

# **Moonachie School District**

**2019-2020**

**DANCE CURRICULUM**

**Grades 6-8**

***New Jersey Student Learning Standards***



Middle School Dance			
Unit 1: Elements of Dance and Kinesthetic Movement			
Time Allotted: Approximately 2-3 Weeks			
New Jersey Student Learning Standards (NJSLS)			
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.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.		
1.3.8.A.1	Incorporate a broad range of dynamics and movement qualities in planned and improvised solo and group works by manipulating aspects of time, space, and energy.		
1.4.8.A.2	Identify works of dance, music, theatre, and visual art that are used for utilitarian and non-utilitarian purposes.		
1.4.8.A.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.		
1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.		
Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<ul style="list-style-type: none"> <li>- What social relationships and roles are implied by the facings, contact, and leader/follower relationships between partners?</li> <li>- In what ways do my muscles need to work to accomplish this movement?</li> <li>- How does social dancing affect my aerobic condition? Physical strength?</li> </ul>	<ul style="list-style-type: none"> <li>- Recognize the choreographic structures of contrast and transition, and the process of reordering or of chance in dance masterworks.</li> <li>- Analyze the manipulation of elements of dance used for choreographic intent in dance master works (e.g., changes in rhythm, proportion, spatial relationships, dynamics etc.).</li> <li>- Create and demonstrate a solo or group dance composition which blends variety in body patterns, range of motion, varied balances, variation in the</li> </ul>	<ul style="list-style-type: none"> <li>- Manipulate movement phrases with devices such as repetition, inversion, retrograde.</li> <li>- Explore structures such as Call and Response, Flocking.</li> <li>- Teach a movement phrase that includes strength, flexibility and endurance. Have the students alter the phrase by manipulating the tempo, accents, directions, levels and energy qualities.</li> <li>- Analyze how varying the use of force affects the way a movement feels, is perceived, and is interpreted.</li> </ul>	<ul style="list-style-type: none"> <li>- Maintain a dance portfolio over time (paper or digital) with journal reflections, research ideas, notation, videos, photographs, clippings about dance from magazines and newspapers, dance resources and performance “notes.”</li> <li>- Evaluate informal in-class performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics.</li> </ul>

	<p>elements of dance, and application of major muscle groups and proper body mechanics.</p> <ul style="list-style-type: none"> <li>- Manipulate the aspects of time, space and weight to communicate meaning in movement using combinations of effort actions, movement dynamics and qualities to communicate meaning in improvisation and choreographed solo or group works.</li> <li>- Verbally differentiate the purposes between utilitarian and non-utilitarian dance works.</li> <li>- Analyze and assess the form, function, craftsmanship and originality of two opposing dance works in the same dance style (e.g., <i>Bring in da Noise, Bring in da Funk</i> versus <i>42nd Street</i>).</li> <li>- Objectively assess observable criteria regarding content, form, technical proficiency and formal structures in various self and peer generated works of dance using rubrics and holistic scoring guides.</li> </ul>	<ul style="list-style-type: none"> <li>- Teach a complex locomotor and axial sequence. Have the students alter the sequence's breath and metric rhythms, spatial directions, shaping of the body and energy qualities.</li> <li>- Connect the locomotor and axial sequence to a story. See what sections of the movement sequence relate to different characters in the story. Discuss the connections.</li> <li>- Execute movement sequences in a variety of dance forms with accuracy.</li> <li>- Make spontaneous choices in a dance partnering with sensitivity to the partner.</li> <li>- Explain the technical demands of a style.</li> <li>- Learn vocabulary related to descriptive and technical dance terms.</li> <li>- Create a document to highlight dances studied.</li> </ul>	<p><a href="#">Sample Rubric 1</a>  <a href="#">Sample Rubric 2</a></p>
<p><b>Resources/Materials</b></p>	<ul style="list-style-type: none"> <li>- Choreographic Structure: <a href="http://www.artsalive.ca/en/dan/make/toolbox/formstructure.asp">http://www.artsalive.ca/en/dan/make/toolbox/formstructure.asp</a></li> <li>- Book: Dance Composition Basics- Capturing the Choreographer's Craft By Pamela Sofras</li> <li>- Application: 8 Counts - <a href="https://itunes.apple.com/us/app/8counts/id379903606?mt=8">https://itunes.apple.com/us/app/8counts/id379903606?mt=8</a></li> <li>- Video: <i>Bring in da Noise, Bring in da Funk</i>: <a href="https://www.youtube.com/watch?v=Dp_bM_c-BTO">https://www.youtube.com/watch?v=Dp_bM_c-BTO</a></li> <li>- Video: <i>42nd Street</i>: <a href="https://www.youtube.com/watch?v=R8Q7vcnU9nc">https://www.youtube.com/watch?v=R8Q7vcnU9nc</a></li> <li>- ArtsAlive Website: <a href="http://artsalive.ca/en/">http://artsalive.ca/en/</a></li> <li>- Great performances PBS: <a href="http://www.pbs.org/wnet/gperf/">http://www.pbs.org/wnet/gperf/</a></li> </ul>		

	<ul style="list-style-type: none"> <li>- Dance Styles: <a href="http://justdanceballroom.com/styles.asp">http://justdanceballroom.com/styles.asp</a></li> <li>- Contemporary Dance Vocabulary: <a href="https://www.contemporary-dance.org/dance-terms.html">https://www.contemporary-dance.org/dance-terms.html</a></li> <li>- <a href="#">Glossary of Terms</a></li> </ul>		
<b>Interdisciplinary Connections</b>	<p><u>Language Arts</u>  NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.  NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><u>Health &amp; Physical Education</u>  2.5.8.A.3 Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).  2.5.8.A.4 Detect, analyze, and correct errors and apply to refine movement skills.</p>		
<b>Career Ready Practices</b>	CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP12. Work productively in teams while using cultural global competence.		
<b>21st Century Life and Careers</b>	9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.		
<b>Technology Standards</b>	8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability		
<b>Modifications</b>			
<b>English Language Learners</b>	<b>Special Education</b>	<b>At-Risk</b>	<b>Gifted and Talented</b>
<ul style="list-style-type: none"> <li>● Vocalization</li> <li>● Modeling</li> <li>● Use Gestures</li> </ul>	<ul style="list-style-type: none"> <li>● Provide adequate space for movement</li> <li>● Play one song to match the quality of movement</li> <li>● Create a 4 count movement</li> <li>● Create a web of small movements in dance</li> <li>● Provide alternative movements/oral response choices.</li> </ul>	<ul style="list-style-type: none"> <li>● Enroll parents as dance advocates in the school.</li> <li>● Incorporate student choice in selection of songs.</li> <li>● Use a graphic organizer to categorize movements.</li> <li>● Repeat signal directions as needed.</li> </ul>	<ul style="list-style-type: none"> <li>● Create and lead the class in a warm up using balance, strength and flexibility</li> <li>● Compare and contrast small and large body movements and the parts of the body they engage</li> <li>● Develop an 8-count or longer routine focusing on one body part. Teach routine to peers.</li> </ul>

**Middle School Dance**

**Unit 2: History of the Arts and Culture**

**Time Allotted: Approximately 2-3 Weeks**

**New Jersey Student Learning Standards (NJSLS)**

1.2.8.A.1 Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies

1.2.8.A.2 Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

1.2.8.A.3 Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

1.4.8.A.1 Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art

1.4.8.A.3 Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.

1.4.8.A.4 Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs, or values.

1.4.8.B.3 Compare and contrast examples of archetypal subject matter in works of art from diverse cultural contexts and historical eras by writing critical essays.

<b>Essential Questions</b>	<b>Student Learning Objectives</b>	<b>Suggested Tasks/Activities</b>	<b>Evidence of Learning (Assessment)</b>
<ul style="list-style-type: none"> <li>- How do new social dances and variations on social dance steps arise?</li> <li>- What impact has dance had on culture and society throughout history?</li> <li>- What are the similarities and differences among dances of various cultures?</li> <li>- What role does dance play in the culture of a specific country or region?</li> <li>- What are dance styles and how are they categorized in genres?</li> </ul>	<ul style="list-style-type: none"> <li>- Analyze the impact of the advent of video technology and its influence on dance innovations (e.g., dance in movies; dance in music videos; dance on TV; dance in reality shows)</li> <li>- Compare and contrast the use of spatial patterning and relationships in past and contemporary dance works from world cultures (e.g., French Baroque verses Alwin Nikolais’s illusionary space).</li> </ul>	<ul style="list-style-type: none"> <li>- Learn social dances from various periods.</li> <li>- Compare and contrast traditional cultural dance styles shown by American or visiting dance companies.</li> <li>- Reflect upon the emotional response to a dance and use expressive language to report experiences.</li> <li>- Choose from a “grab bag of countries,” and research the dances of the country chosen.</li> <li>- Create a simple ritual or</li> </ul>	<ul style="list-style-type: none"> <li>- Maintain a dance portfolio over time (paper or digital) with journal reflections, research ideas, notation, videos, photographs, clippings about dance from magazines and newspapers, dance resources and performance “notes.”</li> <li>- Create PowerPoint presentations on choreographers who greatly impacted dance.</li> <li>- Evaluate written reflections on dance principles, including</li> </ul>

<ul style="list-style-type: none"> <li>- What are the technical demands of the various styles of dance?</li> <li>- How is dance language used to describe specific aesthetic differences and similarities between styles and artists.</li> <li>- How is music and style connected?</li> <li>- How are forms of dance influenced by time, place and people?</li> </ul>	<ul style="list-style-type: none"> <li>- Observe how social and cultural values, from past and contemporary choreographers (e.g., Ruth St. Denis- exoticism, Katherine Dunham-Afro-Caribbean dance heritage, Erik Hawkins-examination of native American culture, Bill T. Jones-contemporary African-American condition etc.), influenced the dynamics of their works.</li> <li>- Trace the social and political impact on the culture of the arts and as well as artists impact on culture in the 20th and 21st centuries (e.g., Jazz Dance; Musical Theatre; Tap Dance; Hip Hop; Ballroom Dance etc.).</li> <li>- Research and perform dances that illustrate similar and/or contrasting styles associated with technological advances, world dance styles, and the socio-political impact of artists on cultures</li> </ul>	<p>ceremonial dance by studying a particular culture then use the elements based on that culture to create the movement.</p> <ul style="list-style-type: none"> <li>- Learn and perform an authentic ceremonial or ritual dance (e.g. Hora Agadati from Israel, Tinikling from Philippines or Progressive Circle from USA).</li> <li>- Read about and view works of Contemporary Modern choreographers and identify influences from other dance genres</li> <li>- Research the influence of African-American, Latin/South American, and European on American social dances and social dance music.</li> <li>- Research the connections between two dance styles.</li> <li>- Compare and contrast dances by various American choreographers (e.g., Merce Cunningham’s Rainforest, Alvin Ailey’s To Bird With Love, José Limón’s The Moor’s Pavane).</li> <li>- Compare and contrast traditional cultural dance styles shown by American or visiting dance companies.</li> <li>- Make a “family tree” of a dance form, including major artists and dates of significant works.</li> </ul>	<p>reports and journal responses, using a student-created rubric.</p> <ul style="list-style-type: none"> <li>- Evaluate informal in-class performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics.</li> <li>- Additional Assessments may include: <ul style="list-style-type: none"> <li>- Analyzing primary source documents on the history of certain dances and the cultures of origin.</li> <li>- Conduct short research projects on the cultural origins of dance to support analysis, reflection, and research</li> <li>- Use technology to create a presentation on the impact of dance on specific groups of people and historical events.</li> </ul> </li> </ul>
<p><b>Resources/Materials</b></p>	<ul style="list-style-type: none"> <li>- Dance Texts: <a href="https://www.readworks.org/find-content#!q:Dance/g:/t:0/f:0/pt:/features/">https://www.readworks.org/find-content#!q:Dance/g:/t:0/f:0/pt:/features/</a></li> <li>- Dance Artifacts: <a href="https://digitalcollections.nypl.org/collections/dance-in-photographs-and-prints#/?tab=navigation">https://digitalcollections.nypl.org/collections/dance-in-photographs-and-prints#/?tab=navigation</a></li> <li>- The Evolution of Dance: <a href="https://www.ted.com/talks/the_lxd_in_the_internet_age_dance_evolves/up-next#t-408223">https://www.ted.com/talks/the_lxd_in_the_internet_age_dance_evolves/up-next#t-408223</a></li> </ul>		

	<ul style="list-style-type: none"> <li>- Article: What is Hip Hop? <a href="https://www.educationworld.com/a_lesson/what-is-hip-hop.shtml">https://www.educationworld.com/a_lesson/what-is-hip-hop.shtml</a></li> <li>- PBS Resources: <a href="https://nj.pbslearningmedia.org/search/?q=Dance&amp;selected_facets=">https://nj.pbslearningmedia.org/search/?q=Dance&amp;selected_facets=</a></li> <li>- Interpreting Mythology Through Dance: <a href="https://artsedge.kennedy-center.org/educators/lessons/grade-6-8/Interpreting_Mythology_Through_Dance">https://artsedge.kennedy-center.org/educators/lessons/grade-6-8/Interpreting_Mythology_Through_Dance</a></li> <li>- Video: How to Dance Through Time- The Elegance of Baroque <a href="https://www.youtube.com/watch?v=9wIU4PP1eUI">https://www.youtube.com/watch?v=9wIU4PP1eUI</a></li> <li>- <a href="#">Glossary of Terms</a></li> </ul>		
<b>Interdisciplinary Connections</b>	<p><u>Language Arts</u></p> <p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>		
<b>Career Ready Practices</b>	<p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p>		
<b>21st Century Life and Careers</b>	9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.		
<b>Technology Standards</b>	<p>8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.</p> <p>8.1.8.D.4 Assess the credibility and accuracy of digital content.</p>		
<b>Modifications</b>			
<b>English Language Learners</b>	<b>Special Education</b>	<b>At-Risk</b>	<b>Gifted and Talented</b>
<ul style="list-style-type: none"> <li>● Assign a native language partner.</li> <li>● Build background knowledge through discussions if material is culturally specific to the United States</li> </ul>	<ul style="list-style-type: none"> <li>● Use sentence/paragraph frames to assist with writing reports.</li> <li>● Leveled texts for analyzing primary and secondary sources</li> <li>● Create a world wall with cultural dance names/vocabulary.</li> <li>● Utilize graphic responses in journals.</li> <li>● Provide extended time for written responses and reports.</li> </ul>	<ul style="list-style-type: none"> <li>● Invite parents/guardians to participate in sharing cultural themes and dances.</li> <li>● Provide an outline for journal entries and study guides.</li> <li>● Provide extended time for written responses and reports.</li> </ul>	<ul style="list-style-type: none"> <li>● Create an original dance based on the cultural themes and dance elements of a particular style.</li> <li>● Incorporate multiple types of resources, including text, video, interviews, etc., into a report on a dancer or choreographer.</li> <li>● Write detailed reflections to live and/or video performances.</li> </ul>

--	--	--	--

Middle School Dance			
Unit 3: Choreography and Performance			
<b>Time Allotted: Approximately 2-3 Weeks</b>			
<b>New Jersey Student Learning Standards (NJSLS)</b>			
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).			
1.3.8.A.2 Choreograph and perform cohesive dance works that reflect social, historical, and/or political themes.			
1.3.8.A.3 Choreograph and perform movement sequences that demonstrate artistic application of anatomical and kinesthetic principles as well as rhythmic acuity.			
1.3.8.A.4 Use media arts and technology in the creation and performance of short, original choreographic compositions.			
1.4.8.A.5 Interpret symbolism and metaphors embedded in works of dance, music, theatre, and visual art			
1.4.8.A.6 Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.			
1.4.8.B.1 Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.			
Essential Questions	Student Learning Objectives	Suggested Tasks/Activities	Evidence of Learning (Assessment)
<ul style="list-style-type: none"> <li>- How do our individual styles affect a group performance?</li> <li>- How can I recognize this dance to enhance its expressiveness?</li> <li>- How can I use music more effectively to support my theme?</li> </ul>	<ul style="list-style-type: none"> <li>- Identify the use of arts media in dance master works.</li> <li>- Manipulate one single effort factor in each effort state combination including: Awake state (space-time), Rhythm State (weight-time), Dream State (weight-flow), Remote State</li> </ul>	<ul style="list-style-type: none"> <li>- Create a work with peers using original movement material devices to manipulate phrases, and a clear choreographic structure.</li> <li>- Take video footage of only classmates’ feet and legs as they are rehearsing a dance;</li> </ul>	<ul style="list-style-type: none"> <li>- Maintain a dance portfolio over time (paper or digital) with journal reflections, research ideas, notation, videos, photographs, clippings about dance from magazines and newspapers, dance resources and performance “notes.”</li> </ul>

	<p>(space-flow), Mobile State (flow-time), Stable State (space-weight) to communicate a meaning.</p> <ul style="list-style-type: none"> <li>- Develop and demonstrate strength, flexibility and coordination with application of anatomically sound body mechanics.</li> <li>- Analyze/interpret the role and use of technology and media arts to convey meaning in master dance works and create and perform a short solo or group dance composition utilizing technology and media arts (e.g., television, film, video, radio, and electronic media) as catalyst for, in support of, and/or fully integrated within the dance composition.</li> <li>- Interpret the characteristics of imagery and representation in various dance works and apply symbolism to a short original choreographic work.</li> <li>- Differentiate the elements of style and design of a traditional and non-traditional dance work and apply conventional and non-conventional elements of style to express new ideas in self-generated choreography.</li> <li>- Objectively assess observable criteria regarding content, form, technical proficiency and formal structures in various self and peer generated works of dance</li> </ul>	<p>repeat with only the upper body; use to revise performance.</p> <ul style="list-style-type: none"> <li>- With peers, create a video of students dancing to weave into a performance.</li> <li>- Interpret a dance in terms of content (narrative, themed or abstract) and context (theatrical, ritual or social).</li> <li>- Analyze a dance's content and social/cultural context.</li> <li>- Produce a performance with peers, taking various roles, and analyze the skills needed for such jobs.</li> </ul>	<ul style="list-style-type: none"> <li>- Evaluate informal in-class performances and video evidence of student performances using observation, discussions, drawings, video, and simple student-created rubrics.</li> </ul> <p><a href="#">Sample Rubric 1</a>  <a href="#">Sample Rubric 2</a></p>
--	---	---	---

	using rubrics and holistic scoring guides.		
<b>Resources/Materials</b>	<ul style="list-style-type: none"> <li>- Telling a Story Through Dance: <a href="http://www.sedl.org/afterschool/lessonplans/index.cgi?show_record=125">http://www.sedl.org/afterschool/lessonplans/index.cgi?show_record=125</a></li> <li>- Magisto - <a href="https://www.magisto.com/">https://www.magisto.com/</a></li> <li>- Playbook Dance - <a href="https://itunes.apple.com/us/app/playbook.dance/id572038933?mt=8">https://itunes.apple.com/us/app/playbook.dance/id572038933?mt=8</a></li> <li>- Hip Hop Dance Moves for Kids - <a href="https://www.howcast.com/guides/994-hip-hop-dance-moves-for-kids/">https://www.howcast.com/guides/994-hip-hop-dance-moves-for-kids/</a></li> <li>- Contemporary Dancing for Beginners - <a href="https://www.youtube.com/watch?v=KstgOWbM6vk">https://www.youtube.com/watch?v=KstgOWbM6vk</a></li> <li>- Indian Folk Dance: <a href="http://www.youtube.com/watch?v=-knKCPnRpR0">http://www.youtube.com/watch?v=-knKCPnRpR0</a></li> <li>- Latin Folk Dance: <a href="http://www.youtube.com/watch?v=qihYdSsLhXo">http://www.youtube.com/watch?v=qihYdSsLhXo</a></li> <li>- Russian Folk Dance: <a href="http://www.youtube.com/watch?v=niY0GZpQQSI">http://www.youtube.com/watch?v=niY0GZpQQSI</a></li> <li>- <a href="#">Glossary of Terms</a></li> </ul>		
<b>Interdisciplinary Connections</b>	<p><u>Language Arts</u>  NJLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.  NJLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><u>Health &amp; Physical Education</u>  2.5.8.A.3 Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, tempo, and musical style (creative, cultural, social, and fitness dance).  2.5.8.A.4 Detect, analyze, and correct errors and apply to refine movement skills.</p>		
<b>Career Ready Practices</b>	CRP2. Apply appropriate academic and technical skills. CRP4. Communicate clearly and effectively and with reason. CRP6. Demonstrate creativity and innovation. CRP12. Work productively in teams while using cultural global competence.		
<b>21st Century Life and Careers</b>	9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally.		
<b>Technology Standards</b>	8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.		
<b>Modifications</b>			
<b>English Language Learners</b>	<b>Special Education</b>	<b>At-Risk</b>	<b>Gifted and Talented</b>
<ul style="list-style-type: none"> <li>● Display labeled images of dance movements.</li> <li>● Use body movement to respond to theme / emotion in sound</li> <li>● Restate dance steps aloud before performance.</li> </ul>	<ul style="list-style-type: none"> <li>● Choose rhythm, tempo, or theme to focus on when dancing to a particular piece.</li> <li>● Create a 4-count movement phrase to share with peers.</li> <li>● Add a simple vocal or percussion phrase to music.</li> <li>● Work with a peer to develop a short choreography routine.</li> </ul>	<ul style="list-style-type: none"> <li>● Invite parents, neighbors, friends, the school principal and other community members to attend class performances.</li> <li>● Break choreography into smaller pieces.</li> <li>● Conference with teacher during the dance planning</li> </ul>	<ul style="list-style-type: none"> <li>● Compare and contrast choreography from two or more dance styles and present findings to peers.</li> <li>● Develop longer movement phrases individually and in collaboration with peers.</li> <li>● Create a movement pattern to respond to a spoken text with</li> </ul>

		process.	emphasis on symbolism and theme.
--	--	----------	----------------------------------