

Course: Art, Music, Physical Education		Grade: K-8	Time Frame: (Choose Month)
Unit of Study: Dance/Performance			
STAGE 1: Desired Results			
NJSLs		Indicator	
1.1 The Creative Process - Dance			
By the end of Grade 2:			
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.	
By the end of Grade 5:			
1.1.5.A.1		Analyze both formal and expressive aspects of time, shape, space, and energy, and differentiate basic choreographic structures in various dance works.	
1.1.5.A.2		Analyze the use of improvisation that fulfills the intent of and develops choreography in both its form and structure.	
1.1.5.A.3		Determine how accompaniment (such as sound, spoken text, or silence) can affect choreography and improvisation.	
1.1.5.A.4		Differentiate contrasting and complimentary shapes, shared weight centers, body parts, body patterning, balance, and range of motion in compositions and performances.	
By the end of Grade 8:			
1.1.8.A.1		Interpret the choreographic structures of contrast and transition, the process of reordering and chance, and the structures of AB, ABA, canon, call and response, and narrative.	
1.1.8.A.2		Analyze dance techniques and styles to discern the compositional use of the elements of dance and choreographic principles relating to dynamics, as well as to discern spatial relationships.	
1.1.8.A.3		Examine how dance compositions are influenced by various social themes and arts media (e.g., dance for camera, interactive, telematics).	

1.1.8.A.4	Integrate a variety of isolated and coordinated movements in dance compositions and performances, making use of all major muscle groups, proper body mechanics, body patterning, balance, and range of motion.	
NJSL - Technology		
NJSL - 21st Century Life and Career		
MEANING		
Enduring Understandings <i>Students will understand that...</i>	Essential Questions <i>Students will keep considering...</i>	
ACQUISITION		
Knowledge <i>Students will know...</i>	Skills <i>Students will be able to...</i>	
STAGE 2: Assessment Evidence		
Assessment and Performance Tasks: <i>Students will show they have achieved Stage 1 Goals by...</i>		
<i>Formative/Summative/Alternative</i>		

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STAGE 3: Learning Plan (Key Learning Events and Instruction)

Learning Activities (5-7 Exemplary Strategies to Teach Skills/Concepts)	Strategies for Diverse Learners (Tiers)
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Interdisciplinary Connections	Technology Integration	21st Century Life and Career	Resources
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Content Specific Vocabulary
