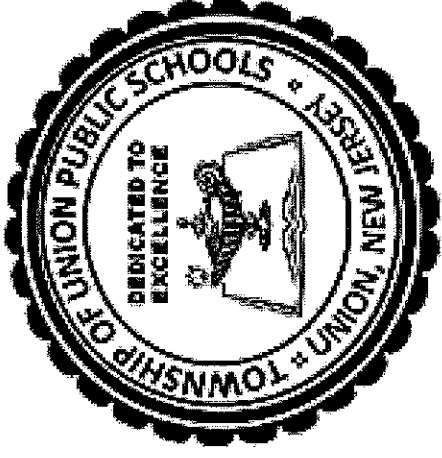


TOWNSHIP OF UNION PUBLIC SCHOOLS



K-5 Movement and Dance

August 20, 2019

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Course Description

Grades K-2

In the K-2 grade levels, students are introduced to creative movement activities, that include, ways to warm up the body, moving across the floor, creating movement material, and sharing group choreographic tasks. They are introduced to the following protocols for taking a dance/movement class: ability to self monitor, using and respecting personal and general space, when discussions are open or closed, working safely in the space, partnering with others, and organizing oneself spatially when dancing with others.

Grades 3-5

In the upper elementary school grades, students are introduced to the elements of dance through dance improvisation. Students are also introduced to the overall structure of a dance class concepts such as body and spatial awareness, proper alignment, rhythm, shift of weight and classroom etiquette.

Suggested Modifications/Accommodations/Extension Activities

English Language Learners (ELL)

When possible, provide links to specific samples/ documents/ assignments/etc.

- simplify language used in instruction
- repeat, reword, clarify
- utilize demonstration as a main instructional tool
- provide visual aids to enhance key concepts
- provide student with diagrams where applicable
- utilize resources in the student's first language when possible
- provide frequent checks for comprehension
- When providing direct instruction, utilize vocalization, modeling, and gestures

Special Education / 504

When possible, provide links to specific samples/ documents/ assignments/etc.

- create visual aids and diagrams
- create a picture dictionary of terminology
- provide alternative movement choices to kinesthetic movement tasks
- add vocal/percussive patterns to music to aid in rhythmic understanding
- check for understanding
- repeat, clarify directions
- redirect to task
- review and repetition
- encourage participation
- multiple modalities
- collaborative work
- allow breaks if needed
- be sensitive to fine gross motor skills
- establish non verbal cues
- coach/guide student

Gifted and Talented

When possible, provide links to specific samples/ documents/ assignments/etc.

- student centered curriculum
- student to student engagement and mentoring
- give student opportunity to design and/or lead class exercises

Course Connections	
NJSLS - Technology	21st Century Skills
<p>8.1.5.A.1 - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.</p> <p>8.1.5.A.2 - Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures</p>	<p>9.1.4.A.5 - Apply critical thinking and problem-solving skills in classroom and family settings</p> <p>9.1.4.B.1 - Participate in brainstorming sessions to seek information, ideas, and strategies that foster creative thinking</p> <p>9.1.4.C.1 - Practice collaborative skills in groups, and explain how these skills assist in completing tasks in different settings (at home, in school, and during play)</p> <p>9.2.4.A.1 - Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals</p>
Career Readiness Practices	Interdisciplinary Connections
<ul style="list-style-type: none"> - CRP1 Act as a responsible and contributing citizen and employee - CRP2 Apply appropriate academic and technical skills - CRP4 Communicate clearly and effectively and within reason - CRP6 Demonstrate creativity and innovation - CRP12 Work productively in teams while using cultural global competence 	<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>2.5.4.A.3 - Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles</p> <p>2.5.4.A.4 - Correct movement errors in response to feedback and explain how the change improves performance</p>

K-5 Curriculum Units/Pacing Guide

Unit # / Title	Number of Days
K-2 Creative Movement	2-3 weeks (presented as a cycle or spread throughout the year)
3-5 Introduction to Dance	2-3 weeks (presented as a cycle or spread throughout the year)

Unit Standards Overview		
Overview	Standards	Unit Skills Focus
Grades K-2, Creative Movement	1.1 The Creative Process - 1.1.2.A.2 - 1.1.2.A.3 - 1.1.2.A.4 1.3 Performance - 1.3.2.A.2 - 1.3.2.A.3 - 1.3.2.A.4	I. Class structure II. Warm-up routine III. Movement sentences IV. Locomotor and non-locomotor skills V. Guided Improvisation
https://sites.ucl.edu/class/		
Suggested Resources <i>Provide links to specific resources/activities</i>	Perceptual Motor Rhythm Games by Capone and Hallum; "Isolations" (with voice cues) Learning Basic Skills Through Music by Hap Palmer; "Let's Dance" Perceptual Motor Rhythm Games, by Capon & Hallum; "Move Like a Machine"	
Grades 3-5, Introduction to Dance	1.1 The Creative Process - 1.1.5.A.1 - 1.1.5.A.2 - 1.1.5.A.3 - 1.1.5.A.4	I. Class structure, etiquette, and procedure II. Types of dance styles III. Locomotor and non-locomotor movement

	<p>1.3 Performance</p> <ul style="list-style-type: none"> - 1.3.5.A.1 - 1.3.5.A.2 - 1.3.5.A.3 - 1.3.5.A.4 - 1.3.5.A.5 	<p>IV. Dynamics (Levels, Rhythm, Time), Body (Action words), Space, and Relationship</p> <p>V. Improvisational exercises</p>
<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<p>https://www.elementsofdance.org/ Elements of Dance Video: https://www.youtube.com/watch?v=UGuD9Geeb2k Dancemaker App: https://itunes.apple.com/us/app/dancemaker/id1180809091?mt=8 List of dance styles and descriptive words: http://www.dancesteps.com.au/styles/index.php Contemporary Dance Vocabulary: https://www.contemporary-dance.org/dance-terms.html Teaching Rhythm in Dance: Ideas and Exercises: https://www.tututix.com/teaching-rhythm-dance/ Heartbeat Dances: https://www.youtube.com/watch?v=x5oq4EiAmW0 The Skeleton Dance: https://www.youtube.com/watch?v=jpvuj5nv6U Contemporary Dancing for Beginners: https://www.youtube.com/watch?v=KstgOWbM6vk Hip Hop Dance Moves for Kids: https://www.howcast.com/guides/994-hip-hop-dance-moves-for-kids/</p>	

Grades K-2 Creative Movement			
Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<p>1.1.2.A.2 - Use improvisation to discover new movement to fulfill the intent of the choreography</p> <p>1.1.2.A.3 - Demonstrate the difference between pantomime, pedestrian movement, abstract gesture, and dance movement</p> <p>1.1.2.A.4 - Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and body patterning</p> <p>1.3.2.A.2 - Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway</p> <p>1.3.2.A.3 - Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills</p> <p>1.3.2.A.4 - Create and perform original movement sequences alone and with a partner using locomotor and non-locomotor movements at various levels in space</p>	<p>Student Learning Outcomes/Objectives (SLO):</p> <ul style="list-style-type: none"> - move safely within defined space alone and in personal and general space with others - demonstrate understanding of their body - demonstrate understanding of space through performing axial and locomotor movement at different levels (high vs. low) and sizes (large vs. small) - demonstrate understanding of space through creating and performing shapes at different sizes and levels - demonstrate movement varying in energy - demonstrate creating and performing in cooperative groups with safety - express basic emotional qualities - create their own original movement and perform stories - demonstrate a steady beat to music for a specific number of counts 	<p>Vocabulary:</p> <p>personal space, general space, locomotor movement (run, walk, leap, roll, jump, hop, skip, gallop, etc.), axial movement (turn, spin, curl, twist, curve, bend, stretch, reach, etc.), sound effects, mimic, senses, level, shape, time (fast, slow, freeze), tempo, energy, line, pathway, beat, gesture, posture, phrase, entrance, exit, choreography</p> <p>Activities</p> <ul style="list-style-type: none"> - Warm up routine - Animal Alphabet - Freeze dance - Movement sentences inspired by literature, history, science, nature, and other cross-curricular topics - Color dance - Movement obstacle course - Guided Improvisation using Laban Movement skills (space, time, dynamics, relationship) - Create a three or four part movement sequence <p>Essential Questions:</p> <ul style="list-style-type: none"> - How do I respond to dance and how does dance relate to me? - How does dance help me relate to others? - What is time and how do I use the element of time in my dancing? - What is shape and how do I use my body to create shape? - What does the element of energy mean in dance and how do I demonstrate heavy and light energy with my body? 	<p>https://sites.uci.edu/cjass/</p> <p>https://www.youtube.com/watch?v=ANKWrkGbbJHE&feature=youtu.be</p>

	<ul style="list-style-type: none"> - How do I use my knowledge of line and shape to create letters with my body? - How can I create meaning using words and movement? - How do I communicate feelings through body movements? - How do I communicate an idea through dance? 	
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K-2 Assessment Plan

<ul style="list-style-type: none"> - Observation - Self-evaluation questions - Worksheets and Checklists <ul style="list-style-type: none"> - Movement sequence - Demonstration of movement skills
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**Grades 3-5
Introduction to Dance**

Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples <i>When possible, provide links to specific samples/ documents/ assignments/etc.</i>
<p>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</p> <p>1.1.5.A.2 - Analyze the use of improvisation that fulfills the intent of and develops choreography in both its form and structure</p> <p>1.1.5.A.3 - Determine how accompaniment (such as sound, spoken text, or silence) can affect choreography and improvisation</p> <p>1.1.5.A.4 - Differentiate contrasting and complementary shapes, shared weight centers, body parts, body patterning, balance, and range of motion in compositions and performances</p> <p>1.3.5.A.1 - Perform planned and improvised sequences with a distinct beginning, middle, and end that manipulate time, space, and energy, and accurately transfer rhythmic patterns from the auditory to the kinesthetic</p> <p>1.3.5.A.2 - Use improvisation as a tool to create and perform movement sequences incorporating various spatial levels (i.e., low, middle, and high), tempos, and spatial pathways.</p>	<p>Student Learning Outcomes/Objectives (SLO):</p> <ul style="list-style-type: none"> - recognize and demonstrate locomotor and non-locomotor movements - develop controlled use of space when moving alone or in groups - respond in movement to even and uneven rhythms and distinguish and respond to the downbeat - use their body to create round, straight, angular, twisted, and three-dimensional shapes - contrast strong and light force in movement phrases - contrast bound and free-flowing movement - display appropriate physical response to improvisation games and guided improvisation exercises - exhibit control in balance - dance with weight shift, transition and flow - understand conditioning principles and select themes, then discuss, plan, and develop movement in collaboration with peers, in partners and in small groups 	<p>Vocabulary: locomotor movement, non-locomotor movement, time (rhythm, beat tempo), space (general and personal), shape (round, straight, angular, twisted, three-dimensional), effort (strong and light), flow (bound and free), improvisation, dynamics, balance, strength, flexibility, endurance, alignment</p> <p>Activities</p> <ul style="list-style-type: none"> - Warm up routine - Exercises and combinations that build strength, awareness, coordination, and control - improvisational games and exercises practice and discuss proper classroom procedures - identify basic dance elements - Observation activity - Where do you see dance? - Create an 8-count movement phrase - Play a variety of songs and match the quality of the music to the quality of the movement - Create a dance with peers - Improvise movements of the joints in the body - Compare and contrast works by choreographers <p>Essential Questions:</p> <ul style="list-style-type: none"> - What is locomotor and non-locomotor movement? - What are the elements of dance? - How do we apply improvisational dance techniques? - What are the routines and procedures of the dance classroom? 	<p>https://www.elementsofdance.org/</p> <p>https://www.youtube.com/watch?v=UGuD9Geeb2k</p> <p>https://www.youtube.com/watch?v=Jpvuqi5nv6U</p>

<p>1.3.5.A.3 - Create and perform dances alone and in small groups that communicate meaning on a variety of themes, using props or artwork as creative stimuli</p> <p>1.3.5.A.4 - Demonstrate developmentally appropriate kinesthetic awareness of basic anatomical principles, using flexibility, balance, strength, focus, concentration, and coordination</p>	<ul style="list-style-type: none"> - understand choreographic devices (repetition) and structures (theme and variation) 	<ul style="list-style-type: none"> - How do dancers make movement and spatial choices? - What are the impacts of movement quality and speed? 	
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3-5 Assessment Plan

	<ul style="list-style-type: none"> - Observation - Self-evaluation questions - Worksheets and Checklists - Demonstration of movement and dance skills - Demonstration of improvisational techniques 		
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