

Sixth - Eighth Grade Dance Curriculum 2022

Pacing Guide	Standard Code & Indicator	Learning Activities	Assessment	Additional Standards
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<p>August - October</p> <p>Creating Dance</p>	<p>1.1.8.Cr1a: 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>1.1.8.Cr1b: Explore various movement genres through the elements of dance. Identify and select personal preferences to create an original dance study.</p> <p>1.1.8.Cr2a: Demonstrate a variety of choreographic devices and dance structures (e.g., ABA, 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.</p> <p>1.1.8.Cr2b: Establish criteria to choreograph a dance that communicates personal, historical, sociopolitical, or cultural meaning. Articulate how the criteria clarify or intensify the artistic intent.</p> <p>1.1.8.Cr3a: Revise choreography</p>	<p>Discuss what a choreographer is and explore famous choreographers and what their job entails.</p> <p>Practice and perform different movement combinations.</p> <p>Create a sequence of dance movements.</p> <p>Practice and edit dance sequences based on peer and teacher feedback.</p> <p>Instructional Resources: Teacher created</p> <p>Student Technology: Google Classroom QR code reader Chromebook</p> <p>Teacher Technology: Smart Board</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Student participation ● teacher observation ● Thumbs up/down if you understand <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Performance assessment- Rubric will be provided <p>Benchmark Assessment: BOY Benchmark</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: Art: 1.5.5.Re7a: Speculate about music and dance artistic processes.</p> <p>Technology Standard: 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of dance.</p>
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<p>November-January</p> <p>Performing Dance</p>	<p>1.1.8.Pr4a: 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>1.1.8.Pr4b: Perform planned and improvised movement sequences of varying lengths with increasing complexity in the use of metric, kinesthetic and breath phrasing.</p> <p>1.1.8.Pr4c: Perform planned and improvised movement sequences and dance combinations applying dynamic phrasing, energy, emotional intent, and characterization.</p> <p>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.</p> <p>1.1.8.Pr5b: Examine how kinesthetic principles and various body systems (e.g., cardiovascular, respiratory, musculoskeletal) relate to the dancing body.</p> <p>1.1.8.Pr5c: Demonstrate use of</p>	<p>Observe and perform selected dance sequences.</p> <p>Perform movement sequences with a variety of tempos, meters and rhythms.</p> <p>Explore personal space in dance when performing solo or in a group.</p> <p>Learn and rehearse a simple dance with full body movement.</p> <p>Perform different dances for an audience.</p> <p>Improvise different dance sequences.</p> <p>Discuss the health benefits of dance.</p> <p>Instructional Resources: Teacher Created</p> <p>Student Technology: Google Classroom Chromebook Ipad</p> <p>Teacher Technology: ActivPanel</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Student participation/ ● teacher observation ● Do Now Listening Assignments <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Performance assessment-Rubric will be provided <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: PE: 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and dance sequences.</p> <p>Technology Standard: 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of dance.</p>
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<p>February - April</p> <p>Responding to Dance</p>	<p>1.1.8.Re7a: 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>1.1.8.Re7b: 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>1.1.8.Re8a: 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>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.</p>	<p>Watch and observe different dances from different cultures and places around the world.</p> <p>Describe different dance movements using dance genre specific vocabulary.</p> <p>Identify patterns in a dance.</p> <p>Research a dance and its artistic expression. Explain using dance terminology.</p> <p>Explore different dance criteria used to evaluate dance performances.</p> <p>Instructional Resources: Teacher created</p> <p>Student Technology: Google Classroom Green screen app Chromebook Ipad</p> <p>Teacher Technology: ActivPanel</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Student participation/ ● teacher observation ● Listening activity with styles of dance ● Do Now listening assignments <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Dance project presentation <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: Career Readiness: 9.1.8.FP.4: Analyze how familial and cultural values influence music and dance.</p> <p>Technology Standard: 8.2.5.ITH.1: Explain how societal needs and wants influence the development and function of dance.</p>
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<p>May - June</p> <p>Connecting to Dance</p>	<p>1.1.8.Cn10a: Explain how the perspectives expressed by the choreographer impact personal interpretation. Consider how personal background and experiences influence responses to dance works.</p> <p>1.1.8.Cn10b: Employ a variety of research methods to inform the development of original dances about global issues, including climate change. Articulate ways the research deepened understanding of the topic and how big ideas are expressed metaphorically through dance.</p> <p>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.</p>	<p>Discuss and observe how dance is used to express feelings and emotions.</p> <p>Observe different styles of dance and discuss how it connects to people and their culture, community and society.</p> <p>Research origins of different dances worldwide.</p> <p>Instructional Resources: Teacher created</p> <p>Student Technology: Google Classroom Chrome Music Lab Incredibox App Chromebook Ipad</p> <p>Teacher Technology: ActivPanel</p>	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Student participation/ ● teacher observation ● Do Now listening assignments <p>Summative Assessments:</p> <ul style="list-style-type: none"> ● Dance research project <p>Benchmark Assessment: EOY Benchmark</p> <p>Accommodations and Modifications</p>	<p>Interdisciplinary Standard: Art: 1.5.5.Cr3a: Reflect, refine, and revise work individually and collaboratively, and discuss and describe personal choices in dance making.</p> <p>Technology Standard: 8.2.8.ITH.1 Explain how societal needs and wants influence the development and function of dance.</p>
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Alternate Assessments: Performance assessment, different music genres and performances

21st Century Standards: 9.2.8.B.3, 9.2.8.B.4

21st Century Skills: Creativity, Productivity, Social Skills

Career Ready Practices: CRP 1, CRP 2, CRP 6 & CRP 9

