Floyd County Schools R's All About Kids

FLOYD COUNTY SCHOOLS' CURRICULUM RESOURCES

"Building a Better Future for Every Child - Every Day!" Summer 2014

| Subject Content: | Dance | | _Grade | 7 |
|-------------------------|-------|------------------------------|--------|---|
| | | Indicates the Curriculum Map | | |

Note: Based on program review, the performance unit needs to be started at the beginning of the year working toward a performance at the end of each semester. The units prior to that are taught in sequence but also need to be taught as needed based on the performance.

| Weeks 1 – 3 | Weeks 4 – 6 |
|--|--|
| Unit/Topic | Unit/Topic |
| Purposes of Dance | Elements of Dance |
| | |
| CORE CONTENT 4.1 | CORE CONTENT 4.1 |
| AH-07-3.2.1 | AH-07-1.2.1 |
| Students will identify or explain how dance fulfills a variety of | Students will analyze the use of elements in a variety of dances. |
| purposes. | |
| | DOK 3 |
| DOK 2 | |
| Purposes of dance: (different roles of dance) Ceremonial - dances created or performed for rituals or celebrations | Elements of dance: |
| (e.g., dances of Native Americans and West Africans to celebrate life | Space - direction (forward, backward, right, left, up, down, diagonal), pathway |
| events such as harvest, ritual dances associated with worship) | (straight, curved), levels (high, middle, low), shape (individual or group) |
| Recreational - dancing for entertainment, to support recreational | |
| activities (e.g., ballroom, line dancing, aerobic dance, dance as a hobby) | Focus - audience (where viewer's eye is drawn), dancer (single focus - |
| Artistic expression - dance created with the intent to express or | looking in the direction of movement, multi focus - changing head/eye |
| communicate emotion, feelings, ideas (e.g., ballet, tap dance, modern | focus during movements) |
| dance, dance created and performed in a concert and/or theatrical | Size - use of size in given space, or range of motion |
| setting for an audience) Common Core Standards | |
| A.AH-7-PCA-U: Enduring Knowledge – | Common Core Standards |
| Understandings Students understand that: | A.AH-7-SA-U: Enduring Knowledge – Understandings Students understand that: |
| AH-7-PCA-U-1: the arts fulfill a variety of purposes in society (e.g., to prese | AH-7-SA-U-1: the elements of music, dance and drama are intentionally applied in |
| nt issues and ideas, to entertain to teach ar narrounds, to design, plan | creating and performing. |
| issues and ideas, to entertain, to teach or persuade, to design, plan and beautify). | AH-7-SA-U-3: responding to or critiquing works of art involves an understanding of |
| AH-7-PCA-U-2: the arts have value and significance for daily life. They | elements, principles, and structures appropriate to each area |

provide personal fulfillment, whether in career settings, avocational pursuits, or leisure.

AH-7-PCA-U-3: the arts provide forms of nonverbal communication that can

strengthen the presentation of ideas and emotions.

C.AH-7-PCA-S-Da: Skills and Concepts – Dance Students will:

AH-7-PCA-S-Da1: compare and explain purposes for which dance is creat ed

(ceremonial, recreational, artistic expression)

AH-7-PCA-S-Da2: create new, observe, choose and perform dance to fulfill

variety of specific purposes

of the arts.

AH-7-SA-U-4: Existing and emerging technologies can inspire new applications of structural components.

C.AH-7-SA-S-Da: Skills and Concepts – Dance Students will:

AH-7-SA-S-Da1: use appropriate terminology to identify and analyze the use of elements in a variety of dance (space, time, force)

AH-7-SA-S-Da2: observe, describe and demonstrate choreographic forms in dance AH-7-SA-S-Da3: apply elements of dance and principles of movement (e.g., balance, initiation of movement, weight shift) when observing,

creating and performing patterns of movement independently and with others AH-7-SA-S-Da4: identify and describe themes and styles (including characteristics of styles) of dance

| | CURRICULUM | | CURRICULUM | | | |
|--|--|--|--|--|--|--|
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | |
| Sub-Topics | Sub-Topics | Sub-Topics | Sub-Topics | Sub-Topics | Sub-Topics | |
| Artistic | Ceremonial | Recreational | Space | Space | Space | |
| I CAN STATEMENTS: I can explain why a dance can fulfill a variety of purposes. | I CAN STATEMENTS: I can explain why a dance can fulfill a variety of purposes. | I CAN STATEMENTS: I can explain why a dance can fulfill a variety of purposes. | I CAN STATEMENTS: I can demonstrate directions in dance (forward, backward, right, left, up, down, diagonal). I can demonstrate pathways in dance (straight and curved). | I CAN STATEMENTS: I can demonstrate levels in dance (high, middle, low). I can demonstrate shape in dance (individual or group). | I CAN STATEMENTS: I can demonstrate focus in dance (audience, dancer or multi focus). I can demonstrate size in dance (in space or range of motion). | |
| Critical Vocabulary | Critical Vocabulary | Critical Vocabulary | Critical Vocabulary | Critical Vocabulary | Critical Vocabulary | |
| Artistic | Artistic | Artistic | Space | Space | Space | |
| Ceremonial | Ceremonial | Ceremonial | Personal Space | Personal Space | Personal Space | |
| Recreational | Recreational | Recreational | General Space | General Space | General Space | |
| | | | Focus | Focus | Focus | |
| | | | Single focus | Single focus | Single focus | |
| | | | Multi- focus | Multi- focus | Multi- focus | |

| | | | Size | Size | Size |
|---|---|---|--|--|--|
| | | | Direction | Direction | Direction |
| | | | Pathway | Pathway | Pathway |
| | | | Shape | Shape | Shape |
| | | | level | level | level |
| Suggested Strategies/Activities Watch a variety of | Suggested Strategies/Activities Watch a variety of | Suggested Strategies/Activities Watch a variety of | Suggested Strategies/Activities Watch a variety of | Suggested Strategies/Activities Watch a variety of | Suggested Strategies/Activities Watch a variety of |
| dances. | dances. | dances. | dances. | dances. | dances. |
| uances. | dances. | uances. | Discuss, demonstrate, | Discuss, demonstrate, | Discuss, demonstrate, |
| | | | and Practice Directions | and Practice Levels of | and Practice Focus and |
| | | | and Practice Directions | Dance and Shape | Size in Dance |
| | | | | 2 amos ama oma po | |
| Balanced Assessment: | Balanced Assessment: | Balanced Assessment: | Balanced Assessment: | Balanced Assessment: | Balanced Assessment: |
| Formative | Formative | Formative | Formative | Formative | Formative |
| | | | | | |
| School specific performance (SBDM, PTO, PTA, BOE, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and observers. | School specific performance (SBDM, PTO, PTA, BOE, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and observers. | School specific performance (SBDM, PTO, PTA, BOE, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and observers. | School specific performance (SBDM, PTO, PTA, BOE, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and observers. | School specific performance (SBDM, PTO, PTA, BOE, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and observers. | School specific performance (SBDM, PTO, PTA, BOE, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and observers. |
| Summative | Summative | Summative | Summative | Summative | Summative |
| Performance Based | Performance Based | Performance Based | Performance Based | Performance Based | Performance Based |
| (Student demonstrates | (Student demonstrates | (Student demonstrates | (Student demonstrates | (Student demonstrates | (Student demonstrates |
| specific skills) | specific skills) | specific skills) | specific skills) | specific skills) | specific skills) |
| | | | | | |
| Written/aural – | Written/aural – | Written/aural – | Written/aural – multiple | Written/aural – multiple | Written/aural – multiple |
| multiple choice, | multiple choice, | multiple choice, | choice, constructed | choice, constructed | choice, constructed |
| constructed response, | constructed response, | constructed response, | response, open response | response, open response | response, open response |
| open response | open response | open response | | | |
| | | | Common (PLC Teams will | Common (PLC Teams will | Common (PLC Teams will |
| Common (PLC Teams | Common (PLC Teams | Common (PLC Teams | design the common | design the common | design the common |
| will design the | will design the | will design the | assessments, i.e., grade | assessments, i.e., grade | assessments, i.e., grade |

| common assessments, | common assessments, | common assessments, | level, and/or depts) | level, and/or depts) | level, and/or depts) |
|---------------------------|---------------------------|---------------------------|---------------------------------|---------------------------------|---------------------------------|
| i.e., grade level, | i.e., grade level, | i.e., grade level, | | | |
| and/or depts) | and/or depts) | and/or depts) | | | |
| Resources Needed | Resources Needed | Resources Needed | Resources Needed | Resources Needed | Resources Needed |
| World of Fun Dance | World of Fun Dance | World of Fun Dance | World of Fun Dance Series | World of Fun Dance Series | World of Fun Dance Series |
| Series | Series | Series | Folk Dance Video | Folk Dance Video | Folk Dance Video |
| Folk Dance Video | Folk Dance Video | Folk Dance Video | KET Toolkit | KET Toolkit | KET Toolkit |
| KET Toolkit | KET Toolkit | KET Toolkit | http://www.ket.org/artst | http://www.ket.org/artst | http://www.ket.org/artst |
| http://www.ket.org/ar | http://www.ket.org/ar | http://www.ket.org/ar | oolkit/dance/ | oolkit/dance/ | oolkit/dance/ |
| tstoolkit/dance/ | tstoolkit/dance/ | tstoolkit/dance/ | Eva Media Middle School | Eva Media Middle School | Eva Media Middle School |
| Eva Media Middle | Eva Media Middle | Eva Media Middle | Humanities Books | Humanities Books | Humanities Books |
| School Humanities | School Humanities | School Humanities | http://www.ket.org/d | http://www.ket.org/d | http://www.ket.org/danc |
| Books | Books | Books | ancesense/ | ancesense/ | esense/ |
| http://www.ket.org/da | http://www.ket.org/da | http://www.ket.org/da | | | |
| ncesense/ | ncesense/ | ncesense/ | | | |
| Higher Order Questions | Higher Order Questions | Higher Order Questions | Higher Order Questions | Higher Order Questions | Higher Order Questions |
| | | | | | |
| Compare/contrast the live | Compare/contrast the live | Compare/contrast the live | Analyze the dance we have | Analyze the dance we have | Analyze the dance we have |
| performance to the | performance to the | performance to the | been doing in class, explaining | been doing in class, explaining | been doing in class, explaining |
| exemplar performance | exemplar performance | exemplar performance | how two elements of dance are | how two elements of dance are | how two elements of dance are |
| example observed in the | example observed in the | example observed in the | utilized. | utilized. | utilized. |
| classroom setting. | classroom setting. | classroom setting. | | | |

| Weeks 7-9 | Weeks 10-12 | | |
|---|--|--|--|
| Unit/Topic | Unit/Topic | | |
| Elements of Dance | Elements of Dance | | |
| | | | |
| CORE CONTENT 4.1 | CORE CONTENT 4.1 | | |
| AH-07-1.2.1 | AH-07-1.2.1 | | |
| Students will analyze the use of elements in a variety of dances. | Students will analyze the use of elements in a variety of dances. | | |
| DOK 3 Elements of dance: | DOK 3 Elements of dance: | | |
| Time (Tempo) - accent, rhythmic pattern, duration | Force - heavy/light, sharp/smooth, tension/relaxation, bound/flowing | | |
| Common Core Standards | Common Core Standards | | |
| A.AH-7-SA-U: Enduring Knowledge – | A.AH-7-SA-U: Enduring Knowledge – Understandings Students understand that: | | |
| Understandings Students understand that: | AH-7-SA-U-1: the elements of music, dance and drama are intentionally applied in | | |
| AH-7-SA-U-1: the elements of music, dance and drama are intentionally | creating and performing. | | |
| applied in creating and performing. | AH-7-SA-U-3: responding to or critiquing works of art involves an understanding of | | |
| AH-7-SA-U-3: responding to or critiquing works of art involves an | elements, principles, and structures appropriate to each area | | |
| understanding of elements, principles, and structures appropriate to each | of the arts. | | |
| area of the arts. | AH-7-SA-U-4: Existing and emerging technologies can inspire new applications of | | |
| AH-7-SA-U-4: Existing and emerging technologies can inspire new | structural components. | | |
| applications of structural components. | C.AH-7-SA-S-Da: Skills and Concepts – Dance Students will: | | |
| C.AH-7-SA-S-Da: Skills and Concepts – Dance Students will: | AH-7-SA-S-Da1: use appropriate terminology to identify and analyze the use of | | |
| AH-7-SA-S-Da1: use appropriate terminology to identify and analyze the | elements in a variety of dance (space, time, force) | | |
| use of elements in a variety of dance (space, time, force) | AH-7-SA-S-Da2: observe, describe and demonstrate choreographic forms in dance | | |
| AH-7-SA-S-Da2: observe, describe and demonstrate choreographic forms | AH-7-SA-S-Da3: apply elements of dance and principles of movement (e.g., balance, | | |
| in dance | initiation of movement, weight shift) when observing, | | |
| AH-7-SA-S-Da3: apply elements of dance and principles of movement | creating and performing patterns of movement independently and with others | | |
| (e.g., balance, initiation of movement, weight shift) when observing, | AH-7-SA-S-Da4: identify and describe themes and styles (including characteristics of | | |
| creating and performing patterns of movement independently and with | | | |

| others | | | styles) of dance | | |
|----------------------------|-------------------------|------------------------|---------------------------|---------------------------|---------------------------|
| AH-7-SA-S-Da4: identify | and describe themes and | styles (including | | | |
| characteristics of styles) | of dance | | | | |
| | CURRICULUM | | CURRICULUM | | |
| Week 7 | Week 8 | Week 9 | Week 10 | Week 11 | Week 12 |
| Identify | Identify | Identify | Identify | Identify | Identify |
| Sub-Topics | Sub-Topics | Sub-Topics | Sub-Topics | Sub-Topics | Sub-Topics |
| Time | Time | Time | Force | Force | Force |
| I CAN | I CAN | I CAN | I CAN STATEMENTS: | I CAN | I CAN STATEMENTS: |
| STATEMENTS: | STATEMENTS: | STATEMENTS: | I can demonstrate | STATEMENTS: | I can demonstrate |
| I can demonstrate | I can demonstrate | I can demonstrate | opposing characteristics | I can demonstrate | opposing characteristics |
| accents in dance. | rhythmic patterns in | durations of | of force (heavy/light, | opposing characteristics | of force (heavy/light, |
| | dance. | movements in dance. | sharp/smooth, | of force (heavy/light, | sharp/smooth, |
| | | | tension/relaxation, | sharp/smooth, | tension/relaxation, |
| | | | bound/flowing). | tension/relaxation, | bound/flowing). |
| | | | | bound/flowing). | |
| Critical Vocabulary | Critical Vocabulary | Critical Vocabulary | Critical Vocabulary | Critical Vocabulary | Critical Vocabulary |
| Time | Time | Time | Force | Force | Force |
| Accent | Accent | Accent | Heavy/light | Heavy/light | Heavy/light |
| Rhythmic pattern | Rhythmic pattern | Rhythmic pattern | Sharp/smooth | Sharp/smooth | Sharp/smooth |
| Duration | Duration | Duration | Tension/relaxation | Tension/relaxation | Tension/relaxation |
| | | | Bound/flowing | Bound/flowing | Bound/flowing |
| Suggested | Suggested | Suggested | Suggested | Suggested | Suggested |
| Strategies/Activities | Strategies/Activities | Strategies/Activities | Strategies/Activities | Strategies/Activities | Strategies/Activities |
| Watch a variety of | Watch a variety of | Watch a variety of | Watch a variety of | Watch a variety of | Watch a variety of |
| dances. | dances. | dances. | dances. | dances. | dances. |
| Discuss, demonstrate | Discuss, demonstrate | Discuss, demonstrate | Discuss, demonstrate and | Discuss, demonstrate and | Discuss, demonstrate and |
| and practice accents. | and practice rhythmic | and practice durations | practice opposing | practice opposing | practice opposing |
| | patterns. | of movements. | characteristics of force. | characteristics of force. | characteristics of force. |
| Balanced Assessment: | Balanced Assessment: | Balanced Assessment: | Balanced Assessment: | Balanced Assessment: | Balanced Assessment: |

| Formative | Formative | Formative | Formative | Formative | Formative |
|---|---|---|--|--|--|
| Veteran's Day program – Preparation for the performance would be formative with a written/oral critique by performers and observers. | Veteran's Day program – Preparation for the performance would be formative with a written/oral critique by performers and observers. | Veteran's Day program – Preparation for the performance would be formative with a written/oral critique by performers and observers. | Veteran's Day program – Preparation for the performance would be formative with a written/oral critique by performers and observers. | Veteran's Day program – Preparation for the performance would be formative with a written/oral critique by performers and observers. | Veteran's Day program – Preparation for the performance would be formative with a written/oral critique by performers and observers. |
| Summative | Summative | Summative | Summative | Summative | Summative |
| School specific performance (SBDM, PTO, PTA, BOE, etc.) – Performance would be summative with a written/oral critique by performers and observers. | School specific performance (SBDM, PTO, PTA, BOE, etc.) – Performance would be summative with a written/oral critique by performers and observers. | School specific performance (SBDM, PTO, PTA, BOE, etc.) – Performance would be summative with a written/oral critique by performers and observers. | School specific performance (SBDM, PTO, PTA, BOE, etc.) — Performance would be summative with a written/oral critique by performers and observers. | School specific performance (SBDM, PTO, PTA, BOE, etc.) — Performance would be summative with a written/oral critique by performers and observers. | School specific performance (SBDM, PTO, PTA, BOE, etc.) — Performance would be summative with a written/oral critique by performers and observers. |
| Common (PLC Teams | Common (PLC Teams | Common (PLC Teams | Common (PLC Teams will | Common (PLC Teams will | Common (PLC Teams will |
| will design the | will design the | will design the | design the common | design the common | design the common |
| common assessments, | common assessments, | common assessments, | assessments, i.e., grade | assessments, i.e., grade | assessments, i.e., grade |
| i.e., grade level, and/or depts) | i.e., grade level, and/or depts) | i.e., grade level, and/or depts) | level, and/or depts) | level, and/or depts) | level, and/or depts) |
| Resources Needed | Resources Needed | Resources Needed | Resources Needed | Resources Needed | Resources Needed |
| World of Fun Dance | World of Fun Dance | World of Fun Dance | World of Fun Dance Series | World of Fun Dance Series | World of Fun Dance Series |
| Series | Series | Series | Folk Dance Video | Folk Dance Video | Folk Dance Video |
| Folk Dance Video | Folk Dance Video | Folk Dance Video | KET Toolkit | KET Toolkit | KET Toolkit |
| KET Toolkit | KET Toolkit | KET Toolkit | http://www.ket.org/artst | http://www.ket.org/artst | http://www.ket.org/artst |
| http://www.ket.org/ar | http://www.ket.org/ar | http://www.ket.org/ar | oolkit/dance/ | oolkit/dance/ | oolkit/dance/ |
| tstoolkit/dance/ | tstoolkit/dance/ | tstoolkit/dance/ | Eva Media Middle School | Eva Media Middle School | Eva Media Middle School |
| Eva Media Middle | Eva Media Middle | Eva Media Middle | Humanities Books | Humanities Books | Humanities Books |
| School Humanities | School Humanities | School Humanities | http://www.ket.org/danc | http://www.ket.org/danc | http://www.ket.org/danc |
| Books | Books | Books | esense/ | esense/ | esense/ |
| http://www.ket.org/da | http://www.ket.org/da | http://www.ket.org/da | | | |
| ncesense/ | ncesense/ | ncesense/ | | | |
| Higher Order Questions | Higher Order Questions | Higher Order Questions | Higher Order Questions | Higher Order Questions | Higher Order Questions |
| Analyze the dance we have | Analyze the dance we have | Analyze the dance we have | Analyze the dance we have | Analyze the dance we have | Analyze the dance we have |
| been doing in class, | been doing in class, | been doing in class, | been doing in class, explaining | been doing in class, explaining | been doing in class, explaining |

| explaining how two | explaining how two | explaining how two | how two elements of dance are | how two elements of dance are | how two elements of dance are |
|-----------------------|-----------------------|-----------------------|-------------------------------|-------------------------------|-------------------------------|
| elements of dance are | elements of dance are | elements of dance are | utilized. | utilized. | utilized. |
| utilized. | utilized. | utilized. | | | |

| Weeks 16-18 |
|--|
| Unit/Topic |
| Performance Event |
| |
| CORE CONTENT 4.1 |
| AH-07-4.2.1 |
| Students will create an individual or a group dance with 2-3 other people using |
| dance elements (space, time and force) that incorporates one of the following compositional forms: AB, ABA, call and response or narrative. |
| Compositional forms. AB, ABA, call and response of harrative. |
| AH-07-4.2.2 |
| Students will create an improvisational dance with complex movements |
| (beginning, middle and end). |
| Common Core Standards |
| A.AH-7-PA-U: Enduring Knowledge – Understandings Students understand that: |
| AH-7-PA-U-1: there are three distinct processes for involvement in the arts; creating |
| new artworks, performing works previously created and |
| responding to artworks and performances. AH-7-PA-U-2: full understanding and appreciation of the arts requires some degree of |
| involvement in all three processes. |
| AH-7-PA-U-3: openness, respect for work and an understanding of how artists apply |
| elements and principles of design in creating and performing |
| are personal attitudes and skills that enhance enjoyment of the observer. |
| AH-7-PA-U-4: existing and emerging technologies can extend the reach of the art form to audiences. |
| C.AH-7-PA-S-Da: Skills and Concepts – Dance Students will: |
| · |
| performing dance (using the elements of dance: space, |
| time and force) in a variety of compositional forms (AB, ABA, call and response, or |
| narrative) AH-7-PA-S-Da2: create an improvisational dance with complex movements (beginning, |
| middle and end) |
| AH-7-PA-S-Da3: use knowledge of dance elements to create and perform dance in an |
| expressive manner |
| AH-7-PA-S-Da4: use knowledge of the elements of dance and dance terminology to describe and critique their own performances and the performances of others |
| AH-7-PA-S-Da5: identify and apply criteria for evaluating dance (e.g., skill of |
| 3 |

| stics of styles) of dance | | | performers, originality, emot AH-7-PA-S-Da6: demonstrate context and style of dance be with peers in a supportive ar | eing performed; discuss opini nd constructive way | serving the particular |
|--|--|--|--|--|--|
| | CURRICULUM | | | CURRICULUM | |
| Week 13 | Week 14 | Week 15 | Week 16 | Week 17 | Week 18 |
| Identify | Identify | Identify | Identify | Identify | Identify |
| Sub-Topics | Sub-Topics | Sub-Topics | Sub-Topics | Sub-Topics | Sub-Topics |
| АВ | Narrative | Call & Response | Individual dance | Group dance | Improvisational dance |
| ABA | | | | | |
| I CAN STATEMENTS: I can classify a variety of dance into appropriate forms (AB, ABA, narrative and call & response). | I CAN STATEMENTS: I can classify a variety of dance into appropriate forms (AB, ABA, narrative and call & response). | I CAN STATEMENTS: I can classify a variety of dance into appropriate forms (AB, ABA, narrative and call & response). | I CAN STATEMENTS: I can choreograph a dance using appropriate elements of dance. I can perform a dance using appropriate elements of dance. I can critique the performance of a dance using appropriate elements of dance. | I CAN STATEMENTS: I can choreograph a dance using appropriate elements of dance. I can perform a dance using appropriate elements of dance. I can critique the performance of a dance using appropriate elements of dance. | I CAN STATEMENTS: I can choreograph a dance using appropriate elements of dance. I can perform a dance using appropriate elements of dance. I can critique the performance of a dance using appropriate elements of dance. |
| Critical Vocabulary | Critical Vocabulary | Critical Vocabulary | Critical Vocabulary | Critical Vocabulary | Critical Vocabulary |
| АВ | АВ | АВ | Choreography | Choreography | Choreography |
| ABA | ABA | ABA | Improvisation | Improvisation | Improvisation |
| Narrative | Narrative | Narrative | Critique | Critique | Critique |
| Call & Response | Call & Response | Call & Response | | | |
| Choreography | Choreography | Choreography | | | |
| Strategies/Activities | Strategies/Activities | Strategies/Activities | Strategies/Activities | Strategies/Activities | Strategies/Activities |
| Watch dance videos | Watch dance videos | Choreograph dances that | Choreograph and | Choreograph and | Choreograph and |

| and identify the forms | and identify the forms | demonstrate the | perform an individual | perform a group dance | perform an improvised |
|--|--|--|--|--|--|
| (AB, ABA, Narrative | (AB, ABA, Narrative | following forms (AB, ABA, | dance using appropriate | using appropriate | dance using appropriate |
| and Call & Response). | and Call & Response). | Narrative, and Call & | elements of dance. | elements of dance. | elements of dance. |
| | | Response). | Critique an individual | Critique a group dance | Critique an improvised |
| | | | dance using appropriate | using appropriate | dance using appropriate |
| | | | elements of dance. | elements of dance. | elements of dance. |
| | | | | | |
| Balanced Assessment: | Balanced Assessment: | Balanced Assessment: | Balanced Assessment: | Balanced Assessment: | Balanced Assessment: |
| Formative | Formative | Formative | Formative | Formative | Formative |
| | | | | | |
| Christmas program – | Christmas program – | Christmas program – | Juried events (KMEA Solo & | Juried events (KMEA Solo & | Juried events (KMEA Solo & |
| Preparation for the performance would be | Preparation for the performance would be | Preparation for the performance would be | ensemble, all county art, etc.) – Preparation for the | ensemble, all county art, etc.) – Preparation for the | ensemble, all county art, etc.) – Preparation for the |
| formative with a | formative with a | formative with a written/oral | performance would be | performance would be | performance would be |
| written/oral critique by | written/oral critique by | critique by performers and | formative with a written/oral | formative with a | formative with a written/oral |
| performers and observers. | performers and observers. | observers. | critique by performers and | written/oral critique by | critique by performers and |
| | | | observers. | performers and observers. | observers. |
| Summative | Summative | Summative | | | |
| Veteran's Day program – | Veteran's Day program – | Veteran's Day program – | Summative | Summative | Summative |
| Performance would be | Performance would be | Performance would be | | | |
| summative with a | summative with a | summative with a written/oral | Christmas program – | Christmas program – | Christmas program – |
| written/oral critique by | written/oral critique by | critique by performers and | Performance would be | Performance would be | Performance would be |
| performers and observers. | performers and observers. | observers. | summative with a written/oral critique by performers and | summative with a written/oral critique by | summative with a written/oral critique by |
| | | | observers. | performers and observers. | performers and observers. |
| Common (PLC Teams | Common (PLC Teams | Common (PLC Teams will | | • | ' |
| will design the | will design the | design the common | Common (PLC Teams | Common (PLC Teams | Common (PLC Teams |
| common assessments, | common assessments, | assessments, i.e., grade | will design the common | will design the | will design the common |
| i.e., grade level, | i.e., grade level, | level, and/or depts) | assessments, i.e., grade | common assessments, | assessments, i.e., grade |
| and/or depts) | and/or depts) | - | level, and/or depts) | i.e., grade level, | level, and/or depts) |
| | | | | and/or depts) | |
| Resources Needed | Resources Needed | Resources Needed | Resources Needed | Resources Needed | Resources Needed |
| World of Fun Dance | World of Fun Dance | World of Fun Dance Series | World of Fun Dance | World of Fun Dance | World of Fun Dance |
| Series | Series | Folk Dance Video | Series | Series | Series |
| Folk Dance Video | Folk Dance Video | KET Toolkit | Folk Dance Video | Folk Dance Video | Folk Dance Video |
| KET Toolkit | KET Toolkit | http://www.ket.org/artst | KET Toolkit | KET Toolkit | KET Toolkit |
| http://www.ket.org/art | http://www.ket.org/art | oolkit/dance/ | http://www.ket.org/arts | http://www.ket.org/art | http://www.ket.org/arts |
| stoolkit/dance/ | stoolkit/dance/ | Eva Media Middle School | toolkit/dance/ | stoolkit/dance/ | toolkit/dance/ |
| Eva Media Middle | Eva Media Middle | Humanities Books | Eva Media Middle School | Eva Media Middle | Eva Media Middle |

| School Humanities | School Humanities | http://www.ket.org/danc | Humanities Books | School Humanities | School Humanities |
|---|---|---|---|---|---|
| Books | Books | esense/ | http://www.ket.org/dan | Books | Books |
| http://www.ket.org/da | http://www.ket.org/da | | cesense/ | http://www.ket.org/da | http://www.ket.org/dan |
| ncesense/ | ncesense/ | | | ncesense/ | cesense/ |
| Higher Order Questions | Higher Order Questions | Higher Order Questions | Higher Order Questions | Higher Order Questions | Higher Order Questions |
| Analyze the dance we have been doing in class, explaining how two elements of dance are utilized. | Analyze the dance we have been doing in class, explaining how two elements of dance are utilized. | Analyze the dance we have been doing in class, explaining how two elements of dance are utilized. | Evaluate the dance we have been doing in class using an oral or written peer review critique. | Evaluate the dance we have been doing in class using an oral or written peer review critique. | Evaluate the dance we have been doing in class using an oral or written peer review critique. |

| Weeks 19-21 | Weeks 22-24 |
|---|---|
| Unit/Topic | Unit/Topic |
| Styles of Dance | Styles of Dance |
| CORE CONTENT 4.1 AH-07-1.2.2 | CORE CONTENT 4.1 AH-07-1.2.2 |
| Students will identify and/or describe dances by: identifying or describing theme (story), dance styles (e.g., ballet, jazz, tap, modern), characteristics of the style (e.g., tap - feet as rhythmic instrument, ballroom - partnering), and the use of the elements of dance. | Students will identify and/or describe dances by: identifying or describing theme (story), dance styles (e.g., ballet, jazz, tap, modern), characteristics of the style (e.g., tap - feet as rhythmic instrument, ballroom - partnering), and the use of the elements of dance. |
| Common Core Standards | Common Core Standards |
| A.AH-7-SA-U: Enduring Knowledge – | A.AH-7-SA-U: Enduring Knowledge – Understandings Students understand that: |
| Understandings Students understand that: | AH-7-SA-U-1: the elements of music, dance and drama are intentionally applied in |
| AH-7-SA-U-1: the elements of music, dance and drama are intentionally | creating and performing. |
| applied in creating and performing. | AH-7-SA-U-3: responding to or critiquing works of art involves an understanding of |
| AH-7-SA-U-3: responding to or critiquing works of art involves an | elements, principles, and structures appropriate to each area |
| understanding of elements, principles, and structures appropriate to each | of the arts. |
| area of the arts. | AH-7-SA-U-4: Existing and emerging technologies can inspire new applications of |
| AH-7-SA-U-4: Existing and emerging technologies can inspire new | structural components. |
| applications of structural components. | C.AH-7-SA-S-Da: Skills and Concepts – Dance Students will: |
| C.AH-7-SA-S-Da: Skills and Concepts – Dance Students will: | AH-7-SA-S-Da1: use appropriate terminology to identify and analyze the use of |
| AH-7-SA-S-Da1: use appropriate terminology to identify and analyze the | elements in a variety of dance (space, time, force) |
| use of elements in a variety of dance (space, time, force) | AH-7-SA-S-Da2: observe, describe and demonstrate choreographic forms in dance |
| AH-7-SA-S-Da2: observe, describe and demonstrate choreographic forms | AH-7-SA-S-Da3: apply elements of dance and principles of movement (e.g., balance, |
| in dance | initiation of movement, weight shift) when observing, |
| AH-7-SA-S-Da3: apply elements of dance and principles of movement | creating and performing patterns of movement independently and with others |
| (e.g., balance, initiation of movement, weight shift) when observing, | AH-7-SA-S-Da4: identify and describe themes and styles (including characteristics of |
| creating and performing patterns of movement independently and with | styles) of dance |
| others | |
| AH-7-SA-S-Da4: identify and describe themes and styles (including | |

| characteristics of styles) | of dance | | | | | |
|--|--|--|--|---|--|--|
| | CURRICULUM | | CURRICULUM | | | |
| Week 19 | Week 20 | Week 21 | Week 22 | Week 23 | Week 24 | |
| Identify Sub-Topics Ballet | Identify Sub-Topics Jazz | Identify Sub-Topics Tap | Identify Sub-Topics Modern | Identify Sub-Topics Characteristics of dance | Identify Sub-Topics Theme of dance | |
| I CAN STATEMENTS: I can identify dance styles (ballet, jazz, tap, modern). | I CAN STATEMENTS: I can identify dance styles (ballet, jazz, tap, modern). | I CAN STATEMENTS: I can identify dance styles (ballet, jazz, tap, modern). | I CAN STATEMENTS: I can identify dance styles (ballet, jazz, tap, modern). | I CAN STATEMENTS: I can identify characteristics of dance styles (tap – feet as rhythmic instrument, ballroom – partnering, etc.). I can use the elements of dance to identify a dance. | I CAN STATEMENTS: I can use the elements of dance to identify a dance. I can identify the theme of a dance. | |
| Critical Vocabulary | Critical Vocabulary | |
| Ballet Jazz Tap Modern | Ballet Jazz Tap Modern | Ballet Jazz Tap Modern | Ballet Jazz Tap Modern | Tap Ballroom Partnering | Theme | |
| Suggested Strategies/Activities | Suggested Strategies/Activities | Suggested Strategies/Activities | Suggested Strategies/Activities | Suggested Strategies/Activities | Suggested Strategies/Activities | |
| Watch dance videos and identify the style (ballet, jazz, tap, modern). | Watch dance videos and identify the style (ballet, jazz, tap, modern). | Watch dance videos and identify the style (ballet, jazz, tap, modern). | Watch dance videos and identify the style (ballet, jazz, tap, modern). | Watch dance videos and identify the characteristics of dance styles. Watch dance videos and identify the styles using the elements of dance. | Watch dance videos and identify the style using the elements of dance. Watch dance videos and identify the theme of a dance. | |

| Balanced Assessment: Formative |
|---|---|---|---|---|---|
| Juried events (KMEA Solo & ensemble, all county art, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and observers. | Juried events (KMEA Solo & ensemble, all county art, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and observers. | Juried events (KMEA Solo & ensemble, all county art, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and observers. | Juried events (KMEA Solo & ensemble, all county art, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and observers. | Juried events (KMEA Solo & ensemble, all county art, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and observers. | Juried events (KMEA Solo & ensemble, all county art, etc.) – Preparation for the performance would be formative with a written/oral critique by performers and observers. |
| Summative | Summative | Summative | Summative | Summative | Summative |
| Performance Based (Student demonstrates specific skills) |
| Written/aural – multiple choice, constructed response, | Written/aural – multiple choice, constructed response, open response | Written/aural – multiple choice, constructed response, | Written/aural – multiple choice, constructed response, open response | Written/aural – multiple choice, constructed response, open response | Written/aural – multiple choice, constructed response, open response |
| Common (PLC Teams will design the common assessments, | Common (PLC Teams will design the common assessments, | Common (PLC Teams will design the common assessments, | Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts) | Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts) | Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts) |
| i.e., grade level, and/or depts) | i.e., grade level, and/or depts) | i.e., grade level, and/or depts) | , , , , | , , , , | , , , |
| Resources Needed |
| World of Fun Dance | World of Fun Dance | World of Fun Dance | World of Fun Dance Series | World of Fun Dance Series | World of Fun Dance Series |
| Series | Series | Series | Folk Dance Video | Folk Dance Video | Folk Dance Video |
| Folk Dance Video | Folk Dance Video | Folk Dance Video | KET Toolkit | KET Toolkit | KET Toolkit |
| KET Toolkit | KET Toolkit | KET Toolkit | http://www.ket.org/artst | http://www.ket.org/artst | http://www.ket.org/artst |
| http://www.ket.org/ar | http://www.ket.org/ar | http://www.ket.org/ar | oolkit/dance/ | oolkit/dance/ | oolkit/dance/ |
| tstoolkit/dance/ | tstoolkit/dance/ | tstoolkit/dance/ | Eva Media Middle School | Eva Media Middle School | Eva Media Middle School |
| Eva Media Middle | Eva Media Middle | Eva Media Middle | Humanities Books | Humanities Books | Humanities Books |
| School Humanities | School Humanities | School Humanities | http://www.ket.org/danc | http://www.ket.org/danc | http://www.ket.org/danc |
| Books | Books | Books | esense/ | esense/ | esense/ |
| http://www.ket.org/da | http://www.ket.org/da | http://www.ket.org/da | | | |

| ncesense/ | ncesense/ | ncesense/ | | | |
|---------------------------|---------------------------|---------------------------|---------------------------------|---------------------------------|---------------------------------|
| Higher Order Questions | Higher Order Questions | Higher Order Questions | Higher Order Questions | Higher Order Questions | Higher Order Questions |
| | | | | | |
| Analyze the dance we have | Analyze the dance we have | Analyze the dance we have |
| been doing in class, | been doing in class, | been doing in class, | been doing in class, explaining | been doing in class, explaining | been doing in class, explaining |
| explaining how two | explaining how two | explaining how two | how two elements of dance are | how two elements of dance are | how two elements of dance are |
| elements of dance are | elements of dance are | elements of dance are | utilized. | utilized. | utilized. |
| utilized. | utilized. | utilized. | | | |

| | Weeks 25-27 | | Weeks 28-30 | | | |
|--|---|------------------------------|--|--|------------------------------|--|
| | Unit/Topic | | | Unit/Topic | | |
| | Cultures/Periods | | | Cultures/Periods | | |
| | | | | | | |
| | CORE CONTENT 4.1 | | | CORE CONTENT 4.1 | | |
| AH-07-2.2.1 | | | AH-07-2.2.1 | | | |
| Students will analyze or are reflected in dance. | explain how diverse cul | tures and time periods | Students will analyze or e reflected in dance. | xplain how diverse culture | es and time periods are | |
| | | DOK 3 | | | DOK 3 | |
| Periods: | | DORG | Periods: | | DONO | |
| | | | | | | |
| | to the emotions and stres | | | the emotions and stresses nent and history of tarante | | |
| religion (e.g., develo | religion (e.g., development and history of tarantella) | | | nent and mistory of tarante | ilia) | |
| | Common Core Standards | | | Common Core Standards | | |
| A.AH-7-HA-U: Enduring Kno | wledge – Understandings Stu | dents understand that: | A.AH-7-HA-U: Enduring Knowledge – Understandings Students understand that: | | | |
| AH-7-HA-U-1: the arts are p | owerful tools for understand | ing human experiences | AH-7-HA-U-1: the arts are powerful tools for understanding human experiences both past | | | |
| both past and present. | | | and present. | | | |
| - | us understand others' (often | very different) ways of | · | understand others' (often very | different) ways of thinking, | |
| thinking, working, and expr | | | working, and expressing ourselves. AH-7-HA-U-3: the arts play a major role in the creation and defining of cultures and | | | |
| | a major role in the creation a | nd defining of cultures and | | najor role in the creation and d | lefining of cultures and | |
| building civilizations. | Canconts Dones Ctudents w | :11. | building civilizations. | neents Dance Students will | | |
| | Concepts – Dance Students w nd analyze distinguishing char | | C.AH-7-HA-S-Da: Skills and Concepts – Dance Students will: AH-7-HA-S-Da1: describe and analyze distinguishing characteristics of dance representing | | | |
| | orld cultures and historical pe | | a variety of world cultures and historical periods (e.g., Medieval) | | | |
| | assify and perform dance rep | | | · · · · · · · · · · · · · · · · · · · | | |
| cultures and historical perio | | resenting a variety or world | AH-7-HA-S-Da2: observe, classify and perform dance representing a variety of world cultures and historical periods | | | |
| The state of the s | ance from various world cultu | res and explain how dance | AH-7-HA-S-Da3: examine dance from various world cultures and explain how dance | | | |
| | beliefs or blending of culture | | reflects the culture, cultural beliefs or blending of cultures; | | | |
| | ow dance has directly influen | | use examples to illustrate how dance has directly influenced society or culture | | | |
| AH-7-HA-S-Da4: examine da | ance from various time period | ds and explain how the | AH-7-HA-S-Da4: examine dance from various time periods and explain how the influence | | | |
| influence of time and place | are reflected in the dance | | of time and place are reflected | d in the dance | | |
| | OLIDBIG: | | | CHEDIC | | |
| W 1.05 | CURRICULUM | W 1.07 | W 1 20 | CURRICULUM | W 1.00 | |
| Week 25 | Week 26 | Week 27 | Week 28 | Week 29 | Week 30 | |
| Identify | Identify | Identify | Identify | Identify | Identify | |

| Sub-Topics Medieval | Sub-Topics Medieval | Sub-Topics Medieval | Sub-Topics Medieval | Sub-Topics Medieval | Sub-Topics Medieval |
|--|--|--|--|--|--|
| I CAN STATEMENTS: | I CAN STATEMENTS: | I CAN | I CAN STATEMENTS: | I CAN STATEMENTS: | I CAN STATEMENTS: |
| I can explain how dance | I can explain how dance | STATEMENTS: | I can explain how dance | I can explain how dance | I can explain how dance |
| of the Medieval period | of the Medieval period | I can explain how dance | of the Medieval period | of the Medieval period | of the Medieval period |
| stressed the | stressed the | of the Medieval period | stressed the importance | stressed the importance | stressed the importance |
| importance of religion. | importance of religion. | stressed the | of religion. | of religion. | of religion. |
| | | importance of religion. | | | |
| Critical Vocabulary |
| Cultures | Cultures | Cultures | Cultures | Cultures | Cultures |
| Medieval | Medieval | Medieval | Medieval | Medieval | Medieval |
| Tarantella | Tarantella | Tarantella | Tarantella | Tarantella | Tarantella |
| Suggested | Suggested | Suggested | Suggested | Suggested | Suggested |
| Strategies/Activities | Strategies/Activities | Strategies/Activities | Strategies/Activities | Strategies/Activities | Strategies/Activities |
| Watch, recognize and |
| respond to dance from |
| other cultures. |
| Perform dances from | Perform dances from | Perform dances from | Perform dances from this | Perform dances from this | Perform dances from this |
| this culture. | this culture. | this culture. | culture. | culture. | culture. |
| Divide students into |
| groups. Each group will |
| research, create and |
| present through |
| PowerPoints, posters | PowerPoints, posters | PowerPoints, posters | PowerPoints, posters and | PowerPoints, posters and | PowerPoints, posters and |
| and demonstrations. | and demonstrations. | and demonstrations. | demonstrations. | demonstrations. | demonstrations. |
| Balanced Assessment: |
| Formative | Formative | Formative | Formative | Formative | Formative |
| Annual school wide musical | Annual school wide musical | Annual school wide musical | Annual school wide musical – | Annual school wide musical – | Annual school wide musical – |
| – Preparation for the | – Preparation for the | – Preparation for the | Preparation for the | Preparation for the | Preparation for the |
| performance would be formative with a written/oral |
| critique by performers and |

| observers. | observers. | observers. | observers. | observers. | observers. |
|---|---|---|--|--|---|
| Summative | Summative | Summative | Summative | Summative | Summative |
| Juried events (KMEA Solo & ensemble, all county art, etc.) — Performance would be summative with a written/oral critique by performers and observers. | Juried events (KMEA Solo & ensemble, all county art, etc.) – Performance would be summative with a written/oral critique by performers and observers. | Juried events (KMEA Solo & ensemble, all county art, etc.) – Performance would be summative with a written/oral critique by performers and observers. | School specific performance (SBDM, PTO, PTA, BOE, etc.) – Performance would be summative with a written/oral critique by performers and observers. | School specific performance (SBDM, PTO, PTA, BOE, etc.) – Performance would be summative with a written/oral critique by performers and observers. | School specific performance (SBDM, PTO, PTA, BOE, etc.) – Performance would be summative with a written/oral critique by performers and observers. |
| Common (PLC Teams | Common (PLC Teams | Common (PLC Teams | Common (PLC Teams | Common (PLC Teams | Common (PLC Teams |
| will design the | will design the | will design the | will design the common | will design the common | will design the common |
| common assessments, | common assessments, | common assessments, | assessments, i.e., grade | assessments, i.e., grade | assessments, i.e., grade |
| i.e., grade level, and/or | i.e., grade level, and/or | i.e., grade level, and/or | level, and/or depts) | level, and/or depts) | level, and/or depts) |
| depts) | depts) | depts) | | | |
| Resources Needed | Resources Needed | Resources Needed | Resources Needed | Resources Needed | Resources Needed |
| World of Fun Dance | World of Fun Dance | World of Fun Dance | World of Fun Dance | World of Fun Dance | World of Fun Dance |
| Series | Series | Series | Series | Series | Series |
| Folk Dance Video | Folk Dance Video | Folk Dance Video | Folk Dance Video | Folk Dance Video | Folk Dance Video |
| KET Toolkit | KET Toolkit | KET Toolkit | KET Toolkit | KET Toolkit | KET Toolkit |
| http://www.ket.org/art | http://www.ket.org/art | http://www.ket.org/art | http://www.ket.org/artst | http://www.ket.org/artst | http://www.ket.org/artst |
| stoolkit/dance/ | stoolkit/dance/ | stoolkit/dance/ | oolkit/dance/ | oolkit/dance/ | oolkit/dance/ |
| Eva Media Middle | Eva Media Middle | Eva Media Middle | Eva Media Middle School | Eva Media Middle School | Eva Media Middle School |
| School Humanities | School Humanities | School Humanities | Humanities Books | Humanities Books | Humanities Books |
| Books | Books | Books | http://www.ket.org/danc | http://www.ket.org/danc | http://www.ket.org/danc |
| http://www.ket.org/da | http://www.ket.org/da | http://www.ket.org/da | esense/ | esense/ | esense/ |
| ncesense/ | ncesense/ | ncesense/ | | | |
| Higher Order Questions | Higher Order Questions | Higher Order Questions | Higher Order Questions | Higher Order Questions | Higher Order Questions |
| | | , | Compare/contract the | Compare/contrast the | Compare/contrast the |
| Compare/contrast the | Compare/contrast the | Compare/contrast the | Compare/contrast the | | |
| compare/contrast the performances of different cultures and time periods. | Compare/contrast the performances of different cultures and time periods. | compare/contrast the performances of different cultures and time periods. | performances of different cultures and time periods. | performances of different cultures and time periods. | performances of different cultures and time periods. |

| Weeks 31-33 | Weeks 34-36 |
|---|---|
| Unit/Topic | Unit/Topic |
| Performance Event | Yearly Review |
| CORE CONTENT 4.1 | CORE CONTENT 4.1 |
| AH-07-4.2.1 | Review all previous Core Content 4.1 material. |
| Students will create an individual or a group dance with 2-3 other people using dance elements (space, time and force) that incorporates one of the following compositional forms: AB, ABA, call and response or narrative. AH-07-4.2.2 Students will create an improvisational dance with complex movements (beginning, middle and end). Common Core Standards A.AH-7-PA-U: Enduring Knowledge – Understandings Students understand that: AH-7-PA-U-1: there are three distinct processes for involvement in the arts; creating new artworks, performing works previously created and responding to artworks and performances. AH-7-PA-U-2: full understanding and appreciation of the arts requires some degree of involvement in all three processes. AH-7-PA-U-3: openness, respect for work and an understanding of how artists apply elements and principles of design in creating and performing | Review all previous Core Content 4.1 material. Common Core Standards Review all previous common core standards material. Add the following interrelationship standards. A.AH-7-IAA-U: Enduring Knowledge – Understandings Students understand that: AH-7-IAA-U-1: the arts are basic forms of human communication. AH-7-IAA-U-2: music, dance, drama, and visual art created in common cultures and/or common historical periods tend to reflect common attitudes, ideas, beliefs and feelings. AH-7-IAA-U-3: the arts provide forms of non-verbal communication that can strengthen the presentation of ideas and emotions. AH-7-IAA-U-4: the modes of thinking and methods of the arts disciplines can be used to illuminate situations in other disciplines that require creative solutions. B.AH-7-IAA-S: Skills and Concepts – Arts Students will: AH-7-IAA-S-1: recognize and discuss common terms and concepts used in various arts (e.g., tempo in dance and music) AH-7-IAA-S-2: identify communication of common themes or ideas across different art forms AH-7-IAA-S-3: identify and explain connections between and among different art forms from the same culture or from the same time period |
| are personal attitudes and skills that enhance enjoyment of the observer. AH-7-PA-U-4: existing and emerging technologies can extend the reach of the art form to audiences. C.AH-7-PA-S-Da: Skills and Concepts – Dance Students will: AH-7-PA-S-Da1: be actively involved (individually and in small groups) in creating and performing dance (using the elements of dance: space, time and force) in a variety of compositional forms (AB, ABA, call and response, or narrative) AH-7-PA-S-Da2: create an improvisational dance with complex movements (beginning, middle and end) AH-7-PA-S-Da3: use knowledge of dance elements to create and perform dance in an expressive manner AH-7-PA-S-Da4: use knowledge of the elements of dance and dance terminology to describe and critique their own performances and the performances of others AH-7-PA-S-Da5: identify and apply criteria for evaluating dance (e.g., skill of | the same culture or from the same time period AH-7-IAA-S-4: describe commonalities between the arts and other subjects taught in the school (e.g., observation skills in visual arts and science, historical and cultural perspectives in the arts and social studies, shape in visual and mathematics, dance and a healthy lifestyle, fractions in music notation and mathematics, composing music and writing) AH-7-IAA-S-5: communicate common meaning through creating and performing in the foart forms |

| AH-7-PA-S-Da6: demonstr | notional impact, variety, inte ate behavior appropriate fo being performed; discuss o and constructive way | r observing the particular | | | |
|---|---|---|------------------------------------|------------------------------------|------------------------------------|
| | CURRICULUM | | | CURRICULUM | |
| Week 31 | Week 32 | Week 33 | Week 34 | Week 35 | Week 36 |
| Identify | Identify | Identify | Identify | Identify | Identify |
| Sub-Topics | Sub-Topics | Sub-Topics | Sub-Topics | Sub-Topics | Sub-Topics |
| Individual dance | Group dance | Improvisational dance | | | |
| I CAN | I CAN | I CAN | I CAN STATEMENTS: | I CAN STATEMENTS: | I CAN STATEMENTS: |
| STATEMENTS: | STATEMENTS: | STATEMENTS: | I can demonstrate prior | I can demonstrate prior | I can demonstrate prior |
| I can choreograph a | I can choreograph a | I can choreograph a | learning through a variety | learning through a variety | learning through a variety |
| dance using | dance using | dance using | of means (games, tests, | of means (games, tests, | of means (games, tests, |
| appropriate elements | appropriate elements | appropriate elements | etc.) | etc.) | etc.) |
| of dance. | of dance. | of dance. | I can identify and analyze | I can identify and analyze | I can identify and analyze |
| I can perform a dance | I can perform a dance | I can perform a dance | the elements of dance | the elements of dance | the elements of dance |
| using appropriate | using appropriate | using appropriate | through the use of | through the use of | through the use of |
| elements of dance. | elements of dance. | elements of dance. | technology. | technology. | technology. |
| I can critique the | I can critique the | I can critique the | I can identify and analyze | I can identify and analyze | I can identify and analyze |
| performance of a | performance of a | performance of a | cultures/periods and | cultures/periods and | cultures/periods and |
| dance using | dance using | dance using | purposes of dance | purposes of dance | purposes of dance |
| appropriate elements | appropriate elements | appropriate elements | through the use of | through the use of | through the use of |
| of dance. | of dance. | of dance. | technology. | technology. | technology. |
| Critical Vocabulary | Critical Vocabulary | Critical Vocabulary | Critical Vocabulary | Critical Vocabulary | Critical Vocabulary |
| Choreography Improvisation Critique | Choreography Improvisation Critique | Choreography Improvisation Critique | See all previous vocabulary. | See all previous vocabulary. | See all previous vocabulary. |
| Suggested Strategies/Activities | Suggested Strategies/Activities | Suggested Strategies/Activities | Suggested Strategies/Activities | Suggested Strategies/Activities | Suggested Strategies/Activities |
| Choreograph and | Choreograph and | Choreograph and | Compete in a Jeopardy | Compete in a Jeopardy | Compete in a Jeopardy |
| perform an individual | perform a group | perform an | tournament to review | tournament to review | tournament to review |

| dance using | dance using | improvised dance | content. | content. | content. |
|--|--|--|---------------------------------|---------------------------------|---------------------------------|
| appropriate elements | appropriate elements | using appropriate | http://www.superteacher | http://www.superteacher | http://www.superteacher |
| of dance. | of dance. | elements of dance. | tools.com/jeopardyx/ | tools.com/jeopardyx/ | tools.com/jeopardyx/ |
| Critique an individual | Critique a group dance | Critique an improvised | http://www.superteacher | http://www.superteacher | http://www.superteacher |
| dance using | using appropriate | dance using | tools.com/jeopardy/ | tools.com/jeopardy/ | tools.com/jeopardy/ |
| appropriate elements | elements of dance. | appropriate elements | Play other flash based | Play other flash based | Play other flash based |
| of dance. | | of dance. | games (Speed Match | games (Speed Match | games (Speed Match |
| | | | Maker, Who Wants to be | Maker, Who Wants to be | Maker, Who Wants to be |
| | | | a Millionaire, Flash Board | a Millionaire, Flash Board | a Millionaire, Flash Board |
| | | | Game). | Game). | Game). |
| | | | http://www.superteacher | http://www.superteacher | http://www.superteacher |
| | | | tools.com/index.php | tools.com/index.php | tools.com/index.php |
| Balanced Assessment: | Balanced Assessment: | Balanced Assessment: | Balanced Assessment: | Balanced Assessment: | Balanced Assessment: |
| Formative | Formative | Formative | Formative | Formative | Formative |
| School wide video for test | School wide video for test | School wide video for test | Performance Based | Performance Based | Performance Based |
| prep – Preparation for the | prep – Preparation for the | prep – Preparation for the | (Student demonstrates | (Student demonstrates | (Student demonstrates |
| performance would be formative with a | performance would be formative with a | performance would be formative with a | specific skills) | specific skills) | specific skills) |
| written/oral critique by | written/oral critique by | written/oral critique by | , | , | , |
| performers and observers. | performers and observers. | performers and observers. | Written/aural – multiple | Written/aural – multiple | Written/aural – multiple |
| | | | choice, constructed | choice, constructed | choice, constructed |
| Summative | Summative | Summative | response, open response | response, open response | response, open response |
| Summutive | Summutive | Jummutive | | | |
| Annual school wide musical | Annual school wide musical | Annual school wide musical | Summative | Summative | Summative |
| – Performance would be | – Performance would be | – Performance would be | School wide video for test prep | School wide video for test prep | School wide video for test prep |
| summative with a | summative with a | summative with a | – Performance would be | – Performance would be | – Performance would be |
| written/oral critique by performers and observers. | written/oral critique by performers and observers. | written/oral critique by performers and observers. | summative with a written/oral | summative with a written/oral | summative with a written/oral |
| periorimero una observersi | performers and observers. | perronners and observers. | critique by performers and | critique by performers and | critique by performers and |
| | | | observers. | observers. | observers. |
| Common (PLC Teams | Common (PLC Teams | Common (PLC Teams | | | |
| will design the | will design the | will design the | Common (PLC Teams will | Common (PLC Teams will | Common (PLC Teams will |
| common | common | common | design the common | design the common | design the common |
| assessments, i.e., | assessments, i.e., | assessments, i.e., | assessments, i.e., grade | assessments, i.e., grade | assessments, i.e., grade |
| grade level, and/or | grade level, and/or | grade level, and/or | level, and/or depts) | level, and/or depts) | level, and/or depts) |
| depts) Resources Needed | depts) Resources Needed | depts) Resources Needed | Resources Needed | Resources Needed | Resources Needed |
| World of Fun Dance | World of Fun Dance | World of Fun Dance | World of Fun Dance Series | World of Fun Dance Series | World of Fun Dance Series |
| vvolid of Full Dance | vvolid of Full Dance | world of Full Dance | World of Full Dance Series | world of Full Dance Series | World of Full Dance Selles |

| Series | Series | Series | Folk Dance Video | Folk Dance Video | Folk Dance Video |
|------------------------------|------------------------------|------------------------------|--------------------------------|--------------------------------|--------------------------------|
| Folk Dance Video | Folk Dance Video | Folk Dance Video | KET Toolkit | KET Toolkit | KET Toolkit |
| KET Toolkit | KET Toolkit | KET Toolkit | http://www.ket.org/artsto | http://www.ket.org/artsto | http://www.ket.org/artsto |
| http://www.ket.org/ar | http://www.ket.org/ar | http://www.ket.org/ar | olkit/dance/ | olkit/dance/ | olkit/dance/ |
| tstoolkit/dance/ | tstoolkit/dance/ | tstoolkit/dance/ | Eva Media Middle School | Eva Media Middle School | Eva Media Middle School |
| Eva Media Middle | Eva Media Middle | Eva Media Middle | Humanities Books | Humanities Books | Humanities Books |
| School Humanities | School Humanities | School Humanities | http://www.ket.org/danc | http://www.ket.org/danc | http://www.ket.org/danc |
| Books | Books | Books | esense/ | esense/ | esense/ |
| http://www.ket.org/d | http://www.ket.org/d | http://www.ket.org/d | | | |
| ancesense/ | ancesense/ | ancesense/ | | | |
| Higher Order Questions | Higher Order Questions | Higher Order Questions | Higher Order Questions | Higher Order Questions | Higher Order Questions |
| | | | | | |
| Evaluate the dance we have | Evaluate the dance we have | Evaluate the dance we have | Compare/contrast how different | Compare/contrast how different | Compare/contrast how different |
| been doing in class using an | been doing in class using an | been doing in class using an | art forms communicate | art forms communicate | art forms communicate |
| oral or written peer review | oral or written peer review | oral or written peer review | emotions. | emotions. | emotions. |
| critique. | critique. | critique. | | | |