Dance Unlimited

Visual and Performing Arts

Grades 1 & 2

This course exposes students to choreography from past and current styles of dances from popular culture. Students will learn to do dances individually, in pairs, and in a group setting. The course concludes with students choreographing and performing their own dances.

Montclair Public School Elective Overview

Instructional Plan
Course: Dance Unlimited
Marking Period or Trimester: One Trimester
Pacing: 8 weeks

NJSLS
Anchor Standard   **1.3 Performance**   **Strand A: Dance - 1.3.2.A.1**

Framing the Learning			
Timeframe	**Big Ideas**	**Essential Questions**	**Enduring Understandings**
Week 1	Learning and using common dance terms helps dancers to communicate with each other.	How is creating and performing dance different from watching a dance?	The elements of dance are time, space, and energy.
Weeks 2	Dance develops the body and mind to be creative and expressive.	What are the purposes of dance?	Dances are planned or improvised movement sequences, done with or without music.
Week 3-5	Dances styles have identifiable characteristics.	How does the music affect the choreography?	Musical or non-musical accompaniment is a choice.
Week 6-8	An artist makes many decisions when creating and performing dance.	How does making up a dance help to create new ideas for how to move?	Improvising movements to music can make it easier to invent new moves.

Evidence of Learning

Choreograph and perform individual and group dances to 8 counts, based on demonstrated movements and to the beat of music appropriate to the genre of the style of dance.

Activities
Students will choreograph and perform individual and group dances to 8 counts. Students will learn and perform line dances, the Jive, Swing and Twist, to the beat of music. Students will create and perform a dance routine from select moves provided.

DIFFERENTIATION			
Special Education	**ELL**	**Intervention**	**Acceleration**
- Modify and accommodate as listed in student's IEP or 504 plan - Prioritize instruction - Utilize wait-time - Ensure directions are clear and concise - Utilize probing and clarifying questions - Support instruction with scaffolding - Model (provide step by step instructions) use of learning strategies - Provide extended time for practice and review of learning strategies - Identify, categorize, and teach words critical to understanding instructional texts - Utilize multiple approaches to monitor student understanding - Create rubrics to develop assessments - Vary assessments - Assign peer assisted reading and tutoring - Provide individual help to all students - Create opportunities for/Monitor peer collaboration - Monitor student progress frequently - Utilize flexible/cooperative grouping based on instructional goals - Prioritize and chunk lengthy assignments - Utilize assistive technology, when appropriate - Provide ongoing, effective, specific feedback - Model/Utilize graphic organizers - Provide leveled reading materials - Utilize visual aids and props (flashcards, pictures, symbols) when possible - Utilize a multi-sensory approach to new topics	- Get to know student - Set high expectations - Learn/Utilize/Display some words in student's heritage language - Allow electronic translator - Reword, repeat, and clarify directions - Determine student knowledge and level of understanding - Research instruction that best matches student need - Utilize ongoing informal assessments - Refer to NJDOE Resources: https://www.state.nj.us/education/bilingual/resources/ - NJDOE ELL Support Descriptions: https://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf ***Review Special Education list for additional recommendations.***	- Tiered Interventions following RtI framework - RtI Intervention Bank - Fundations Double-Dose (Tier II) - LLI (Tier III) - FFI Skill Report: DRA On-Line - enVision intervention supports NJDOE resources	- Process should be modified: higher order thinking skills, open-ended thinking, discovery - Utilize project-based learning for greater depth of knowledge - Utilize exploratory connections to higher grade concepts - Contents should be modified: abstraction, complexity, variety, organization - Products should be modified: real world problems, audiences, deadlines, evaluation, transformations - Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied