Fra All About Kids

FLOYD COUNTY SCHOOLS' CURRICULUM RESOURCES

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

Subject Content:	Dance		_Grade	6
		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-	06-3.2.1	AH-06-1.2.1
Stud	dents will identify or explain how dance fulfills a variety of purposes.	Students will identify or describe the use of elements in a variety of
	DOMA	dances.
Dur	DOK 2 poses of dance: (different roles of dance)	DOMA
	emonial - dances created or performed for rituals or celebrations	DOK 2 Elements of dance:
	., dances of Native Americans and West Africans to celebrate life	
	nts such as harvest, ritual dances associated with worship)	Space - direction (forward, backward, right, left, up, down, diagonal),
	reational - dancing for entertainment, to support recreational	pathway (straight, curved), levels (high, middle, low), shape (individual or
activ	vities (e.g., ballroom, line dancing, aerobic dance, dance as a hobby)	group)
	stic expression - dance created with the intent to express or	Focus - audience (where viewer's eye is drawn), dancer (single
	municate emotion, feelings, ideas (e.g., ballet, tap dance, modern	focus -looking in the direction of movement, multi focus - changing
	ce, dance created and performed in a concert and/or theatrical ing for an audience)	head/eye focus during movements)
36111	Common Core Standards	nodarojo 100do daring movementoj
A.Al-	H-6-PCA-U: Enduring Knowledge –	Size - use of size in given space, or range of motion
	derstandings Students will understand that:	
	6-PCA-U-1: the arts fulfill a variety of purposes in society (e.g., to present	Common Core Standards
	es and ideas, to entertain, to teach or persuade, to design, plan	A.AH-6-SA-U: Enduring Knowledge – Understandings Students will understand that:
	beautify).	AH-6-SA-U-1: the elements of music, dance and drama are intentionally applied in
	6-PCA-U-2: the arts have value and significance for daily life. They	creating and performing.
	ride personal fulfillment, whether in career settings, avocational cuits, or leisure.	AH-6-SA-U-3: responding to or critiquing works of art involves an understanding of
	6-PCA-U-3: the arts provide forms of nonverbal communication that can	elements, principles, and structures appropriate to each area of the arts.
	ngthen the presentation of ideas and emotions.	
		- c -th - 1 - 2 - 1 - 2 - 2

C.AH-6-PCA-S-Da: Skills and Concepts – Dance Students will: AH-6-PCA-S-Da1: compare and explain purposes for which dance is created (ceremonial, recreational, artistic expression) AH-6-PCA-S-Da2: create new, observe, choose and perform dance to fulfill a variety of specific purposes			AH-6-SA-U-4: existing and emerging technologies can inspire new applications of structural components. C.AH-6-SA-S-Da: Skills and Concepts – Dance Students will: AH-6-SA-S-Da1: use appropriate terminology to identify and analyze the use of elements in a variety of dance (space, time, force) to express thoughts, ideas, and feelings AH-6-SA-S-Da2: observe, describe and demonstrate choreographic forms in dance AH-6-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-6-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 Artistic	Sub-Topics Ceremonial	Sub-Topics Recreational	Sub-Topics Space	Sub-Topics Space	Sub-Topics Space
I CAN STATEMENTS: I can identify the three purposes of dance.	I CAN STATEMENTS: I can identify the three purposes of dance.	I CAN STATEMENTS: I can identify the three purposes of dance.	I CAN STATEMENTS: I can identify directions in dance (forward, backward, right, left, up, down, diagonal). I can identify pathways in dance (straight and curved).	I CAN STATEMENTS: I can identify levels in dance (high, middle, low). I can identify shape in dance (individual or group).	I CAN STATEMENTS: I can identify focus in dance (audience, dancer or multi focus). I can identify size in dance (in space or range of motion).
Critical Vocabulary Artistic Ceremonial Recreational	Critical Vocabulary Artistic Ceremonial Recreational	Critical Vocabulary Artistic Ceremonial Recreational	Critical Vocabulary Space Direction Pathway	Critical Vocabulary Space Shape (Individual) (Group) Levels, High, Med. And Low	Critical Vocabulary Multi-Focus Audience Dancer Large Movements Small Movements (Range of Motion)
Suggested Strategies/Activities Watch a variety of dances.	Suggested Strategies/Activities Watch a variety of dances.	Suggested Strategies/Activities Watch a variety of dances.	Suggested Strategies/Activities Watch a variety of dances.	Suggested Strategies/Activities Watch a variety of dances.	Suggested Strategies/Activities Watch a variety of dances.

			Discuss, demonstrate, and Practice Directions and Pathways	Discuss, demonstrate, and Practice Levels of Dance and Shape	Discuss, demonstrate, and Practice Focus and Size in Dance
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 (Student demonstrates specific skills)	Performance Based (Student demonstrates specific skills)				
Written/aural – multiple choice, constructed response, open 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	Written/aural – multiple choice, constructed response, open response	Written/aural – multiple choice, constructed response, open response
op on respense			op our cop out		Common (PLC Teams
Common (PLC Teams	will design the common				
will design the common assessments,	will design the common assessments,	will design the common assessments, i.e., grade	will design the common assessments,	will design the common assessments, i.e., grade	assessments, i.e., grade level, and/or depts)
i.e., grade level, and/or	i.e., grade level, and/or	level, and/or depts)	i.e., grade level,	level, and/or depts)	level, allayor depts
depts)	depts)		and/or depts)		
Resources Needed	Resources Needed				
World of Fun Dance	World of Fun Dance				
Series	Series	Series	Series	Series	Series
Folk Dance Video	Folk Dance Video				
KET Toolkit	KET Toolkit				
http://www.ket.org/art	http://www.ket.org/art	http://www.ket.org/art	http://www.ket.org/art	http://www.ket.org/arts	http://www.ket.org/artst

stoolkit/dance/	stoolkit/dance/	stoolkit/dance/	stoolkit/dance/	toolkit/dance/	oolkit/dance/
Eva Media Middle	Eva Media Middle	Eva Media Middle	Eva Media Middle	Eva Media Middle	Eva Media Middle School
School Humanities	School Humanities	School Humanities	School Humanities	School Humanities	Humanities Books
Books	Books	Books	Books	Books	http://www.ket.org/danc
http://www.ket.org/da	http://www.ket.org/da	http://www.ket.org/dan	http://www.ket.org/da	http://www.ket.org/dan	esense/
ncesense/	ncesense/	cesense/	ncesense/	cesense/	
Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions
				•	
Higher Order Questions Compare/contrast the live	Higher Order Questions Compare/contrast the live	Higher Order Questions Compare/contrast the live	Higher Order Questions Analyze the dance we have	Higher Order Questions Analyze the dance we have	Higher Order Questions Analyze the dance we have
				•	,
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
Compare/contrast the live performance to the	Compare/contrast the live performance to the	Compare/contrast the live performance to the exemplar	Analyze the dance we have been doing in class,	Analyze the dance we have been doing in class, explaining	Analyze the dance we have been doing in class, explaining

	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-06-1.2.1			
AH-06-1.2.1			Students will identify or	describe the use of eleme	ents in a variety of	
Students will identify or d	lescribe the use of eleme	nts in a variety of	dances.	describe the use of eleme	sills iii a variety oi	
dances.		into in a variety or				
					DOK 2	
		DOK 2	Elements of dance:			
Elements of dance:			Force - heavy/light, shar	p/smooth, tension/relaxat	ion, bound/flowing	
Time (Tempo) - accent, rh	iytiimic pattern, duration					
	Common Core Standards			Common Core Standards		
A.AH-6-SA-U: Enduring Knowl	edge – Understandings Stude	nts will understand that:	A.AH-6-SA-U: Enduring Knowledge – Understandings Students will understand that:			
AH-6-SA-U-1: the elements of	music, dance and drama are	intentionally applied in	AH-6-SA-U-1: the elements of music, dance and drama are intentionally applied in			
creating and performing.			creating and performing.			
AH-6-SA-U-3: responding to o	or critiquing works of art invol	ves an understanding of	AH-6-SA-U-3: responding to or critiquing works of art involves an understanding of			
elements, principles, and stru	ctures appropriate to each ar	ea of the arts.	elements, principles, and structures appropriate to each area of the arts.			
AH-6-SA-U-4: existing and em	erging technologies can inspi	re new applications of	AH-6-SA-U-4: existing and emerging technologies can inspire new applications of			
structural components.			structural components.			
C.AH-6-SA-S-Da: Skills and Cor	•		C.AH-6-SA-S-Da: Skills and Concepts – Dance Students will:			
AH-6-SA-S-Da1: use appropria	= '	•	AH-6-SA-S-Da1: use appropriate terminology to identify and analyze the use of			
elements in a variety of dance	e (space, time, force) to expre	SS	•	ce (space, time, force) to expre	ess	
thoughts, ideas, and feelings		1. 6	thoughts, ideas, and feelings AH-6-SA-S-Da2: observe, describe and demonstrate choreographic forms in dance			
AH-6-SA-S-Da2: observe, desc		~ ·				
AH-6-SA-S-Da3: apply elemen initiation of movement, weigh		novement (e.g., balance,	initiation of movement, weight	nts of dance and principles of	movement (e.g., paiance,	
creating and performing patte		ntly and with others		terns of movement independe	ently and with others	
AH-6-SA-S-Da4: identify and d				describe themes and styles (ir		
styles) of dance	essense themes and styles (III	characteristics of	styles) of dance	accounter themes and styles (ii	Total and the control of	
11,100,01 000.00						
	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 STATEMENTS: I can identify accents in dance.	I CAN STATEMENTS: I can identify rhythmic patterns in dance.	I CAN STATEMENTS: I can identify durations of movements in dance.	I CAN STATEMENTS: I can identify opposing characteristics of force (heavy/light, sharp/smooth, tension/relaxation, bound/flowing).	I CAN STATEMENTS: I can identify opposing characteristics of force (heavy/light, sharp/smooth, tension/relaxation, bound/flowing).	I CAN STATEMENTS: I can identify opposing characteristics of force (heavy/light, sharp/smooth, tension/relaxation, bound/flowing).
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
Time Accent Rhythmic pattern Duration	Time Accent Rhythmic pattern Duration	Time Accent Rhythmic pattern Duration	Force Heavy/light Sharp/smooth Tension/relaxation Bound/flowing	Force Heavy/light Sharp/smooth Tension/relaxation Bound/flowing	Force Heavy/light Sharp/smooth Tension/relaxation Bound/flowing
Suggested	Suggested	Suggested	Suggested	Suggested	Suggested
Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities
Watch a variety of videos and identify accents, rhythmic patterns, and durations.	Watch a variety of videos and identify accents, rhythmic patterns, and durations.	Watch a variety of videos and identify accents, rhythmic patterns, and durations.	Watch a variety of videos and identify opposing characteristics of force (heavy/light, sharp/smooth, tension/relaxation, and bound/flowing).	Watch a variety of videos and identify opposing characteristics of force (heavy/light, sharp/smooth, tension/relaxation, and bound/flowing).	Watch a variety of videos and identify opposing characteristics of force (heavy/light, sharp/smooth, tension/relaxation, and bound/flowing).
Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:
Formative	Formative	Formative	Formative	Formative	Formative
Veteran's Day program –	Veteran's Day program –	Veteran's Day program –			
Preparation for the	Preparation for the	Preparation for the	Preparation for the	Preparation for the	Preparation for the
performance would be	performance would be	performance would be	performance would be	performance would be	performance would be

formative with a written/oral critique by performers and observers.	formative with a written/oral critique by performers and observers.	formative with a written/oral critique by performers and observers.	formative with a written/oral critique by performers and observers.	formative with a written/oral critique by performers and observers.	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					
will design the common					
assessments, i.e., grade					
level, and/or depts)					
Resources Needed					
World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/arts toolkit/dance/ Eva Media Middle School Humanities Books http://www.ket.org/dan cesense/	World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/arts toolkit/dance/ Eva Media Middle School Humanities Books http://www.ket.org/dan cesense/	World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/arts toolkit/dance/ Eva Media Middle School Humanities Books http://www.ket.org/dan cesense/	World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/arts toolkit/dance/ Eva Media Middle School Humanities Books http://www.ket.org/dan cesense/	World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/arts toolkit/dance/ Eva Media Middle School Humanities Books http://www.ket.org/dan cesense/	World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/arts toolkit/dance/ Eva Media Middle School Humanities Books http://www.ket.org/dan cesense/
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.	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.

Weeks 13-15	Weeks 16-18
Unit/Topic	Unit/Topic
Dance Forms	Performance Event
CORE CONTENT 4.1 AH-06-1.2.1	CORE CONTENT 4.1 AH-06-4.2.1
Students will identify or describe the use of elements in a variety of dances. DOK 2	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.
DOK 2	AH-06-4.2.2
Common Core Standards A.AH-6-SA-U: Enduring Knowledge – Understandings Students will understand that: AH-6-SA-U-1: the elements of music, dance and drama are intentionally applied in creating and performing. AH-6-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles, and structures appropriate to each area of the arts. AH-6-SA-U-4: existing and emerging technologies can inspire new applications of structural components. C.AH-6-SA-S-Da: Skills and Concepts – Dance Students will: AH-6-SA-S-Da1: use appropriate terminology to identify and analyze the use of elements in a variety of dance (space, time, force) to express thoughts, ideas, and feelings AH-6-SA-S-Da2: observe, describe and demonstrate choreographic forms in dance AH-6-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-6-SA-S-Da4: identify and describe themes and styles (including characteristics of styles) of dance	Students will create an improvisational dance with complex movements (beginning, middle and end). Common Core Standards A.AH-6-PA-U: Enduring Knowledge – Understandings Students will understand that: AH-6-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-6-PA-U-2: full understanding and appreciation of the arts requires some degree of involvement in all three processes. AH-6-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-6-PA-U-4: existing and emerging technologies can extend the reach of the art form to new audiences. C.AH-6-PA-S-Da: Skills and Concepts – Dance Students will: AH-6-PA-S-Da: be actively involved in creating and performing dance (incorporating the elements of dance: space, time and force) alone and with others AH-6-PA-S-Da2: create an improvisational dance with complex movements (beginning, middle and end) AH-6-PA-S-Da3: use knowledge of dance elements to create and perform dance in an expressive manner AH-6-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-6-PA-S-Da5: identify and apply criteria for evaluating dance (e.g., skill of performers, originality, emotional impact, variety, interest) AH-6-PA-S-Da6: demonstrate behavior appropriate for observing the particular

			context and style of dance be with peers in a supportive an		ions
	CURRICULUM		CURRICULUM		
Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
Identify Sub-Topics AB ABA	Identify Sub-Topics Narrative	Identify Sub-Topics Call & Response	Identify Sub-Topics Individual dance	Identify Sub-Topics Group dance	Identify Sub-Topics Improvisational dance
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
AB ABA Narrative Call & Response Choreography	AB ABA Narrative Call & Response Choreography	AB ABA Narrative Call & Response Choreography	Choreography Improvisation Critique	Choreography Improvisation Critique	Choreography Improvisation Critique
Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities
Watch dance videos and identify the forms (AB, ABA, Narrative and Call & Response).	Watch dance videos and identify the forms (AB, ABA, Narrative and Call & Response).	Choreograph dances that demonstrate the following forms (AB, ABA, Narrative, and Call & Response).	Choreograph and perform an individual dance using appropriate elements of dance. Critique an individual	Choreograph and perform a group dance using appropriate elements of dance. Critique a group dance	Choreograph and perform an improvised dance using appropriate elements of 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 – Preparation for the performance would be formative with a written/oral critique by performers and observers.	Christmas program – Preparation for the performance would be formative with a written/oral critique by performers and observers.	Christmas program – 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			
Veteran's Day program –	Veteran's Day program –	Veteran's Day program –	Summative	Summative	Summative
Performance would be summative with a written/oral critique by performers and observers.	Performance would be summative with a written/oral critique by performers and observers.	Performance would be summative with a written/oral critique by performers and observers.	Christmas program – Performance would be summative with a written/oral critique by performers and observers.	Christmas program – Performance would be summative with a written/oral critique by performers and observers.	Christmas program – Performance would be summative with a written/oral critique by performers and observers.
Common (PLC Teams	Common (PLC Teams	Common (PLC Teams will	Common /DLC Tooms	Common /DLC Tooms	Common (PLC Teams
will design the	will design the	design the common	Common (PLC Teams will design the common	Common (PLC Teams will design the	will design the common
i.e., grade level,	common assessments, i.e., grade level,	assessments, i.e., grade level, and/or depts)	assessments, i.e., grade	common assessments,	assessments, i.e., grade
and/or depts)	and/or depts)	level, and/or depts	level, and/or depts)	i.e., grade 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 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		<u>cesense/</u>	http://www.ket.org/da	http://www.ket.org/dan

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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			CORE CONTENT 4.1		
AH-06-1.2.2			AH-06-1.2.2			
ballet, jazz, tap, modern),	ces by: identifying theme (sto characteristics of the style (e rtnering), and the use of the e Common Core Standards	e.g., tap - feet as rhythmic	Students will identify dances by: identifying 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			
A.AH-6-SA-U: Enduring Know	wledge – Understandings Stude	nts will understand that:	A.AH-6-SA-U: Enduring Knov	vledge – Understandings Stude	ents will understand that:	
AH-6-SA-U-1: the elements	of music, dance and drama are	intentionally applied in	AH-6-SA-U-1: the elements of	of music, dance and drama are	intentionally applied in	
creating and performing.			creating and performing.			
AH-6-SA-U-3: responding to	or critiquing works of art involved	ves an understanding of	AH-6-SA-U-3: responding to or critiquing works of art involves an understanding of			
elements, principles, and st	ructures appropriate to each ar	ea of the arts.	elements, principles, and structures appropriate to each area of the arts.			
AH-6-SA-U-4: existing and e	merging technologies can inspi	re new applications of	AH-6-SA-U-4: existing and emerging technologies can inspire new applications of			
structural components.				structural components.		
C.AH-6-SA-S-Da: Skills and C	Concepts – Dance Students will:		C.AH-6-SA-S-Da: Skills and Concepts – Dance Students will:			
AH-6-SA-S-Da1: use approp	riate terminology to identify an	d analyze the use of	AH-6-SA-S-Da1: use appropriate terminology to identify and analyze the use of			
elements in a variety of dan	ice (space, time, force) to expre	SS	elements in a variety of dance (space, time, force) to express			
thoughts, ideas, and feelings			thoughts, ideas, and feelings			
AH-6-SA-S-Da2: observe, describe and demonstrate choreographic forms in dance			AH-6-SA-S-Da2: observe, des	scribe and demonstrate chored	ographic forms in dance	
AH-6-SA-S-Da3: apply elements of dance and principles of movement (e.g., balance,			AH-6-SA-S-Da3: apply eleme	nts of dance and principles of	movement (e.g., balance,	
initiation of movement, weight shift) when observing,			initiation of movement, weig	ght shift) when observing,		
creating and performing pa	creating and performing patterns of movement independently and with others			terns of movement independe	ently and with others	
AH-6-SA-S-Da4: identify and	d describe themes and styles (in	cluding characteristics of	AH-6-SA-S-Da4: identify and	describe themes and styles (in	ncluding characteristics of	
styles) of dance			styles) of dance			
	CURRICULUM			CURRICULUM		
Week 19	Week 20	Week 21	Week 22	Week 23	Week 24	
Identify	Identify	Identify	Identify	Identify	Identify	
Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	
Ballet	Jazz	Тар	Modern	Characteristics of dance	Theme of dance	
I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	
I can identify dance styles	I can identify dance styles		I can identify dance styles	I can identify	I can use the elements of	

(ballet, jazz, tap, modern).	(ballet, jazz, tap, modern).	STATEMENTS: I can identify dance styles (ballet, jazz, tap, modern).	(ballet, jazz, tap, modern).	characteristics of dance styles (tap – feet as rhythmic instrument, ballroom – partnering, etc.). I can use the elements of dance to identify a dance.	dance to identify a dance. I can identify the theme of a dance.
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, open response					
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)	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)
Resources Needed					
World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/arts toolkit/dance/ Eva Media Middle School Humanities Books http://www.ket.org/dan cesense/	World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/arts toolkit/dance/ Eva Media Middle School Humanities Books http://www.ket.org/dan cesense/	World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/arts toolkit/dance/ Eva Media Middle School Humanities Books http://www.ket.org/dan cesense/	World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/arts toolkit/dance/ Eva Media Middle School Humanities Books http://www.ket.org/dan cesense/	World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/arts toolkit/dance/ Eva Media Middle School Humanities Books http://www.ket.org/dan cesense/	World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/arts toolkit/dance/ Eva Media Middle School Humanities Books http://www.ket.org/dan cesense/
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.	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.

Weeks 25-27	Weeks 28-30
Unit/Topic	Unit/Topic
Cultures/Periods	Cultures/Periods
CORE CONTENT 4.1	CORE CONTENT 4.1
AH-06-2.2.1	AH-06-2.2.1
Students will analyze or explain how diverse cultures and time periods	Students will analyze or explain how diverse cultures and time periods are
are reflected in dance.	reflected in dance.
DOK 3	DOK 3
Cultures:	Cultures:
Latin American	Asian
Latin American –	Asian –
Blending of cultural traditions can create new traditions	Isolation of culture or region results in a unique dance tradition (e.g., classical dance forms from India - bharata natyam, kathak)
Latin American dance characteristics reflected in American	
dance (e.g., clave rhythm, samba, salsa, cha-cha, Tango)	Common Core Standards
	A.AH-6-HA-U: Enduring Knowledge – Understandings Students will understand that:
Common Core Standards	AH-6-HA-U-1: the arts are powerful tools for understanding human experiences both past
A.AH-6-HA-U: Enduring Knowledge – Understandings Students will understand that:	and present.
AH-6-HA-U-1: the arts are powerful tools for understanding human experiences both	AH-6-HA-U-2: the arts help us understand others' (often very different) ways of thinking, working, and expressing ourselves.
past and present.	AH-6-HA-U-3: the arts play a major role in the creation and defining of cultures and
AH-6-HA-U-2: the arts help us understand others' (often very different) ways of	building civilizations.
thinking, working, and expressing ourselves.	C.AH-6-HA-S-Da: Skills and Concepts – Dance Students will:
AH-6-HA-U-3: the arts play a major role in the creation and defining of cultures and building civilizations.	AH-6-HA-S-Da1: describe and analyze distinguishing characteristics of dance representing a variety of world cultures (Latin America, Asian) and time periods
C.AH-6-HA-S-Da: Skills and Concepts – Dance Students will:	AH-6-HA-S-Da2: observe, classify and perform dance representing a variety of world
AH-6-HA-S-Da1: describe and analyze distinguishing characteristics of dance	cultures and historical periods
representing a variety of world cultures (Latin America, Asian) and time periods	AH-6-HA-S-Da3: examine dance from various world cultures and explain how dance
AH-6-HA-S-Da2: observe, classify and perform dance representing a variety of world	reflects the culture, cultural beliefs or blending of cultures;
cultures and historical periods	use examples to illustrate how dance has directly influenced society or culture
AH-6-HA-S-Da3: examine dance from various world cultures and explain how dance	AH-6-HA-S-Da4: examine dance from various time periods and explain how the influence
reflects the culture, cultural beliefs or blending of cultures;	of time and place are reflected in the dance
use examples to illustrate how dance has directly influenced society or culture	
AH-6-HA-S-Da4: examine dance from various time periods and explain how the influence of time and place are reflected in the dance	
influence of time and place are reflected in the dance	

Week 25Week 26Week 27Week 28Week 29Week 30Identify Sub-Topics Latin AmericanIdentify Sub-Topics Latin AmericanIdentify Sub-Topics Latin AmericanIdentify Sub-Topics AsianSub-Topics Sub-Topics AsianI CAN STATEMENTS: I can explain how different cultures blended to create Latin American culture. I can explain how Latin American dance isI CAN STATEMENTS: I CAN STATEMENTS: I can explain how the different cultures blended to create Latin American dance isI CAN STATEMENTS: I can explain how the isolation of a culture or region (Asian) results in a unique dance tradition.I can explain how the isolation.
Sub-Topics Latin AmericanSub-Topics Latin AmericanSub-Topics AsianSub-Topics AsianSub-Topics AsianSub-Topics AsianI CAN STATEMENTS: I can explain how different cultures blended to create Latin American culture. I can explain how LatinI CAN STATEMENTS: I can explain how different cultures blended to create Latin American culture.I CAN STATEMENTS: I can explain how the isolation of a culture or region (Asian) results in a unique dance tradition.I CAN STATEMENTS: I can explain how the isolation of a culture or region (Asian) results in a unique dance tradition.
Latin AmericanLatin AmericanAsianAsianAsianI CAN STATEMENTS: I can explain how different cultures blended to create Latin American culture. I can explain how LatinI CAN STATEMENTS: I CAN STATEMENTS: I can explain how the different cultures blended to create Latin American culture.I CAN STATEMENTS: I can explain how the isolation of a culture or region (Asian) results in a unique dance tradition.I CAN STATEMENTS: I can explain how the isolation of a culture or region (Asian) results in a unique dance tradition.
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I can explain how different cultures blended to create Latin American culture. I can explain how Latin I can explain how the isolation of a culture or region (Asian) results in a unique dance tradition. I can explain how the isolation of a culture or region (Asian) results in a unique dance tradition. I can explain how the isolation of a culture or region (Asian) results in a unique dance tradition.
I can explain how different cultures blended to create Latin American culture. I can explain how Latin I can explain how the isolation of a culture or region (Asian) results in a unique dance tradition. I can explain how the isolation of a culture or region (Asian) results in a unique dance tradition. I can explain how the isolation of a culture or region (Asian) results in a unique dance tradition.
different cultures blended to create Latin American culture. I can explain how Latin I can explain how Latin different cultures blended to create Latin American culture. I can explain how Latin different cultures blended to create Latin American culture. I can explain how Latin I can explain how different cultures blended to create Latin blended to create Latin American culture. American culture. I can explain how Latin I can explain how different cultures blended to create Latin blended to create Latin American culture. American culture. I can explain how Latin I can explain how different cultures blended to create Latin unique dance tradition. I can explain how Latin
blended to create Latin American culture. I can explain how Latin
American culture. American culture. I can explain how Latin I ca
I can explain how Latin
American dance is American dance is I can explain how Latin
reflected in dance of reflected in dance of American dance is
the US. the US. reflected in dance of
the US.
Critical Vocabulary Critical Vocabulary Critical Vocabulary Critical Vocabulary Critical Vocabulary Critical Vocabulary
Cultures Cultures Cultures Cultures Cultures Cultures
Latin American Latin American Asian Asian Asian Asian
Clave Rhythm Clave Rhythm Clave Rhythm Bharata Natyam Bharata Natyam Bharata Natyam
Samba Samba Samba Kathak Kathak Kathak
Salsa Salsa Salsa
Cha-Cha Cha-Cha Cha-Cha
Tango Tango Tango
SuggestedSuggestedSuggestedSuggestedSuggestedSuggestedSuggestedStrategies/ActivitiesStrategies/ActivitiesStrategies/ActivitiesStrategies/ActivitiesStrategies/Activities
Strategies/Activities Strategies/Activities Strategies/Activities Strategies/Activities Strategies/Activities Strategies/Activities Strategies/Activities
Watch, recognize and watch, re
respond to dance from
other cultures. other cultures. other cultures. other cultures.
Perform dances from Perfor
this culture. this culture. culture. culture. culture. culture.
Tans culture. Tans culture. Tans culture. Tans culture. Tans culture. Tans culture.

present through	present through	present through	present through	present through	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:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:
Formative	Formative	Formative	Formative	Formative	Formative
Annual school wide musical – Preparation for the performance would be formative with a written/oral critique by performers and observers.	Annual school wide musical – Preparation for the performance would be formative with a written/oral critique by performers and observers.	Annual school wide musical – Preparation for the performance would be formative with a written/oral critique by performers and observers.	Annual school wide musical – Preparation for the performance would be formative with a written/oral critique by performers and observers.	Annual school wide musical – Preparation for the performance would be formative with a written/oral critique by performers and observers.	Annual school wide musical – Preparation for the performance would be formative with a written/oral critique by performers and 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 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)	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)
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	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					
Compare/contrast the					
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-06-4.2.1	Review all previous Core Content 4.1 material.
A11-00-7.2.1	
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. AH-06-4.2.2 Students will create an improvisational dance with complex movements (beginning, middle and end). Common Core Standards A.AH-6-PA-U: Enduring Knowledge — Understandings Students will understand that: AH-6-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-6-PA-U-2: full understanding and appreciation of the arts requires some degree of involvement in all three processes. AH-6-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-6-PA-U-4: existing and emerging technologies can extend the reach of the art form to new audiences. C.AH-6-PA-S-Da: Skills and Concepts — Dance Students will: AH-6-PA-S-Da: be actively involved in creating and performing dance (incorporating the elements of dance: space, time and force) alone and with others AH-6-PA-S-Da2: create an improvisational dance with complex movements (beginning, middle and end) AH-6-PA-S-Da3: use knowledge of dance elements to create and perform dance in an expressive manner AH-6-PA-S-Da4: use knowledge of the elements of dance and dance terminology to	Common Core Standards Review all previous common core standards material. Add the following interrelationship standards. A.H-6-IAA-U: Enduring Knowledge – Understandings Students will understand that: AH-6-IAA-U-1: the arts are basic forms of human communication. AH-6-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-6-IAA-U-3: the arts provide forms of non-verbal communication that can strengthen the presentation of ideas and emotions. AH-6-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-6-IAA-S: Skills and Concepts – Arts Students will: AH-6-IAA-S-1: recognize common terms and concepts used in various arts (e.g., tempo in dance and music) AH-6-IAA-S-2: identify communication of common themes or ideas across different art forms AH-6-IAA-S-3: identify and explain connections between and among different art forms from the same culture or from the same time period AH-6-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 art and mathematics, dance and a healthy lifestyle, fractions in music notation and mathematics, composing music and writing) AH-6-IAA-S-5: communicate common meaning through creating and performing in the four art forms

describe and critique their own performances and the performances of others AH-6-PA-S-Da5: identify and apply criteria for evaluating dance (e.g., skill of performers, originality, emotional impact, variety, interest) AH-6-PA-S-Da6: demonstrate behavior appropriate for observing the particular context and style of dance being performed; discuss opinions with peers in a supportive and constructive way					
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 through	purposes of dance through	purposes of dance through
appropriate elements	appropriate elements	appropriate elements	the use of technology.	the use of technology.	the use of technology.
of dance.	of dance.	of dance.			
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.superteachert	http://www.superteachert	http://www.superteachert
of dance.	of dance.	elements of dance.	ools.com/jeopardyx/	ools.com/jeopardyx/	ools.com/jeopardyx/
Critique an individual	Critique a group	Critique an	http://www.superteachert	http://www.superteachert	http://www.superteachert
dance using	dance using	improvised dance	ools.com/jeopardy/	ools.com/jeopardy/	ools.com/jeopardy/
appropriate elements	appropriate elements	using appropriate	Play other flash based	Play other flash based	Play other flash based
of dance.	of dance.	elements of dance.	games (Speed Match	games (Speed Match	games (Speed Match
			Maker, Who Wants to be a	Maker, Who Wants to be a	Maker, Who Wants to be a
			Millionaire, Flash Board	Millionaire, Flash Board	Millionaire, Flash Board
			Game).	Game).	Game).
			http://www.superteachert	http://www.superteachert	http://www.superteachert
			ools.com/index.php	ools.com/index.php	ools.com/index.php
Balanced	Balanced	Balanced	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:
Assessment:	Assessment:	Assessment:	Formative	Formative	Formative
Formative	Formative	Formative			
			Performance Based	Performance Based	Performance Based
School wide video for test	School wide video for test	School wide video for test	(Student demonstrates	(Student demonstrates	(Student demonstrates
prep – Preparation for the performance would be	prep – Preparation for the performance would be	prep – Preparation for the performance would be	specific skills)	specific skills)	specific skills)
formative with a	formative with a	formative with a			
written/oral critique by	written/oral critique by	written/oral critique by	Written/aural – multiple	Written/aural – multiple	Written/aural – multiple
Summative	Summative	Summative	choice, constructed	choice, constructed	choice, constructed
			response, open response	response, open response	response, open response
Annual school wide	Annual school wide	Annual school wide			
musical – Performance	musical – Performance	musical – Performance	Summative	Summative	Summative
would be summative with a written/oral critique by	would be summative with a written/oral critique by	would be summative with a written/oral critique by			
performers and observers.	performers and observers.	performers and observers.	School wide video for test prep –	School wide video for test prep –	School wide video for test prep –
		•	Performance would be summative with a written/oral	Performance would be	Performance would be summative with a written/oral
			critique by performers and	summative with a written/oral critique by performers and	critique by performers and
Common (PLC Teams	Common (PLC Teams	Common (PLC Teams	observers.	observers.	observers.
will design the	will design the	will design the			
common	common	common			
assessments, i.e.,	assessments, i.e.,	assessments, i.e.,	Common (PLC Teams will	Common (PLC Teams will	Common (PLC Teams will
grade level, and/or	grade level, and/or	grade level, and/or	design the common	design the common	design the common
depts)					
uepts	depts)	depts)	assessments, i.e., grade level, and/or depts)	assessments, i.e., grade level, and/or depts)	assessments, i.e., grade level, and/or depts)

| Resources Needed |
|--|--|--|--|--|--|
| World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/a rtstoolkit/dance/ Eva Media Middle School Humanities Books http://www.ket.org/d ancesense/ | World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/a rtstoolkit/dance/ Eva Media Middle School Humanities Books http://www.ket.org/d ancesense/ | World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/a rtstoolkit/dance/ Eva Media Middle School Humanities Books http://www.ket.org/d ancesense/ | World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/artsto olkit/dance/ Eva Media Middle School Humanities Books http://www.ket.org/dance sense/ | World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/artsto olkit/dance/ Eva Media Middle School Humanities Books http://www.ket.org/dance sense/ | World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/artsto olkit/dance/ Eva Media Middle School Humanities Books http://www.ket.org/dance sense/ |
| Higher Order Questions |
| 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. | Compare/contrast how different art forms communicate emotions. | Compare/contrast how different art forms communicate emotions. | Compare/contrast how different art forms communicate emotions. |