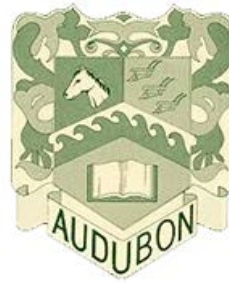


Audubon Public School District



Dance 6-8

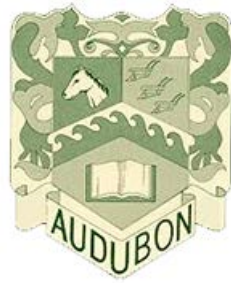
Curriculum Guide

Developed by:

August 19, 2020

Table of Contents

Cover Page	Page 1
Table of Contents	Page 2
Course Description	Page 3
Overview / Progressions	Page 4
Unit 1	Page 6
Unit 2	Page 9
Unit 3	Page 12
Unit 4	Page 14
Appendix A: Previous Curriculum Documents	Page 19



Course Description

Dance 6-8 Curriculum Guide

Overview / Progressions

Overview	Creating	Performing	Responding	Connecting
Unit 1 Developing Ideas	1.1.8.Cr1a 1.1.8.Cr1b 1.1.8.Cr2a 1.1.8.Cr2b 1.1.8.Cr3a 1.1.8.Cr3b			
Unit 2 Developing Technique		1.1.8.Pr4a 1.1.8.Pr4b 1.1.8.Pr4c 1.1.8.Pr5a 1.1.8.Pr5b 1.1.8.Pr5c 1.1.8.Pr5d 1.1.8.Pr5e 1.1.8.Pr6a 1.1.8.Pr6b 1.1.8.Pr6c 1.1.8.Pr6d		
Unit 3 Interpreting Art			1.1.8.Re7a 1.1.8.Re7b 1.1.8.Re8a 1.1.8.Re9a	

Unit 4 Connecting Art to Self				1.1.8.Cn10a 1.1.8.Cn10b 1.1.8.Cn11a
--	--	--	--	---

Subject: Dance	Grade: 6-8	Unit 1: Developing Ideas	8 weeks
Focus Standards: Performance Expectations		Critical Knowledge and Skills	
<ul style="list-style-type: none"> ● 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. ● 1.1.8.Cr1b: Explore various movement genres through the elements of dance. Identify and select personal preferences to create an original dance study. ● 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. ● 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. ● 1.1.8.Cr3a: Revise choreography collaboratively or independently based on artistic criteria, self reflection and the feedback of others. Explain movement choices and revisions and how they impact the artistic intent. ● 1.1.8.Cr3b: Record changes in a dance sequence through writing and/or drawing (e.g., directions, spatial pathways, relationships) using dance notations symbols, or forms of media technology. 		<ul style="list-style-type: none"> ● Explore movement ● Plan movements and steps ● Revise movements and steps 	
Formative Assessments		Summative Assessments	

<ul style="list-style-type: none"> ● Warm Up Activities ● Written and Oral Practice and Participation ● Pre-tests 	<ul style="list-style-type: none"> ● Assessments ● Projects ● Common Assessment
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● The Dancer Prepares 	<ul style="list-style-type: none"> ● Online Resources: Quizlet, Kahoot, Utex.com, Ven Connmigo online resources
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● ELA: Speaking and Listening connections ● Physical Education Connections 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression. ● The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers. ● Choreographers analyze, evaluate, refine, and document their work to communicate meaning. 	<ul style="list-style-type: none"> ● Where do choreographers get ideas for dances? ● What influences choice-making in creating choreography? ● How do choreographers use self-reflection, feedback from others and documentation to improve the quality of their work?

Differentiation & Real World Connections		
504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing

Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation 		<ul style="list-style-type: none"> ● Problem Solving ● Communication

<ul style="list-style-type: none"> ● Critical Thinking 	<ul style="list-style-type: none"> ● Collaboration
Integrating Technology	
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software
Career education	
<ul style="list-style-type: none"> ● Weekly Discussions: Careers in Dance ● Weekly Discussions: Careers in movies 	<ul style="list-style-type: none"> ● Weekly Discussions: Careers in TV ● Equity Discussions: People in Dance

Subject: Dance	Grade: 6-8	Unit 2: Developing Technique	8 weeks
Performance Expectations		Critical Knowledge and Skills	
<ul style="list-style-type: none"> ● 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. ● 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. ● 1.1.8.Pr4c: Perform planned and improvised movement sequences and dance combinations applying dynamic phrasing, energy, emotional intent, and characterization. ● 1.1.8.Pr5a: Examine how healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) and safe body-use 		<ul style="list-style-type: none"> ● Express ● Embody ● Execute ● Present 	

<p>practices are essential for the dancer.</p> <ul style="list-style-type: none"> ● 1.1.8.Pr5b: Examine how kinesthetic principles and various body systems (e.g., cardiovascular, respiratory, musculoskeletal) relate to the dancing body. ● 1.1.8.Pr5c: Demonstrate use of elongated spine and engage in release of tension from spine/shoulders. Demonstrate the placement and shifting of energy in the body. Use vertical, off-center and non vertical alignment. Maintain organization of the body while moving through space. ● 1.1.8.Pr5d: Explore movement that develops a wide range of motion, muscular flexibility, strength, and endurance. Explore different body conditioning techniques (e.g., yoga, weight training, aerobics, Pilates). ● 1.1.8.Pr5e: Transfer vocabulary and codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing. ● 1.1.8.Pr6a: Investigate visualization, motor imagery and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill. ● 1.1.8.Pr6b: Apply specific feedback in rehearsal to refine performance accuracy, consistency and expressiveness. Clarify the execution of complex patterns, sequences and formations. ● 1.1.8.Pr6c: Apply feedback to make changes to and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Accept notes from the choreographer, apply corrections and document performance process using dance and production terminology. Analyze and evaluate the success of a performance. ● 1.1.8.Pr6d: Differentiate technical and production elements and terminology to communicate with performers and backstage personnel to enhance the artistic intent of the dances. 	
Ancillary Standards	
1.1.8.Cr1a	1.1.8.Cr2b

1.1.8.Cr1b 1.1.8.Cr2a	1.1.8.Cr3a 1.1.8.Cr3b
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Warm Up Activities ● Written and Oral Practice and Participation ● Pre-tests 	<ul style="list-style-type: none"> ● Assessments ● Projects ● Common Assessment
Suggested Primary Resources	Suggested Supplemental Resources
The Dancer Prepares	<ul style="list-style-type: none"> ● Online Resources: Quizlet, Kahoot, Utex.com, Ven Connigo online resources
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● ELA: Speaking and Listening connections ● Physical Education Connections 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● Space, time and energy are basic elements of dance. ● The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions. ● Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression. 	<ul style="list-style-type: none"> ● How do dancers work with space, time and energy to communicate artistic expression? ● How is the body used as an instrument for technical and artistic expression? ● What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance?

Differentiation & Real World Connections

504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning

21st Century Skills	
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration
Integrating Technology	
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software
Career education	
<ul style="list-style-type: none"> ● Weekly Discussions: Careers in Dance ● Weekly Discussions: Careers in movies 	<ul style="list-style-type: none"> ● Weekly Discussions: Careers in TV ● Equity Discussions: People in Dance

Subject: Dance	Grade: 6-8	Unit 3: Interpreting	8 Weeks
Performance Expectations		Critical Knowledge and Skills	

<ul style="list-style-type: none"> ● 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. ● 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. ● 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. ● 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. 	<ul style="list-style-type: none"> ● Analyze ● Interpret ● Critique
Ancillary Standards	
1.1.8.Cr1a 1.1.8.Cr1b 1.1.8.Cr2a 1.1.8.Cr2b 1.1.8.Cr3a 1.1.8.Cr3b 1.1.8.Pr6b 1.1.8.Pr6c 1.1.8.Pr6d	1.1.8.Pr4a 1.1.8.Pr4b 1.1.8.Pr4c 1.1.8.Pr5a 1.1.8.Pr5b 1.1.8.Pr5c 1.1.8.Pr5d 1.1.8.Pr5e 1.1.8.Pr6a
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Warm Up Activities ● Written and Oral Practice and Participation ● Pre-tests 	<ul style="list-style-type: none"> ● Assessments ● Projects ● Common Assessment
Suggested Primary Resources	Suggested Supplemental Resources
The Dancer Prepares	<ul style="list-style-type: none"> ● Online Resources: Quizlet, Kahoot, Utex.com, Ven Connigo online resources

Cross-Curricular Connections	
<ul style="list-style-type: none"> ● ELA: Speaking and Listening connections ● Physical Education Connections 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● Dance is perceived and analyzed to comprehend its meaning. ● 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. ● Criteria for evaluating dance vary across genres, styles and cultures. 	<ul style="list-style-type: none"> ● How is a dance understood? ● How is dance interpreted? ● What criteria are used to evaluate dance?

Differentiation & Real World Connections		
504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals

IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers
At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology		

<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software
Career education	
<ul style="list-style-type: none"> ● Weekly Discussions: Careers in Dance ● Weekly Discussions: Careers in movies 	<ul style="list-style-type: none"> ● Weekly Discussions: Careers in TV ● Equity Discussions: People in Dance

Subject: Dance	Grade: 6-8	Unit 4: Connecting Art to Self	8 Weeks
Performance Expectations		Critical Knowledge and Skills	
<ul style="list-style-type: none"> ● 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. ● 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. ● 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. 		<ul style="list-style-type: none"> ● Synthesize ● Relate 	
Ancillary Standards			

1.1.8.Cr1a 1.1.8.Cr1b 1.1.8.Cr2a 1.1.8.Cr2b 1.1.8.Cr3a 1.1.8.Cr3b 1.1.8.Pr6b 1.1.8.Pr6c 1.1.8.Pr6d 1.1.8.Re8a	1.1.8.Pr4a 1.1.8.Pr4b 1.1.8.Pr4c 1.1.8.Pr5a 1.1.8.Pr5b 1.1.8.Pr5c 1.1.8.Pr5d 1.1.8.Pr5e 1.1.8.Pr6a 1.1.8.Re7a 1.1.8.Re7b 1.1.8.Re9a
Formative Assessments	Summative Assessments
<ul style="list-style-type: none"> ● Warm Up Activities ● Written and Oral Practice and Participation ● Pre-tests 	<ul style="list-style-type: none"> ● Assessments ● Projects ● Common Assessment
Suggested Primary Resources	Suggested Supplemental Resources
<ul style="list-style-type: none"> ● The Dancer Prepares 	<ul style="list-style-type: none"> ● Online Resources: Quizlet, Kahoot, Utext.com, Ven Connigo online resources
Cross-Curricular Connections	
<ul style="list-style-type: none"> ● ELA: Speaking and Listening connections ● Physical Education Connections 	
Enduring Understanding	Essential Questions
<ul style="list-style-type: none"> ● As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning. ● As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning. 	<ul style="list-style-type: none"> ● How does dance deepen our understanding of ourselves, other knowledge and events around us? ● How does knowing about societal, cultural, historical, and community experiences expand dance literacy?

Differentiation & Real World Connections

504	<ul style="list-style-type: none"> ● preferential seating ● extended time on tests and assignments ● reduced homework or classwork ● verbal, visual, or technology aids 	<ul style="list-style-type: none"> ● modified textbooks or audio-video materials ● behavior management support ● adjusted class schedules or grading ● verbal testing
Enrichment	<ul style="list-style-type: none"> ● Utilize collaborative media tools ● Provide differentiated feedback ● Opportunities for reflection ● Opportunities for self-evaluation 	<ul style="list-style-type: none"> ● Encourage student voice and input ● Model close reading ● Distinguish long term and short term goals
IEP	<ul style="list-style-type: none"> ● Utilize “skeleton notes” where some required information is already filled in for the student ● Provide access to a variety of tools for responses ● Provide opportunities to build familiarity and to practice with multiple media tools ● Graphic organizers 	<ul style="list-style-type: none"> ● Leveled text and activities that adapt as students build skills ● Provide multiple means of action and expression ● Consider learning styles and interests ● Provide differentiated mentors
ELLs	<ul style="list-style-type: none"> ● Pre-teach new vocabulary and meaning of symbols ● Embed glossaries or definitions ● Provide translations ● Connect new vocabulary to background knowledge 	<ul style="list-style-type: none"> ● Provide flash cards ● Incorporate as many learning senses as possible ● Portray structure, relationships, and associations through concept webs ● Graphic organizers

At-risk	<ul style="list-style-type: none"> ● Purposeful seating ● Counselor involvement ● Parent involvement 	<ul style="list-style-type: none"> ● Contracts ● Alternate assessments ● Hands-on learning
21st Century Skills		
<ul style="list-style-type: none"> ● Creativity ● Innovation ● Critical Thinking 	<ul style="list-style-type: none"> ● Problem Solving ● Communication ● Collaboration 	
Integrating Technology		
<ul style="list-style-type: none"> ● Chromebooks ● Internet research ● Online programs 	<ul style="list-style-type: none"> ● Virtual collaboration and projects ● Presentations using presentation hardware and software 	
Career education		
<ul style="list-style-type: none"> ● Weekly Discussions: Careers in Dance ● Weekly Discussions: Careers in movies 	<ul style="list-style-type: none"> ● Weekly Discussions: Careers in TV ● Equity Discussions: People in Dance 	