Floyd County Schools Res All About Kids

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

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

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

CURRICULUM			CURRICULUM		
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics
Artistic	Ceremonial	Recreational	Space	Space	Space
I CAN STATEMENTS: I can explain why a dance can fulfill a variety of purposes.	I CAN STATEMENTS: I can explain why a dance can fulfill a variety of purposes.	I CAN STATEMENTS: I can explain why a dance can fulfill a variety of purposes.	I CAN STATEMENTS: I can compare and demonstrate directions in dance (forward, backward, right, left, up, down, diagonal). I can compare and demonstrate pathways in dance (straight and curved).	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).	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).
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

Suggested Strategies/Activities Watch a variety of dances.	Suggested Strategies/Activities Watch a variety of dances.	Suggested Strategies/Activiti es Watch a variety of dances.	Suggested Strategies/Activities Watch a variety of dances. Discuss (compare), demonstrate, and Practice Directions and Pathways	Suggested Strategies/Activities Watch a variety of dances. Discuss (compare), demonstrate, and Practice Levels of Dance and Shape	Suggested Strategies/Activities Watch a variety of dances. Discuss(compare), demonstrate, and Practice Focus and Size in Dance
Balanced Assessment:	Balanced Assessment:	Balanced	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:
Formative	Formative	Assessment:	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	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	performers and observers.	Summative		
Performance Based	Performance Based	observers.	Performance Based (Student	Summative	Summative
(Student demonstrates specific skills)	(Student demonstrates specific skills)	Summative	demonstrates specific skills)	Performance Based	Performance Based
Written/aural – multiple choice, constructed response, open response	Written/aural – multiple choice, constructed response, open response	Performance Based (Student demonstrates	Written/aural – multiple choice, constructed response, open response	(Student demonstrates specific skills)	(Student demonstrates specific skills)
Common (PLC Teams will design the common assessments, i.e., grade	Common (PLC Teams will design the common assessments, i.e., grade	specific skills) Written/aural – multiple choice, constructed	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	Written/aural – multiple choice, constructed response, open response	Written/aural – multiple choice, constructed response, open response
level, and/or depts)	level, and/or depts)	response, open response		Common (PLC Teams will design the	Common (PLC Teams will design the
		Common (PLC Teams will design		common assessments, i.e.,	common assessments, i.e.,

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

Weeks 7-9			Weeks 10-12			
Unit/Topic			Unit/Topic			
Elements of Dance		Elements of Dance				
CORE CONTENT 4.1			CORE CONTENT 4.1			
AH-08-1.2.1		AH-08-1.2.1				
Students will compare or evaluate the use of elem dances.	Students will compare o dances.	r evaluate the use of elem	ents in a variety of			
	DOK 3			DOK 3		
Elements of dance:		Elements of dance:				
<u>Time (Tempo)</u> - accent, rhythmic pattern, durati	on	Force - heavy/light, sharp/smooth, tension/relaxation, bound/flowing				
Common Core Standards			Common Core Standards			
A.AH-8-SA-U: Enduring Knowledge – Understandings Stude		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	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 invol	vos an understanding of	creating and performing.	or critiquing works of art invol	lugs on understanding of		
elements, principles, and structures appropriate to each a			uctures appropriate to each ar			
AH-8-SA-U-4: existing and emerging technologies can inspi			nerging technologies can inspi			
structural components.		structural components.				
C.AH-8-SA-S-Da: Skills and Concepts – Dance Students will:		C.AH-8-SA-S-Da: Skills and Concepts – Dance Students will:				
AH-8-SA-S-Da1: use appropriate terminology to identify an	d analyze the use of	AH-8-SA-S-Da1: use appropriate terminology to identify and analyze the use of				
elements in a variety of dance (space, time, force)	agraphia forma in dense	elements in a variety of dance (space, time, force)				
AH-8-SA-S-Da2: observe, describe and demonstrate chored AH-8-SA-S-Da3: apply elements of dance and princip	<u> </u>	AH-8-SA-S-Da2: observe, describe and demonstrate choreographic forms in dance				
balance, initiation of movement, weight shift) when ob		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 indepe	ndently and with others		atterns of movement indepe			
AH-8-SA-S-Da4: identify and describe themes and sty	les (including		and describe themes and sty	yles (including		
characteristics of styles) of dance		characteristics of styles	s) of dance			
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	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 Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities
Watch a variety of dances. Discuss (compare), demonstrate and practice accents.	Watch a variety of dances. Discuss (compare), demonstrate and practice rhythmic patterns.	Watch a variety of dances. Discuss (compare), demonstrate and practice durations of movements.	Watch a variety of dances. Discuss (compare), demonstrate and practice opposing characteristics of force.	Watch a variety of dances. Discuss (compare), demonstrate and practice opposing characteristics of force.	Watch a variety of dances. Discuss (compare), demonstrate and practice opposing characteristics of force.
Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative
Veteran's Day program –	Veteran's Day program –	Veteran's Day program –	Veteran's Day program –	Veteran's Day program –	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.
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	CORE CONTENT 4.1
AH-08-1.2.1	AH-08-4.2.1
Students will compare or evaluate the use of elements in a variety of dances. DOK 3	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-08-4.2.2
Common Core Standards 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	Students will create an improvisational dance with complex movements (beginning, middle and end). Common Core Standards 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-Da: 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)

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

		Narrative, and Call &	Critique an individual	Critique a group dance	Critique an improvised
		Response).	dance using appropriate	using appropriate	dance using appropriate
			elements of dance.	elements of dance.	elements of dance.
Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:
Formative	Formative	Formative	Formative	Formative	Formative
Christmas program –	Christmas program –	Christmas program –	Juried events (KMEA Solo &	Juried events (KMEA Solo &	Juried events (KMEA Solo &
Preparation for the	Preparation for the	Preparation for the	ensemble, all county art, etc.)	ensemble, all county art,	ensemble, all county art, etc.)
performance would be	performance would be	performance would be	- Preparation for the	etc.) – Preparation for the	- Preparation for the
formative with a	formative with a	formative with a written/oral	performance would be	performance would be	performance would be
written/oral critique by	written/oral critique by	critique by performers and	formative with a written/oral	formative with a	formative with a written/oral
performers and observers.	performers and observers.	observers.	critique by performers and	written/oral critique by	critique by performers and
			observers.	performers and observers.	observers.
Summative	Summative	Summative			
Veteran's Day program –	Veteran's Day program –	Veteran's Day program –	Summative	Summative	Summative
Performance would be	Performance would be	Performance would be			
summative with a	summative with a	summative with a written/oral	Christmas program –	Christmas program –	Christmas program –
written/oral critique by	written/oral critique by	critique by performers and	Performance would be	Performance would be	Performance would be
performers and observers.	performers and observers.	observers.	summative with a written/oral	summative with a	summative with a
			critique by performers and observers.	written/oral critique by performers and observers.	written/oral critique by performers and observers.
Common (PLC Teams	Common (PLC Teams	Common (PLC Teams will	observers.	performers and observers.	performers and observers.
will design the	will design the	design the common	Common (PLC Teams	Common (PLC Teams	Common (PLC Teams
common assessments,	common assessments,	assessments, i.e., grade	will design the common	will design the	will design the common
i.e., grade level,	i.e., grade level,	level, and/or depts)	assessments, i.e., grade	common assessments,	assessments, i.e., grade
and/or depts)	and/or depts)	level, and or depts	level, and/or depts)	i.e., grade level,	level, and/or depts)
and/or depts/	and/or depts,		, , , , , , , , , , , , , , , , , , , ,	and/or depts)	, , , , , , , , , , , , , , , , , , , ,
Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed
World of Fun Dance	World of Fun Dance	World of Fun Dance 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
DOOKS	DOOKS	<u>CSCHSC/</u>	interity with the trong auti	Doons	DOORS

ncesense/	ncesense/			ncesense/	cesense/
Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions
inglier order questions	inglier Order Questions	inglier Order Questions	inglier order questions	inglier order questions	riighei Ordel Questions
Analyze the dance we have	Analyze the dance we have	Analyze the dance we have	Evaluate the dance we have	Evaluate the dance we have	Evaluate the dance we have
been doing in class,	been doing in class,	been doing in class, explaining	been doing in class using an	been doing in class using an	been doing in class using an
explaining how two	explaining how two	how two elements of dance are	oral or written peer review	oral or written peer review	oral or written peer review
elements of dance are	elements of dance are	utilized.	critique.	critique.	critique.
utilized.	utilized.				

	Weeks 19-21			Weeks 22-24	
Unit/Topic			Unit/Topic		
Styles of Dance			Styles of Dance		
CORE CONTENT 4.1 AH-08-1.2.2			AH-08-1.2.2	CORE CONTENT 4.1	
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.			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 - fee as rhythmic instrument, ballroom - partnering), and the use of the elements of dance.		
Common Core Standards 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		AH-8-SA-U-1: the elements of creating and performing. AH-8-SA-U-3: responding to elements, principles, and structural components. C.AH-8-SA-U-4: existing and enstructural components. C.AH-8-SA-S-Da: Skills and Council AH-8-SA-S-Da1: use appropriate elements in a variety of dance and AH-8-SA-S-Da2: observe, desuppose AH-8-SA-S-Da3: apply elements in a variety of dance and performing pages and performing pa	cribe and demonstrate chored ements of dance and principle ment, weight shift) when ob- atterns of movement indepe- and describe themes and sty	ves an understanding of rea of the arts. re new applications of d analyze the use of ographic forms in dance les of movement (e.g., serving, andently and with others	
	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:
			_	-	

(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	Ballet Jazz Tap Modern	Ballet Jazz Tap Modern	Ballet Jazz Tap Modern	Tap Ballroom Partnering	Theme
Suggested	Suggested	Suggested	Suggested	Suggested	Suggested
Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities
Watch dance videos and compare the style (ballet, jazz, tap, modern).	Watch dance videos and compare the style (ballet, jazz, tap, modern).	Watch dance videos and compare the style (ballet, jazz, tap, modern).	Watch dance videos and compare the style (ballet, jazz, tap, modern).	Watch dance videos and compare the characteristics of dance styles. Watch dance videos and compare the styles using the elements of dance.	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	Formative	Formative	Formative	Formative	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	Series	Series	Series	Series	Series
Folk Dance Video					
KET Toolkit					
http://www.ket.org/arts	http://www.ket.org/arts	http://www.ket.org/arts	http://www.ket.org/arts	http://www.ket.org/arts	http://www.ket.org/arts
toolkit/dance/	toolkit/dance/	toolkit/dance/	toolkit/dance/	toolkit/dance/	toolkit/dance/
Eva Media Middle					
School Humanities					
Books	Books	Books	Books	Books	Books
http://www.ket.org/dan	http://www.ket.org/dan	http://www.ket.org/dan	http://www.ket.org/dan	http://www.ket.org/dan	http://www.ket.org/dan
cesense/	<u>cesense/</u>	cesense/	cesense/	cesense/	<u>cesense/</u>
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-08-2.2.1			AH-08-2.2.1			
Students will analyze or reflected in dance.	explain how diverse cultu	res and time periods are	Students will analyze or reflected in dance.	explain how diverse cultu	res and time periods are	
Cultures/Period:		DOK 3	Cultures/Period:		DOK 3	
Cultures/Feriou.			Cultures/Periou.			
	Early American through Civil WarFolk/social dances based on European traditions (e.g., traditional folk and social dances, jig, reel, square			s in the United States thro es performed by slaves ba		
,	Common Core Standards			A.AH-8-HA-U: Enduring Knowledge – Understandings Students will understand that:		
A.AH-8-HA-U: Enduring Know	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		
AH-8-HA-U-1: the arts are po	owerful tools for understanding	g human experiences both	past and present.			
past and present.			AH-8-HA-U-2: the arts help us understand others' (often very different) ways of			
·	is understand others' (often ve	ery different) ways of	thinking, working, and expressing ourselves.			
thinking, working, and expre			AH-8-HA-U-3: the arts play a major role in the creation and defining of cultures and			
The state of the s	major role in the creation and	defining of cultures and	building civilizations.	. 5		
building civilizations.				oncepts – Dance Students will		
	oncepts – Dance Students will			d analyze distinguishing charac rld cultures and time periods (
	d analyze distinguishing charac		American through Civil War)	· · · · · · · · · · · · · · · · · · ·	carry	
American through Civil War)	rld cultures and time periods (Early	AH-8-HA-S-Da2: observe, classify and perform dance representing a variety of world			
	ssify and perform dance repre	senting a variety of world	cultures and historical periods			
cultures and historical period		senting a variety of world	AH-8-HA-S-Da3: examine dance from various world cultures and explain how dance			
·	nce from various world culture	s and explain how dance		beliefs or blending of cultures	•	
	beliefs or blending of cultures;	•	use examples to illustrate how dance has directly influenced society or culture			
	use examples to illustrate how dance has directly influenced society or culture			dance from various time pe	eriods and explain how the	
	AH-8-HA-S-Da4: examine dance from various time periods and explain how the			e are reflected in the dance		
influence of time and place	e are reflected in the dance					
	CURRICULUM			CURRICULUM		
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30	
Identify	Identify	Identify	Identify	Identify	Identify	
Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	

European influence	European influence	European influence	West African influence	West African influence	West African influence
I CAN STATEMENTS: I can explain the	I CAN STATEMENTS: I can explain the	I CAN STATEMENTS:	I CAN STATEMENTS: I can explain the West	I CAN STATEMENTS: I can explain the West	I CAN STATEMENTS: I can explain the West
European influence on	European influence on	I can explain the	African influence on	African influence on	African influence on
dance in Colonial	dance in Colonial	European influence on	American dance.	American dance.	American dance.
America.	America.	dance in Colonial America.			
Critical Vocabulary					
Cultures	Cultures	Cultures	Cultures	Cultures	Cultures
Folk Dance	Folk Dance	Folk Dance	African American Dance	African American Dance	African American Dance
Social Dance	Social Dance	Social Dance	Plantation Dance	Plantation Dance	Plantation Dance
Jig	Jig	Jig			
Reel	Reel	Reel			
Square Dance	Square Dance	Square Dance			
Waltz	Waltz	Waltz			
Suggested	Suggested	Suggested	Suggested	Suggested	Suggested
Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities
Watch, recognize and					
respond to dance from					
other cultures.					
Perform dances from					
this culture.					
Divide students into					
groups. Each group will					
research, create and					
present through PowerPoints, posters	present through				
' '	′'	, ' '	and demonstrations.	and demonstrations.	PowerPoints, posters and demonstrations.
and demonstrations.					
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.	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	Common (PLC Teams	Common (PLC Teams	Common (PLC Teams	Common (PLC Teams	Common (PLC Teams
will design the common	will design the common	will design the common	will design the common	will design the common	will design the common
assessments, i.e., grade	assessments, i.e., grade	assessments, i.e., grade	assessments, i.e., grade	assessments, i.e., grade	assessments, i.e., grade
level, and/or depts)	level, and/or depts)	level, and/or depts)	level, and/or depts)	level, and/or depts)	level, and/or depts)
Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed
World of Fun Dance	World of Fun Dance	World of Fun Dance	World of Fun Dance	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/arts	http://www.ket.org/arts	http://www.ket.org/arts	http://www.ket.org/arts	http://www.ket.org/arts	http://www.ket.org/arts
toolkit/dance/	toolkit/dance/	toolkit/dance/	toolkit/dance/	toolkit/dance/	toolkit/dance/
Eva Media Middle	Eva Media Middle	Eva Media Middle	Eva Media Middle	Eva Media Middle	Eva Media Middle
School Humanities	School Humanities	School Humanities	School Humanities	School Humanities	School Humanities
Books	Books	Books	Books	Books	Books
http://www.ket.org/dan	http://www.ket.org/dan	http://www.ket.org/dan	http://www.ket.org/dan	http://www.ket.org/dan	http://www.ket.org/dan
cesense/	cesense/	cesense/	<u>cesense/</u>	cesense/	<u>cesense/</u>
Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions
Compare/contrast the	Compare/contrast the	Compare/contrast the	Compare/contrast the	Compare/contrast the	Compare/contrast the
performances of different	performances of different	performances of different	performances of different	performances of different	performances of different
cultures and time periods.	cultures and time periods.	cultures and time periods.	cultures and time periods.	cultures and time periods.	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-08-4.2.1	
A11-00-4.2.1	Review all previous Core Content 4.1 material.
Students will create an individual or a group dance with 2-3 other people using dance elements (space, time and force) that incorporates one of the following compositional forms: AB, ABA, call and response or narrative. AH-08-4.2.2 Students will create an improvisational dance with complex movements (beginning, middle and end). Common Core Standards 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-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	Review all previous common core standards material. Add the following interrelationship standards. 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. 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 amathematics, 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

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	Identify	Identify	Identify	Identify	Identify	
Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	
Individual dance	Group dance	Improvisational	Elements of dance	Elements of dance	Elements of dance	
		dance	Cultures/Periods	Cultures/Periods	Cultures/Periods	
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	Choreography	Choreography	See all previous	See all previous	See all previous	
Improvisation	Improvisation	Improvisation	vocabulary.	vocabulary.	vocabulary.	
Critique	Critique	Critique	- Country !	- Country :	Total and y	
		-				
Suggested	Suggested	Suggested	Suggested	Suggested	Suggested	
Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	

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

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	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed
World of Fun Dance	World of Fun Dance	World of Fun Dance	World of Fun Dance Series	World of Fun Dance Series	World of Fun Dance Series
Series	Series	Series	Folk Dance Video	Folk Dance Video	Folk Dance Video
Folk Dance Video	Folk Dance Video	Folk Dance Video	KET Toolkit	KET Toolkit	KET Toolkit
KET Toolkit	KET Toolkit	KET Toolkit	http://www.ket.org/artsto	http://www.ket.org/artsto	http://www.ket.org/artsto
http://www.ket.org/a	http://www.ket.org/a	http://www.ket.org/a	olkit/dance/	olkit/dance/	olkit/dance/
rtstoolkit/dance/	rtstoolkit/dance/	rtstoolkit/dance/	Eva Media Middle School	Eva Media Middle School	Eva Media Middle School
Eva Media Middle	Eva Media Middle	Eva Media Middle	Humanities Books	Humanities Books	Humanities Books
School Humanities	School Humanities	School Humanities	http://www.ket.org/dance	http://www.ket.org/dance	http://www.ket.org/dance
Books	Books	Books	sense/	sense/	sense/
http://www.ket.org/d	http://www.ket.org/d	http://www.ket.org/d			
ancesense/	ancesense/	ancesense/			
Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions
Evaluate the dance we have been doing in class	Evaluate the dance we have been doing in class	Evaluate the dance we have been doing in class	Compare/contrast how different art forms communicate	Compare/contrast how different art forms communicate	Compare/contrast how different art forms communicate
using an oral or written	using an oral or written	using an oral or written	emotions.	emotions.	emotions.
peer review critique.	peer review critique.	peer review critique.			