



FLOYD COUNTY SCHOOLS' CURRICULUM RESOURCES
"Building a Better Future for Every Child - Every Day!"
Summer 2014

Subject Content: Dance Grade 8

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 Purposes of Dance	Unit/Topic Elements of Dance
<p align="center">CORE CONTENT 4.1</p> <p>AH-08-3.2.1</p> <p>Students will compare or explain how dance fulfills a variety of purposes.</p> <p align="right">DOK 2</p> <p>Purposes of dance: (different roles of dance) Ceremonial - dances created or performed for rituals or celebrations (e.g., dances of Native Americans and West Africans to celebrate life events such as harvest, ritual dances associated with worship) Recreational - dancing for entertainment, to support recreational activities (e.g., ballroom, line dancing, aerobic dance, dance as a hobby) Artistic expression - dance created with the intent to express or communicate emotion, feelings, ideas (e.g., ballet, tap dance, modern dance, dance created and performed in a concert and/or theatrical setting for an audience)</p> <p align="center">Common Core Standards</p> <p>A.AH-8-CA-U: Enduring Knowledge – Understandings Students will understand that: AH-8-PCA-U-1: the arts fulfill a variety of purposes in society (e.g., to present issues and ideas, to entertain, to teach or persuade, to design, plan and beautify). AH-8-PCA-U-2: the arts have value and significance for daily life. They provide personal fulfillment, whether in career settings, avocational pursuits, or leisure. AH-8-PCA-U-3: the arts provide forms of nonverbal communication that can</p>	<p align="center">CORE CONTENT 4.1</p> <p>AH-08-1.2.1</p> <p>Students will compare or evaluate the use of elements in a variety of dances.</p> <p align="right">DOK 3</p> <p>Elements of dance: Space - direction (forward, backward, right, left, up, down, diagonal), pathway (straight, curved), levels (high, middle, low), shape (individual or group) Focus - audience (where viewer's eye is drawn), dancer (single focus -looking in the direction of movement, multi focus – changing head/eye focus during movements) Size - use of big/small size in a given space, or range of motion</p> <p align="center">Common Core Standards</p> <p>A.AH-8-SA-U: Enduring Knowledge – Understandings Students will understand that: AH-8-SA-U-1: the elements of music, dance and drama are intentionally applied in creating and performing. AH-8-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-8-SA-U-4: existing and emerging technologies can inspire new applications of</p>

<p>strengthen the presentation of ideas and emotions. C.AH-8-CA-S-Da: Skills and Concepts – Dance Students will: AH-8-PCA-S-Da1: compare and explain purposes for which dance is created (ceremonial, recreational, artistic expression) AH-8-PCA-S-Da2: create new, observe, choose and perform dance to fulfill a variety of specific purposes</p>	<p>structural components. C.AH-8-SA-S-Da: Skills and Concepts – Dance Students will: AH-8-SA-S-Da1: use appropriate terminology to identify and analyze the use of elements in a variety of dance (space, time, force) AH-8-SA-S-Da2: observe, describe and demonstrate choreographic forms in dance AH-8-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-8-SA-S-Da4: identify and describe themes and styles (including characteristics of styles) of dance</p>
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CURRICULUM	CURRICULUM
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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

<p>I CAN STATEMENTS: I can explain why a dance can fulfill a variety of purposes.</p>	<p>I CAN STATEMENTS: I can explain why a dance can fulfill a variety of purposes.</p>	<p>I CAN STATEMENTS: I can explain why a dance can fulfill a variety of purposes.</p>	<p>I CAN STATEMENTS: I can compare and demonstrate directions in dance (forward, backward, right, left, up, down, diagonal). I can compare and demonstrate pathways in dance (straight and curved).</p>	<p>I CAN STATEMENTS: I can compare and demonstrate levels in dance (high, middle, low). I can compare and demonstrate shape in dance (individual or group).</p>	<p>I CAN STATEMENTS: I can compare and demonstrate focus in dance (audience, dancer or multi focus). I can compare and demonstrate size in dance (in space or range of motion).</p>
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Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
Artistic Ceremonial Recreational	Artistic Ceremonial Recreational	Artistic Ceremonial Recreational	Space Personal Space General Space Focus Single focus Multi- focus Size Direction Pathway Shape level	Space Personal Space General Space Focus Single focus Multi- focus Size Direction Pathway Shape level	Space Personal Space General Space Focus Single focus Multi- focus Size Direction Pathway Shape level

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

		the common assessments, i.e., grade level, and/or depts..)		grade level, and/or depts..)	grade level, and/or depts..)
<p>Resources Needed</p> <p>World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/artstoolkit/dance/ Eva Media Middle School Humanities Books http://www.ket.org/dancesense/</p>	<p>Resources Needed</p> <p>World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/artstoolkit/dance/ Eva Media Middle School Humanities Books http://www.ket.org/dancesense/</p>	<p>Resources Needed</p> <p>World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/artstoolkit/dance/ Eva Media Middle School Humanities Books http://www.ket.org/dancesense/</p>	<p>Resources Needed</p> <p>World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/artstoolkit/dance/ Eva Media Middle School Humanities Books http://www.ket.org/dancesense/</p>	<p>Resources Needed</p> <p>World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/artstoolkit/dance/ Eva Media Middle School Humanities Books http://www.ket.org/dancesense/</p>	<p>Resources Needed</p> <p>World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/artstoolkit/dance/ Eva Media Middle School Humanities Books http://www.ket.org/dancesense/</p>
<p>Higher Order Questions</p> <p>Compare/contrast the live performance to the exemplar performance example observed in the classroom setting.</p>	<p>Higher Order Questions</p> <p>Compare/contrast the live performance to the exemplar performance example observed in the classroom setting.</p>	<p>Higher Order Questions</p> <p>Compare/contrast the live performance to the exemplar performance example observed in the classroom setting.</p>	<p>Higher Order Questions</p> <p>Analyze the dance we have been doing in class, explaining how two elements of dance are utilized.</p>	<p>Higher Order Questions</p> <p>Analyze the dance we have been doing in class, explaining how two elements of dance are utilized.</p>	<p>Higher Order Questions</p> <p>Analyze the dance we have been doing in class, explaining how two elements of dance are utilized.</p>

Weeks 7-9			Weeks 10-12		
Unit/Topic Elements of Dance			Unit/Topic Elements of Dance		
<p align="center">CORE CONTENT 4.1</p> <p>AH-08-1.2.1</p> <p>Students will compare or evaluate the use of elements in a variety of dances.</p> <p align="right">DOK 3</p> <p>Elements of dance:</p> <p><u>Time (Tempo)</u> - accent, rhythmic pattern, duration</p> <p align="center">Common Core Standards</p> <p>A.AH-8-SA-U: Enduring Knowledge – Understandings Students will understand that: AH-8-SA-U-1: the elements of music, dance and drama are intentionally applied in creating and performing. AH-8-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-8-SA-U-4: existing and emerging technologies can inspire new applications of structural components. C.AH-8-SA-S-Da: Skills and Concepts – Dance Students will: AH-8-SA-S-Da1: use appropriate terminology to identify and analyze the use of elements in a variety of dance (space, time, force) AH-8-SA-S-Da2: observe, describe and demonstrate choreographic forms in dance AH-8-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-8-SA-S-Da4: identify and describe themes and styles (including characteristics of styles) of dance</p>			<p align="center">CORE CONTENT 4.1</p> <p>AH-08-1.2.1</p> <p>Students will compare or evaluate the use of elements in a variety of dances.</p> <p align="right">DOK 3</p> <p>Elements of dance:</p> <p><u>Force</u> - heavy/light, sharp/smooth, tension/relaxation, bound/flowing</p> <p align="center">Common Core Standards</p> <p>A.AH-8-SA-U: Enduring Knowledge – Understandings Students will understand that: AH-8-SA-U-1: the elements of music, dance and drama are intentionally applied in creating and performing. AH-8-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-8-SA-U-4: existing and emerging technologies can inspire new applications of structural components. C.AH-8-SA-S-Da: Skills and Concepts – Dance Students will: AH-8-SA-S-Da1: use appropriate terminology to identify and analyze the use of elements in a variety of dance (space, time, force) AH-8-SA-S-Da2: observe, describe and demonstrate choreographic forms in dance AH-8-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-8-SA-S-Da4: identify and describe themes and styles (including characteristics of styles) of dance</p>		
CURRICULUM			CURRICULUM		
Week 7	Week 8	Week 9	Week 10	Week 11	Week 12

Identify Sub-Topics Time	Identify Sub-Topics Time	Identify Sub-Topics Time	Identify Sub-Topics Force	Identify Sub-Topics Force	Identify Sub-Topics Force
I CAN STATEMENTS: I can compare and demonstrate accents in dance.	I CAN STATEMENTS: I can compare and demonstrate rhythmic patterns in dance.	I CAN STATEMENTS: I can compare and demonstrate durations of movements in dance.	I CAN STATEMENTS: I can compare and demonstrate opposing characteristics of force (heavy/light, sharp/smooth, tension/relaxation, bound/flowing).	I CAN STATEMENTS: I can compare and demonstrate opposing characteristics of force (heavy/light, sharp/smooth, tension/relaxation, bound/flowing).	I CAN STATEMENTS: I can compare and demonstrate opposing characteristics of force (heavy/light, sharp/smooth, tension/relaxation, bound/flowing).
Critical Vocabulary Time Accent Rhythmic pattern Duration	Critical Vocabulary Time Accent Rhythmic pattern Duration	Critical Vocabulary Time Accent Rhythmic pattern Duration	Critical Vocabulary Force Heavy/light Sharp/smooth Tension/relaxation Bound/flowing	Critical Vocabulary Force Heavy/light Sharp/smooth Tension/relaxation Bound/flowing	Critical Vocabulary Force Heavy/light Sharp/smooth Tension/relaxation Bound/flowing
Suggested Strategies/Activities Watch a variety of dances. Discuss (compare), demonstrate and practice accents.	Suggested Strategies/Activities Watch a variety of dances. Discuss (compare), demonstrate and practice rhythmic patterns.	Suggested Strategies/Activities Watch a variety of dances. Discuss (compare), demonstrate and practice durations of movements.	Suggested Strategies/Activities Watch a variety of dances. Discuss (compare), demonstrate and practice opposing characteristics of force.	Suggested Strategies/Activities Watch a variety of dances. Discuss (compare), demonstrate and practice opposing characteristics of force.	Suggested Strategies/Activities Watch a variety of dances. Discuss (compare), demonstrate and practice opposing characteristics of force.
Balanced Assessment: Formative Veteran’s Day program –	Balanced Assessment: Formative Veteran’s Day program –	Balanced Assessment: Formative Veteran’s Day program –	Balanced Assessment: Formative Veteran’s Day program –	Balanced Assessment: Formative Veteran’s Day program –	Balanced Assessment: Formative Veteran’s Day program –

Preparation for the performance would be formative with a written/oral critique by performers and observers.	Preparation for the performance would be formative with a written/oral critique by performers and observers.	Preparation for the performance would be formative with a written/oral critique by performers and observers.	Preparation for the performance would be formative with a written/oral critique by performers and observers.	Preparation for the performance would be formative with a written/oral critique by performers and observers.	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.
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Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed
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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.	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 Dance Forms	Unit/Topic Performance Event
<p align="center">CORE CONTENT 4.1</p> <p>AH-08-1.2.1</p> <p>Students will compare or evaluate the use of elements in a variety of dances.</p> <p align="right">DOK 3</p> <p>Choreographic Forms -AB, ABA, call and response, narrative</p> <p align="center">Common Core Standards</p> <p>A.AH-8-SA-U: Enduring Knowledge – Understandings Students will understand that: AH-8-SA-U-1: the elements of music, dance and drama are intentionally applied in creating and performing. AH-8-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-8-SA-U-4: existing and emerging technologies can inspire new applications of structural components. C.AH-8-SA-S-Da: Skills and Concepts – Dance Students will: AH-8-SA-S-Da1: use appropriate terminology to identify and analyze the use of elements in a variety of dance (space, time, force) AH-8-SA-S-Da2: observe, describe and demonstrate choreographic forms in dance AH-8-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-8-SA-S-Da4: identify and describe themes and styles (including characteristics of styles) of dance</p>	<p align="center">CORE CONTENT 4.1</p> <p><i>AH-08-4.2.1</i></p> <p><i>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.</i></p> <p><i>AH-08-4.2.2</i></p> <p><i>Students will create an improvisational dance with complex movements (beginning, middle and end).</i></p> <p align="center">Common Core Standards</p> <p>A.AH-8-PA-U: Enduring Knowledge – Understandings Students will understand that: AH-8-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-8-PA-U-2: full understanding and appreciation of the arts requires some degree of involvement in all three processes. AH-8-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-8-PA-U-4: existing and emerging technologies can extend the reach of the art form to new audiences. C.AH-8-PA-S-Da: Skills and Concepts – Dance Students will: AH-8-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-8-PA-S-Da2: create an improvisational dance with complex movements (beginning, middle and end) AH-8-PA-S-Da3: use knowledge of dance elements to create and perform dance in an expressive manner AH-8-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-8-PA-S-Da5: identify and apply criteria for evaluating dance (e.g., skill of performers, originality, emotional impact, variety, interest)</p>

			AH-8-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 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 AB ABA Narrative Call & Response Choreography	Critical Vocabulary AB ABA Narrative Call & Response Choreography	Critical Vocabulary AB ABA Narrative Call & Response Choreography	Critical Vocabulary Choreography Improvisation Critique	Critical Vocabulary Choreography Improvisation Critique	Critical Vocabulary Choreography Improvisation Critique
Strategies/Activities Watch dance videos and compare the forms (AB, ABA, Narrative and Call & Response).	Strategies/Activities Watch dance videos and identify the forms (AB, ABA, Narrative and Call & Response).	Strategies/Activities Choreograph and compare dances that demonstrate the following forms (AB, ABA,	Strategies/Activities Choreograph and perform an individual dance using appropriate elements of dance.	Strategies/Activities Choreograph and perform a group dance using appropriate elements of dance.	Strategies/Activities Choreograph and perform an improvised dance using appropriate elements of dance.

		Narrative, and Call & Response).	Critique an individual dance using appropriate elements of dance.	Critique a group dance using appropriate elements of dance.	Critique an improvised dance using appropriate elements of dance.
<p>Balanced Assessment: Formative</p> <p>Christmas program – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p>	<p>Balanced Assessment: Formative</p> <p>Christmas program – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p>	<p>Balanced Assessment: Formative</p> <p>Christmas program – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p>	<p>Balanced Assessment: Formative</p> <p>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.</p>	<p>Balanced Assessment: Formative</p> <p>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.</p>	<p>Balanced Assessment: Formative</p> <p>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.</p>
<p>Summative</p> <p>Veteran’s Day program – Performance would be summative with a written/oral critique by performers and observers.</p>	<p>Summative</p> <p>Veteran’s Day program – Performance would be summative with a written/oral critique by performers and observers.</p>	<p>Summative</p> <p>Veteran’s Day program – Performance would be summative with a written/oral critique by performers and observers.</p>	<p>Summative</p> <p>Christmas program – Performance would be summative with a written/oral critique by performers and observers.</p>	<p>Summative</p> <p>Christmas program – Performance would be summative with a written/oral critique by performers and observers.</p>	<p>Summative</p> <p>Christmas program – Performance would be summative with a written/oral critique by performers and observers.</p>
<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
<p>Resources Needed</p> <p>World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/artstoolkit/dance/ Eva Media Middle School Humanities Books http://www.ket.org/dance/</p>	<p>Resources Needed</p> <p>World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/artstoolkit/dance/ Eva Media Middle School Humanities Books http://www.ket.org/dance/</p>	<p>Resources Needed</p> <p>World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/artstoolkit/dance/ Eva Media Middle School Humanities Books http://www.ket.org/dance/</p>	<p>Resources Needed</p> <p>World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/artstoolkit/dance/ Eva Media Middle School Humanities Books http://www.ket.org/dance/</p>	<p>Resources Needed</p> <p>World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/artstoolkit/dance/ Eva Media Middle School Humanities Books http://www.ket.org/dance/</p>	<p>Resources Needed</p> <p>World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/artstoolkit/dance/ Eva Media Middle School Humanities Books http://www.ket.org/dance/</p>

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Higher Order Questions Analyze the dance we have been doing in class, explaining how two elements of dance are utilized.	Higher Order Questions Analyze the dance we have been doing in class, explaining how two elements of dance are utilized.	Higher Order Questions Analyze the dance we have been doing in class, explaining how two elements of dance are utilized.	Higher Order Questions Evaluate the dance we have been doing in class using an oral or written peer review critique.	Higher Order Questions Evaluate the dance we have been doing in class using an oral or written peer review critique.	Higher Order Questions 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 Styles of Dance			Unit/Topic Styles of Dance		
<p align="center">CORE CONTENT 4.1</p> <p><i>AH-08-1.2.2</i></p> <p><i>Students will compare and contrast dances by: comparing 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.</i></p> <p align="center">Common Core Standards</p> <p>A.AH-8-SA-U: Enduring Knowledge – Understandings Students will understand that: AH-8-SA-U-1: the elements of music, dance and drama are intentionally applied in creating and performing. AH-8-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-8-SA-U-4: existing and emerging technologies can inspire new applications of structural components.</p> <p>C.AH-8-SA-S-Da: Skills and Concepts – Dance Students will: AH-8-SA-S-Da1: use appropriate terminology to identify and analyze the use of elements in a variety of dance (space, time, force) AH-8-SA-S-Da2: observe, describe and demonstrate choreographic forms in dance AH-8-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-8-SA-S-Da4: identify and describe themes and styles (including characteristics of styles) of dance</p>			<p align="center">CORE CONTENT 4.1</p> <p><i>AH-08-1.2.2</i></p> <p><i>Students will compare and contrast dances by: comparing 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.</i></p> <p align="center">Common Core Standards</p> <p>A.AH-8-SA-U: Enduring Knowledge – Understandings Students will understand that: AH-8-SA-U-1: the elements of music, dance and drama are intentionally applied in creating and performing. AH-8-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-8-SA-U-4: existing and emerging technologies can inspire new applications of structural components.</p> <p>C.AH-8-SA-S-Da: Skills and Concepts – Dance Students will: AH-8-SA-S-Da1: use appropriate terminology to identify and analyze the use of elements in a variety of dance (space, time, force) AH-8-SA-S-Da2: observe, describe and demonstrate choreographic forms in dance AH-8-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-8-SA-S-Da4: identify and describe themes and styles (including characteristics of styles) of dance</p>		
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 compare dance styles	I CAN STATEMENTS: I can compare dance styles	I CAN STATEMENTS:	I CAN STATEMENTS: I can compare dance styles	I CAN STATEMENTS: I can compare	I CAN STATEMENTS: I can use the elements of

(ballet, jazz, tap, modern).	(ballet, jazz, tap, modern).	I can compare 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 describe the theme of a dance.
Critical Vocabulary Ballet Jazz Tap Modern	Critical Vocabulary Ballet Jazz Tap Modern	Critical Vocabulary Ballet Jazz Tap Modern	Critical Vocabulary Ballet Jazz Tap Modern	Critical Vocabulary Tap Ballroom Partnering	Critical Vocabulary Theme
Suggested Strategies/Activities Watch dance videos and compare the style (ballet, jazz, tap, modern).	Suggested Strategies/Activities Watch dance videos and compare the style (ballet, jazz, tap, modern).	Suggested Strategies/Activities Watch dance videos and compare the style (ballet, jazz, tap, modern).	Suggested Strategies/Activities Watch dance videos and compare the style (ballet, jazz, tap, modern).	Suggested Strategies/Activities Watch dance videos and compare the characteristics of dance styles. Watch dance videos and compare the styles using the elements of dance.	Suggested Strategies/Activities Watch dance videos and compare the style using the elements of dance. Watch dance videos and compare 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.	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.	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.	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.	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.	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.

<p align="center">Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p align="center">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p align="center">Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p align="center">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p align="center">Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p align="center">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p align="center">Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p align="center">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p align="center">Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p align="center">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p align="center">Summative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p> <p align="center">Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
<p align="center">Resources Needed</p> <p>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/dance/sense/</p>	<p align="center">Resources Needed</p> <p>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/dance/sense/</p>	<p align="center">Resources Needed</p> <p>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/dance/sense/</p>	<p align="center">Resources Needed</p> <p>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/dance/sense/</p>	<p align="center">Resources Needed</p> <p>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/dance/sense/</p>	<p align="center">Resources Needed</p> <p>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/dance/sense/</p>
<p align="center">Higher Order Questions</p> <p>Analyze the dance we have been doing in class, explaining how two elements of dance are utilized.</p>	<p align="center">Higher Order Questions</p> <p>Analyze the dance we have been doing in class, explaining how two elements of dance are utilized.</p>	<p align="center">Higher Order Questions</p> <p>Analyze the dance we have been doing in class, explaining how two elements of dance are utilized.</p>	<p align="center">Higher Order Questions</p> <p>Analyze the dance we have been doing in class, explaining how two elements of dance are utilized.</p>	<p align="center">Higher Order Questions</p> <p>Analyze the dance we have been doing in class, explaining how two elements of dance are utilized.</p>	<p align="center">Higher Order Questions</p> <p>Analyze the dance we have been doing in class, explaining how two elements of dance are utilized.</p>

Weeks 25-27			Weeks 28-30		
Unit/Topic Cultures/Periods			Unit/Topic Cultures/Periods		
<p>CORE CONTENT 4.1</p> <p>AH-08-2.2.1</p> <p>Students will analyze or explain how diverse cultures and time periods are reflected in dance.</p> <p style="text-align: right;">DOK 3</p> <p>Cultures/Period:</p> <p>Early American through Civil War --Folk/social dances based on European traditions (e.g., traditional folk and social dances, jig, reel, square dance, waltz)</p> <p style="text-align: center;">Common Core Standards</p> <p>A.AH-8-HA-U: Enduring Knowledge – Understandings Students will understand that: AH-8-HA-U-1: the arts are powerful tools for understanding human experiences both past and present. AH-8-HA-U-2: the arts help us understand others’ (often very different) ways of thinking, working, and expressing ourselves. AH-8-HA-U-3: the arts play a major role in the creation and defining of cultures and building civilizations. C.AH-8-HA-S-Da: Skills and Concepts – Dance Students will: AH-8-HA-S-Da1: describe and analyze distinguishing characteristics of dance representing a variety of world cultures and time periods (Early American through Civil War) AH-8-HA-S-Da2: observe, classify and perform dance representing a variety of world cultures and historical periods AH-8-HA-S-Da3: examine dance from various world cultures and explain how dance reflects the culture, cultural beliefs or blending of cultures; use examples to illustrate how dance has directly influenced society or culture AH-8-HA-S-Da4: examine dance from various time periods and explain how the influence of time and place are reflected in the dance</p>			<p>CORE CONTENT 4.1</p> <p>AH-08-2.2.1</p> <p>Students will analyze or explain how diverse cultures and time periods are reflected in dance.</p> <p style="text-align: right;">DOK 3</p> <p>Cultures/Period:</p> <p>African American dances in the United States through the Civil War (e.g., plantation dances, dances performed by slaves based on West African traditions)</p> <p>A.AH-8-HA-U: Enduring Knowledge – Understandings Students will understand that: AH-8-HA-U-1: the arts are powerful tools for understanding human experiences both past and present. AH-8-HA-U-2: the arts help us understand others’ (often very different) ways of thinking, working, and expressing ourselves. AH-8-HA-U-3: the arts play a major role in the creation and defining of cultures and building civilizations. C.AH-8-HA-S-Da: Skills and Concepts – Dance Students will: AH-8-HA-S-Da1: describe and analyze distinguishing characteristics of dance representing a variety of world cultures and time periods (Early American through Civil War) AH-8-HA-S-Da2: observe, classify and perform dance representing a variety of world cultures and historical periods AH-8-HA-S-Da3: examine dance from various world cultures and explain how dance reflects the culture, cultural beliefs or blending of cultures; use examples to illustrate how dance has directly influenced society or culture AH-8-HA-S-Da4: examine dance from various time periods and explain how the influence of time and place are reflected in the dance</p>		
CURRICULUM			CURRICULUM		
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30
Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics

European influence	European influence	European influence	West African influence	West African influence	West African influence
I CAN STATEMENTS: I can explain the European influence on dance in Colonial America.	I CAN STATEMENTS: I can explain the European influence on dance in Colonial America.	I CAN STATEMENTS: I can explain the European influence on dance in Colonial America.	I CAN STATEMENTS: I can explain the West African influence on American dance.	I CAN STATEMENTS: I can explain the West African influence on American dance.	I CAN STATEMENTS: I can explain the West African influence on American dance.
Critical Vocabulary Cultures Folk Dance Social Dance Jig Reel Square Dance Waltz	Critical Vocabulary Cultures Folk Dance Social Dance Jig Reel Square Dance Waltz	Critical Vocabulary Cultures Folk Dance Social Dance Jig Reel Square Dance Waltz	Critical Vocabulary Cultures African American Dance Plantation Dance	Critical Vocabulary Cultures African American Dance Plantation Dance	Critical Vocabulary Cultures African American Dance Plantation Dance
Suggested Strategies/Activities Watch, recognize and respond to dance from other cultures. Perform dances from this culture. Divide students into groups. Each group will research, create and present through PowerPoints, posters and demonstrations.	Suggested Strategies/Activities Watch, recognize and respond to dance from other cultures. Perform dances from this culture. Divide students into groups. Each group will research, create and present through PowerPoints, posters and demonstrations.	Suggested Strategies/Activities Watch, recognize and respond to dance from other cultures. Perform dances from this culture. Divide students into groups. Each group will research, create and present through PowerPoints, posters and demonstrations.	Suggested Strategies/Activities Watch, recognize and respond to dance from other cultures. Perform dances from this culture. Divide students into groups. Each group will research, create and present through PowerPoints, posters and demonstrations.	Suggested Strategies/Activities Watch, recognize and respond to dance from other cultures. Perform dances from this culture. Divide students into groups. Each group will research, create and present through PowerPoints, posters and demonstrations.	Suggested Strategies/Activities Watch, recognize and respond to dance from other cultures. Perform dances from this culture. Divide students into groups. Each group will research, create and present through PowerPoints, posters and demonstrations.
Balanced Assessment: Formative Annual school wide musical – Preparation for the	Balanced Assessment: Formative Annual school wide musical – Preparation for the	Balanced Assessment: Formative Annual school wide musical – Preparation for the	Balanced Assessment: Formative Annual school wide musical – Preparation for the	Balanced Assessment: Formative Annual school wide musical – Preparation for the	Balanced Assessment: Formative Annual school wide musical – Preparation for the

performance would be formative with a written/oral critique by performers and observers.	performance would be formative with a written/oral critique by performers and observers.	performance would be formative with a written/oral critique by performers and observers.	performance would be formative with a written/oral critique by performers and observers.	performance would be formative with a written/oral critique by performers and observers.	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 Series Folk Dance Video KET Toolkit http://www.ket.org/arts/toolkit/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/arts/toolkit/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/arts/toolkit/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/arts/toolkit/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/arts/toolkit/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/arts/toolkit/dance/ Eva Media Middle School Humanities Books http://www.ket.org/dance/sense/
Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions
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.	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.

Weeks 31-33	Weeks 34-36
Unit/Topic Performance Event	Unit/Topic Yearly Review
<p align="center">CORE CONTENT 4.1</p> <p><i>AH-08-4.2.1</i></p> <p><i>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.</i></p> <p><i>AH-08-4.2.2</i></p> <p><i>Students will create an improvisational dance with complex movements (beginning, middle and end).</i></p> <p align="center">Common Core Standards</p> <p>A.AH-8-PA-U: Enduring Knowledge – Understandings Students will understand that: AH-8-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-8-PA-U-2: full understanding and appreciation of the arts requires some degree of involvement in all three processes. AH-8-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-8-PA-U-4: existing and emerging technologies can extend the reach of the art form to new audiences.</p> <p>C.AH-8-PA-S-Da: Skills and Concepts – Dance Students will: AH-8-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-8-PA-S-Da2: create an improvisational dance with complex movements (beginning, middle and end) AH-8-PA-S-Da3: use knowledge of dance elements to create and perform dance in an expressive manner AH-8-PA-S-Da4: use knowledge of the elements of dance and dance</p>	<p align="center">CORE CONTENT 4.1</p> <p>Review all previous Core Content 4.1 material.</p> <p align="center">Common Core Standards</p> <p>Review all previous common core standards material. Add the following interrelationship standards.</p> <p>A.AH-8-IAA-U: Enduring Knowledge – Understandings Students will understand that: AH-8-IAA-U-1: the arts are basic forms of human communication. AH-8-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-8-IAA-U-3: the arts provide forms of non-verbal communication that can strengthen the presentation of ideas and emotions. AH-8-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.</p> <p>B.AH-8-IAA-S: Skills and Concepts – Arts Students will: AH-8-IAA-S-1: recognize and discuss common terms and concepts used in various arts (e.g., tempo in dance and music) AH-8-IAA-S-2: identify communication of common themes or ideas across different art forms AH-8-IAA-S-3: identify and explain connections between and among different art forms from the same culture or from the same time period AH-8-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-8-IAA-S-5: communicate common meaning through creating and performing in the four art forms</p>

terminology to describe and critique their own performances and the performances of others AH-8-PA-S-Da5: identify and apply criteria for evaluating dance (e.g., skill of performers, originality, emotional impact, variety, interest) AH-8-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 Sub-Topics Individual dance	Identify Sub-Topics Group dance	Identify Sub-Topics Improvisational dance	Identify Sub-Topics Elements of dance Cultures/Periods	Identify Sub-Topics Elements of dance Cultures/Periods	Identify Sub-Topics Elements of dance Cultures/Periods
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.	I CAN STATEMENTS: I can demonstrate prior learning through a variety of means (games, tests, etc.) I can identify and analyze the elements of dance through the use of technology. I can identify and analyze cultures/periods and purposes of dance through the use of technology.	I CAN STATEMENTS: I can demonstrate prior learning through a variety of means (games, tests, etc.) I can identify and analyze the elements of dance through the use of technology. I can identify and analyze cultures/periods and purposes of dance through the use of technology.	I CAN STATEMENTS: I can demonstrate prior learning through a variety of means (games, tests, etc.) I can identify and analyze the elements of dance through the use of technology. I can identify and analyze cultures/periods and purposes of dance through the use of 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

<p>Choreograph and perform an individual dance using appropriate elements of dance. Critique an individual dance using appropriate elements of dance.</p>	<p>Choreograph and perform a group dance using appropriate elements of dance. Critique a group dance using appropriate elements of dance.</p>	<p>Choreograph and perform an improvised dance using appropriate elements of dance. Critique an improvised dance using appropriate elements of dance.</p>	<p>Compete in a Jeopardy tournament to review content. http://www.superteachertools.com/jeopardyx/ http://www.superteachertools.com/jeopardy/ Play other flash based games (Speed Match Maker, Who Wants to be a Millionaire, Flash Board Game). http://www.superteachertools.com/index.php</p>	<p>Compete in a Jeopardy tournament to review content. http://www.superteachertools.com/jeopardyx/ http://www.superteachertools.com/jeopardy/ Play other flash based games (Speed Match Maker, Who Wants to be a Millionaire, Flash Board Game). http://www.superteachertools.com/index.php</p>	<p>Compete in a Jeopardy tournament to review content. http://www.superteachertools.com/jeopardyx/ http://www.superteachertools.com/jeopardy/ Play other flash based games (Speed Match Maker, Who Wants to be a Millionaire, Flash Board Game). http://www.superteachertools.com/index.php</p>
<p>Balanced Assessment: Formative</p> <p>School wide video for test prep – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p>	<p>Balanced Assessment: Formative</p> <p>School wide video for test prep – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p>	<p>Balanced Assessment: Formative</p> <p>School wide video for test prep – Preparation for the performance would be formative with a written/oral critique by performers and observers.</p>	<p>Balanced Assessment: Formative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p>	<p>Balanced Assessment: Formative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p>	<p>Balanced Assessment: Formative</p> <p>Performance Based (Student demonstrates specific skills)</p> <p>Written/aural – multiple choice, constructed response, open response</p>
<p>Summative</p> <p>Annual school wide musical – Performance would be summative with a written/oral critique by performers and observers.</p>	<p>Summative</p> <p>Annual school wide musical – Performance would be summative with a written/oral critique by performers and observers.</p>	<p>Summative</p> <p>Annual school wide musical – Performance would be summative with a written/oral critique by performers and observers.</p>	<p>Summative</p> <p>School wide video for test prep – Performance would be summative with a written/oral critique by performers and observers.</p>	<p>Summative</p> <p>School wide video for test prep – Performance would be summative with a written/oral critique by performers and observers.</p>	<p>Summative</p> <p>School wide video for test prep – Performance would be summative with a written/oral critique by performers and observers.</p>
<p>Common (PLC Teams will design the common</p>	<p>Common (PLC Teams will design the common</p>	<p>Common (PLC Teams will design the common</p>	<p>Common (PLC Teams will design the common assessments, i.e., grade</p>	<p>Common (PLC Teams will design the common assessments, i.e., grade</p>	<p>Common (PLC Teams will design the common assessments, i.e., grade</p>

assessments, i.e., grade level, and/or depts..)	assessments, i.e., grade level, and/or depts..)	assessments, i.e., grade level, and/or depts..)	level, and/or depts..)	level, and/or depts..)	level, and/or depts..)
Resources Needed World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/artstoolkit/dance/ Eva Media Middle School Humanities Books http://www.ket.org/dancesense/	Resources Needed World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/artstoolkit/dance/ Eva Media Middle School Humanities Books http://www.ket.org/dancesense/	Resources Needed World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/artstoolkit/dance/ Eva Media Middle School Humanities Books http://www.ket.org/dancesense/	Resources Needed World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/artstoolkit/dance/ Eva Media Middle School Humanities Books http://www.ket.org/dancesense/	Resources Needed World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/artstoolkit/dance/ Eva Media Middle School Humanities Books http://www.ket.org/dancesense/	Resources Needed World of Fun Dance Series Folk Dance Video KET Toolkit http://www.ket.org/artstoolkit/dance/ Eva Media Middle School Humanities Books http://www.ket.org/dancesense/
Higher Order Questions Evaluate the dance we have been doing in class using an oral or written peer review critique.	Higher Order Questions Evaluate the dance we have been doing in class using an oral or written peer review critique.	Higher Order Questions Evaluate the dance we have been doing in class using an oral or written peer review critique.	Higher Order Questions Compare/contrast how different art forms communicate emotions.	Higher Order Questions Compare/contrast how different art forms communicate emotions.	Higher Order Questions Compare/contrast how different art forms communicate emotions.