary of Terms 		
Interdisciplinary Connections	<p>SL.PK.1.a,b Participate in conversations and interactions with peers and adults individually and in small and large groups. a) Follow-agreed upon rules for discussions during group interactions. b) Continue a conversation through several back and forth exchanges.</p> <p>SL.PK.3 Ask and answer questions to seek help, get information, or follow directions.</p>		
21st Century Life and Careers	<p>CRP1. Act as a responsible and contributing citizen and employee</p> <p>CRP11. Use technology to enhance productivity.</p>		
Technology Standards	<p>8.1.P.A.3 Use digital devices to create stories with pictures, numbers, letters and words.</p> <p>8.1.P.A.5 Demonstrate the ability to access and use resources on a computing device.</p>		
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 	<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. 	<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

	<p>and close a door for a pulling or pushing movement).</p> <ul style="list-style-type: none">● Solidify and refine concepts through repetition.● Change movement requirements to reduce activity time	<ul style="list-style-type: none">● Oral prompts can be given.	
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