

Dance Curriculum Outline

Grade Level: 7

Overview: Dance Curriculum Outline for a 14 week community youth dance program.



Unit #, Name and Duration	Standards to be addressed	Tasks by Week within the Unit	Culminating Student Work to be Produced	Instruction Needed	Assessment Criteria (To meet standard)	Documentation
Unit #1 Welcome to community dance! (2 weeks)	Connecting: DA:Cn10.1.5 (Loosely)	Welcome games Class room rules Self-space / general space Inclusion for all Class structure.	Understanding of the community dance classroom and how it works. (Inclusion) Understand the diff. between self-space and shared space.	<ul style="list-style-type: none"> * Respect of self and others. * Cooperation techniques * Encouraging regular attendance. * Pop Quizzes + pencils * Parent notes. * Nutritional handouts. 	Pop Quiz at end of each class to review all information taught.	Notes sent home to parents about class structure and attendance. Nutritional Hands out for students.
		Review of last week's learning. Nutrition and healthful dancing.	Understanding the importance of good nutrition, adequate rest and hydration in connection with all dance and all physical activities.			
Unit #2 I love to dance, because... (3 weeks)	Creating: DA:Cr1.1.5 DA:Cr.2.1.5 DA:Cr3.1.5 Performing: DA:Pr4.1.5 DA:Pr5.1.5 Responding: DA:Re7.1.5 DA:Re8.1.5 Connecting: DA:Cn10.1.5 DA:Cn11.1.5	What is a mantra? Present overview of creative process. Brainstorm / word lists. Exploration of movement ideas.	Create a signature movement that illustrates who you are and why you want to dance. Share in creating a class dance study that includes all students' mantras.	<ul style="list-style-type: none"> * Define "mantra". * Discuss creative process techniques. * How to make a word list. * How to create and solve movement problems based on word lists. * Class cooperation to create a complete movement study. 	Student notes of definitions and creative processes. Student verbal responses to video tape reviews.	Video Tape for class review.
		Continued movement exploration / Share & explain / revise				
		Combine to create class movement study. Video Tape & review.				

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<p style="text-align: center;"><u>Unit #3</u></p> <p>Exploring the elements of dance. (4 weeks)</p>	Creating: DA:Cr1.1.5 DA:Cr.2.1.5 DA:Cr3.1.5	Define and explore: (BASTE outline.) Elements of Dance Game.	A dance study showing how thinking about the elements of dance can inform their creative movement choices.	<ul style="list-style-type: none"> * “BASTE” Handouts * Elements of dance game. * Encourage students to explore freely. * Encourage students to find something new and unique about their movement explorations * Encourage students to truly observe the works of others and learn from them. * Pop Quizzes & pencils 	Students ability to verbalize, using appropriate dance terms, how thinking about and applying the elements of dance to movement choices can enhance their movements. Pop quizzes.	Pop Quizzes Video Tape final movement study for class observation.
	Performing: DA:Pr4.1.5	Explore more deeply: Body and Action and Space.				
	Responding: DA:Re7.1.5 DA:Re8.1.5 DA:Re9.1.5	Explore more deeply: Time and Energy				
		Cooperate to create group movement explorations of the elements of dance. Video tape. Video tape review.				
<p style="text-align: center;"><u>Unit #4</u></p> <p>Creative explorations with Motif Notation (2 weeks)</p>	Creating: DA:Cr1.1.5 DA:Cr.2.1.5	Learn and explore the meanings of basic Motif symbols. Learn how to write simple scores on work sheet.	Improvisation of movement based on basic symbols of motif notation arranged to create a movement score.	<ul style="list-style-type: none"> * Handouts with basic definitions for Motif symbols. * Motif notation cards * Motif score worksheets. * Tape scores on mirrors for group use. * Pop Quizzes & Pencils 	Student’s completed scores on worksheets. Student responses to videos using correct dance terminology. Pop Quizzes	Video Tape Improvisations for class observation. Pop Quizzes
	Responding: DA:Re8.1.5 DA:Re9.1.5	Experiment with improvisations to different motif scores. Video tape. Review Video.				

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<p style="text-align: center;">(Unit 5)</p> <p style="text-align: center;">Synthesize all learning to create final movement study. (2 weeks)</p>	Creating: DA:Cr1.1.5 DA:Cr.2.1.5 DA:Cr3.1.5 Perform: DA:Pr4.1.5 DA:Pr5.1.5 DA:Pr6.1.5	Rehearsal Etiquette info. Student choreography session synthesizing all previous learning from this semester.	Students work together to create student choreography based on all previous learning, for presentation to parents at the “Christmas Teas”	* Rehearsal Etiquette * Performance Etiquette * Nutritional review * Compartmental planning strategies for optimal performance.	Student cooperation within the group. Student’s creative input into group work. Student cooperation with others.	Teacher observations
	Responding: DA:Re7.1.5 DA:Re8.1.5 Connecting: DA:Cn10.1.5 DA:Cn11.1.5	Performance Etiquette info. Students revise and finalize choreographical choices.				
<p style="text-align: center;">(Unit 6)</p> <p style="text-align: center;">Sharing what I’ve learned. (1 week)</p>	Perform: DA:Pr4.1.5 DA:Pr5.1.5 DA:Pr6.1.5	Students present class movement studies to parents.	Classes presentations for parents at “Christmas Teas”	* Performance Etiquette	Participation	Participation

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Unit	Standard:	Full Language For <i>All</i> Dance Standards for Grade 5
	Creating:	
Unit #2 Unit #3 Unit #4 Unit #5	DA:Cr1.1.5	Component: Explore
		Anchor Standard 1: Generate and conceptualize artistic ideas and work.
		Enduring Understanding: Choreographers use a variety of sources as inspiration and transformation concepts and ideas into movement for artistic expression.
		Essential Question: Where do choreographers get ideas for dances?
		<ul style="list-style-type: none"> a. Build content for choreography using several stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences, literary forms, natural phenomena, current news, social events). b. Construct and solve multiple movement problems to develop choreographic content.
Unit #2 Unit #3 Unit #4 Unit #5	DA:Cr.2.1.5	Component: Plan
		Anchor Standard 2: Organize and develop artistic ideas and work.
		Enduring Understanding: The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.
		Essential Question: What influences choice-making in creating choreography?
		<ul style="list-style-type: none"> a. Manipulate or modify a variety of choreographic devices to expand choreographic possibilities and develop a main idea. Explain reasons for movement choices. b. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.
Unit #2 Unit #3 Unit #5	DA:Cr3.1.5	Component: Revise
		Anchor Standard 3: Refine and complete artistic work.
		Enduring Understanding: Choreographers analyze, evaluate, refine and document their work to communicate meaning.
		Essential Question: How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?
		<ul style="list-style-type: none"> a. Explore through movement the feedback from others to expand choreographic possibilities for a short dance study that communicates artistic intent. Explain the movement choices and refinements. b. Record changes in a dance sequence through writing, symbols, or a form of media technology.

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Unit	Standard:	Full Language For All Dance Standards for Grade 5
	Performing:	
Unit #2 Unit #3 Unit #5 Unit #6	DA:Pr4.1.5	Component: Express
		Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.
		Enduring Understanding: Space, time, and energy are basic elements of dance.
		Essential Question: How do dancers work with space, time and energy to communicate artistic expression?
		a. Integrate static and dynamic shapes and floor and air pathways into dance sequences. Establish relationships with other dancers through focus of eyes and other body parts. Convert inward focus to outward focus for projecting out to far space.
		b. Dance to a variety of rhythms generated from internal and external sources. Perform movement phrases that show the ability to respond to changes in time.
		c. Contrast bound and free flowing movements. Motivate movement from both central initiation (torso) and peripheral initiation (distal) and analyze the relationship between initiation and energy.
Unit #2 Unit #5 Unit #6	DA:Pr5.1.5	Component: Embody
		Anchor Standard 5: Develop and refine artistic techniques and work for presentation.
		Enduring Understanding: Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.
		Essential Question: What must a dancer do to prepare the mind and body for artistic expression?
		a. Recall and execute a series of dance phrases using fundamental dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness, clarity of movements).
		b. Demonstrate safe body-use practices during technical exercises and movement combinations. Discuss how these practices, along with healthful eating habits, promote strength, flexibility, endurance and injury prevention.
		c. Collaborate with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationship to improve performance quality. Apply feedback from others to establish personal performance goals.

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Unit	Standard:	Full Language For All Dance Standards for Grade 5
Unit #5 Unit #6	DA:Pr6.1.5	Component: Present
		Anchor Standard 6:
		Enduring Understanding: Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.
		Essential Question: How does a dancer heighten artistry in a public performance?
		<ul style="list-style-type: none"> a. Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movements to the performance space. b. Identify, explore and select production elements that heighten and intensify the artistic intent of a dance and are adaptable for various performance spaces.

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	Responding	
Unit #2 Unit #3 Unit #5	DA:Re7.1.5	Component: Analyze
		Anchor Standard 7: Perceive and analyze artistic work.
		Enduring Understanding: Dance is perceived and analyzed to comprehend its meaning.
		Essential Question: How is a dance understood?
		<ul style="list-style-type: none"> a. Find meaning or artistic intent from the patterns of movement in a dance work. b. Describe, using basic dance terminology, the qualities and characteristics of style used in a dance from one’s own cultural movement practice. Compare them to the qualities and characteristics of style found in a different dance genre, style, or cultural movement practice, also using basic dance terminology.
Unit #2 Unit #3 Unit #4 Unit #5	DA:Re8.1.5	Component: Interpret
		Anchor Standard 8: Interpret intent and meaning in artistic work.
		Enduring Understanding: 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.
		Essential Question: How is dance interpreted?
		Interpret meaning in a dance based on its movements. Explain how the movements communicate the main idea of the dance using basic dance terminology.
Unit #3 Unit #4	DA:Re9.1.5	Component: Critique
		Anchor Standard 9: apply criteria to evaluate artistic work.
		Enduring Understanding: Criteria for evaluating dance vary across genres, styles, and cultures.
		Essential Question: What criteria are used to evaluate dance?
		Define the characteristics of dance that make a dance artistic and meaningful. Relate them to the elements of dance in genres, styles, or cultural movement practices. Use basic dance terminology to describe characteristics that make a dance artistic and meaningful.

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	Connecting	
Unit #1 Unit #2 Unit #5	DA:Cn10.1.5	Component: Synthesize
		Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.
		Enduring Understanding: As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning.
		Essential Question: How does dance deepen our understanding of ourselves, other knowledge, and events around us?
		<ul style="list-style-type: none"> a. Compare two dances with contrasting themes. Discuss feelings and ideas evoked by each. Describe how the themes and movements relate to point of view and experiences. b. Choose a topic, concept, or content from another discipline of study and research how other art forms have expressed the topic. Create a dance study that expresses the idea. Explain how the dance study expressed the idea and discuss how this learning process is similar to, or different from, other learning situations.
Unit #2 Unit #5	DA:Cn11.1.5	Component: Relate:
		Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
		Enduring Understanding: Dance literacy includes deep knowledge and perspectives about societal, cultural, historical and community contexts.
		Essential Question: How does knowing about societal, cultural, historical and community experiences expand dance literacy?
		Describe how the movement characteristics and qualities 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.

The NCAS Standards in Dance Resources include lessons, units, Model Cornerstone Assessments (MCAs), and curriculum maps as well as guidance documents to help you understand and implement the National Core Arts Standards for Dance. Contributors include members of the dance standards writing and leadership teams and participants in the OPDI courses Implementing the National Core Dance Standards for Dance and Developing Cornerstone Assessments for the New Dance Standards. The contributor's name and bio is provided at the end of each document. Contributors represent all NDEO sectors, teaching in K-12, Higher Education, Private Studio, and Community and Performing Arts organizations. This cross sector representation demonstrates that the standards provide essential content to all constituents.

Also available are video clips of student work generated through the elementary (Grades 2, 5, 8) and High School (levels proficient, accomplished, advanced) MCA pilot. These clips of individual tasks demonstrate At Standard student work.

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Educator Bio: Vicky Clark is Certified in Dance Education (CiDE) through the National Dance Education Organization. She was a ballet dancer in her younger years, but stopped dancing to raise a family. She reentered the world of dance in an effort to improve her own health as an aging adult. Vicky is currently attending Utah Valley University as a University Studies Major, with her emphasis on Modern Dance.

This program allows her to focus her learning on the fundamentals of movement, movement analysis. Her future goal is to develop effective aging programs for broad application as a wellness device for aging adults, like herself.