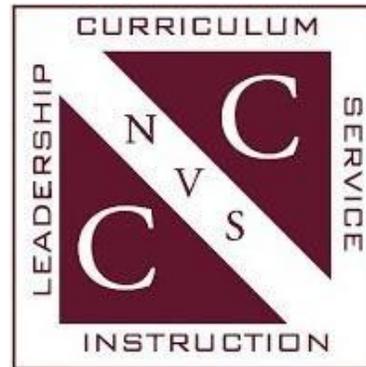


**NORTHERN VALLEY SCHOOLS CONSORTIUM
OFFICE OF CURRICULUM AND INSTRUCTION**

**PERFORMING ARTS
DANCE & THEATRE CURRICULUM GUIDE**

K-8



Born On: August, 2018
Readopted: August, 2020

NORTHERN VALLEY SCHOOLS CONSORTIUM

Office of Curriculum and Instruction

Member Districts

Closter

Demarest

Harrington Park

Haworth

Northvale

Norwood

Old Tappan

Northern Valley Regional

Bergen County, NJ

**Northern Valley Schools
Dance/ Theater Curriculum Guide**

K-8

**Office Of Curriculum And Instruction
Northern Valley Schools
Curriculum Center
Demarest, New Jersey 07627**

**Ms. Kathleen O'Flynn, Director
©Northern Valley Regional High School District, 2018**

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Preface and Acknowledgments

Continuing a long tradition, the Northern Valley Schools have collaboratively worked to revise curriculum based on NJDOE approved standards. Teams of teachers and other school leaders have come together to look at the needed changes and supporting resources. This process has been the connection that brings educators from throughout the Valley to a common understanding of what students need to learn.

In each writing cycle it has been recognized that the process of curriculum writing must be collaborative and continuous. Change is constantly affecting the areas of professional learning for teachers, technology use and resources in education, and shifts in mandates from state and federal departments of education. The districts of the Northern Valley Schools are to be commended for their commitment to high quality instruction and their determination to devote resources to teacher learning and collaboration.

The NVCC looks forward to continuing the comprehensive collaborative review and revision of curriculum to meet the needs of all students. The office is confident that the work of educators and the documents produced, contribute to the goal of improving student achievement throughout the Northern Valley Schools.

Acknowledgments

A special expression of gratitude is extended to our administrative assistants and secretaries in the office of Curriculum and Instruction for their efforts in the preparation of this guide for publication. The numerous hours working on the collation of information and their attention to detail and technology skills are most evident in the final product.

A handwritten signature in cursive script that reads "Kathleen O'Flynn".

Kathleen O'Flynn
Director of Curriculum and Instruction

Northern Valley Curriculum Guide

Accommodations and Modifications for Students

New Teacher Academy and Professional Learning Opportunities:

All teachers new to the Northern Valley participate in the New Teacher Academy. This comprehensive sequence of workshops is designed to support Northern Valley educators with the resources to meet the needs of all learners including English language learners, students receiving special education services, students at risk of failing and students identified for gifted and talented services. In year one of employment educators attend “Getting off to a Great Start and Instructional Skills Seminar,” which is a five-day learning experience with the intent of meeting the instructional needs of all learners. First year teachers also attend “Classroom Leadership” which is a one-day professional development offering designed to teach classroom management skills.

During year two of employment Northern Valley educators attend “Assessment: Strategies for Design” with the goal of honing assessment practices for effective differentiation of learning. This group also attends “Student Collaboration: Supporting Success with NJ Student Learning Standards.” Educators in their second year also select a workshop from our instructional strategies, curriculum connections, social and emotional, or technology strands that best suits their pedagogical needs.

During year three of employment Northern Valley educators attend “Meeting Students Where They Are & Strategies for Growth” which is a full day learning experience that examines instructional strategies to ensure all learners can access skills designated in the New Jersey Student Learning Standards. Third year teachers also engage in one full day elective from the instructional strategies, curriculum connections, social and emotional, or technology strands and engage in an action research activity tailored to the needs of student learning and engagement.

Northern Valley also provides an award winning professional learning program. We offer over 80 full day workshops that take place during the school year. Our workshops allow for varied experiences in the areas of Instructional Strategies, Content Specific, Technology and Social-Emotional Wellbeing. All teachers in Northern Valley are offered a minimum of two full day learning experiences that align with their own professional goals.

Benchmark Assessments:

Teachers of the Northern Valley create grade level and department level assessments - several are utilized for Student Growth Objective target assessments. These assessments are rigorous and include multiple measures from Webb's Depth of Knowledge chart. Assessments may include portfolios, rubrics, journal assignments, literacy evaluations (i.e. Fountas & Pinnell, Independent Reading Level Assessment), projects, unit tests, or end of course exams. The Northern Valley is also committed to Criterion Reference Tests across schools and in multiple grades.

Special Education:

Throughout the Northern Valley Region special needs students receive a high quality specialized education to meet their individual social, emotional and educational needs. Within each individual school district there are programs designed to meet the needs of students in the "least restrictive environment". These programs, from least restrictive to most restrictive, include; In-Class-Support, whereby a special education teacher or instructional aide is assigned to assist special education students in the general education classroom and Resource Room replacement, whereby students are pulled from their general education class for Math or Language Arts to a separate room for small group instruction with a special education teacher. The students who require this level of support, in some cases, receive modified curriculum and differentiated instruction, study guides, extended time on assessments, assistive technology in the form of an iPad or computer programs such as co-writer/word predictor to assist with written assignments. All modifications are stated specifically in a student's Individual Education Plan or IEP to ensure that each student consistently receives the appropriate level of support.

In addition to the programs within the mainstream and/or resource room setting, throughout Northern Valley, districts utilize Region III Regional Programs and Services to meet the needs of special education students with a variety of disabilities. Self-Contained Programs include; Little Tots/Slice, for Pre-School age students, Valley, for primary and upper students on the autistic spectrum, TIP, for students who require social emotional and academic support, ACCESS Program- NVD, Bridge- NVD, and STEP - NVOT. Each school district in Northern Valley is encouraged to support the Regional Program model to ensure that all students receive a high quality, consistent level of education and services. Additional services include occupational therapy, physical therapy, speech therapy, behavior consultation, social skills, and counseling (individual and/or group). These "related services" are provided by Region III specialists certified in their respective fields.

For those students who are more significantly impaired, and a program cannot be provided by their school district or Regional Programs, there are specialized Out- of-District Programs, or "Private Schools". For these few students programs are researched and suggested by the Child Study Team, CST, in conjunction with the parent(s), to ensure that individual student needs are being met. In

most cases these students receive transportation to and from school, specialized equipment, if necessary and all related services as per their IEP at no cost to the parent(s).

English Language Learners

All English Language learners receive instruction in accordance to the state adopted WIDA standards which are as follows:

- English Language Development Standard 1: English language learners communicate for Social and Instructional purposes within the school setting
- English Language Development Standard 2: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts
- English Language Development Standard 3: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics
- English Language Development Standard 4: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Science
- English Language Development Standard 5: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

<https://wida.wisc.edu/resources>

Growth for these standards are measured annually using the state mandated ACCESS for ELLs assessment.

In general, ELL and ESL students have the following accommodations:

- Use of a paper bilingual dictionary during class and during assessments
- Extended time for all assessments
- Word banks for tests and quizzes,
- Access to teacher-created PowerPoints and notes
- Simplification of requirements (for example, accepting a 2-page paper rather than 5, or Accepting a PowerPoint vs. paper)

In High School, ELL students take their midterms and final exams in the ESL room, where they can get extra time, access to dictionaries and clarification of directions and questions. Alternate assessment locations are also made available as appropriate at the elementary and middle school levels. Finally, the ESL teacher will work out accommodations, in collaboration with the classroom teacher, on a case-by-case basis, depending on the level of the student. For example, for students in need of greater supports,

teachers may allow those students to use their notes during an assessment, or to take their tests with the ESL teacher in the ESL room so instructions and the expectation for particular questions can be explained. In the case of students with more intensive literacy support, the ESL teacher may actually read the questions and answer choices out loud to students.

The accommodations for NJSLA are much more complex and are spelled out in detail in the NJSLA manual: <https://nj.mypearsonsupport.com/resources/manuals/NJSLASpring2019AFA.pdf>

Gifted and Talented:

The Northern Valley differentiates learning for our high achieving students by providing a specialized setting in each district for students identified as eligible for Gifted and Talented Programming services through the Northern Valley Screening/Identification Process.

In addition to in-district specialized programming, each district also provides out-of-district specialized settings through Outreach or multi-district convocation experiences. For example, all 7th, 8th and 9th grade Northern Valley Gifted and Talented students have the opportunity to participate in the Valley Interdisciplinary Approach Program: Explorations in Team Problem Solving. Other examples may include “Invengineering Expo”, Bergen Brain Busters, Evolution Earth/World Game, Blokus Event, Dare to Fly, etc.

Each district supports their own schedule of Outreach Programming, which may include districts within the Northern Valley, County, or State. Northern Valley administrators and the Northern Valley Curriculum Center provide opportunities for Gifted and Talented staff to work together to develop and implement these curricula.

During the development process, appropriate standards are referenced from the New Jersey Student Learning Standards and the National Association for Gifted Children Gifted Program Standards Pre-K - Grade 12.

Gifted opportunities are also a part of the AP and Honors programs, as well as coursework that comes with awarding of college credits and CapStone Projects. Independent study projects are created for the gifted in need of specialized academic opportunities. Specialized co- curricular activities such as Math League, Science Team and Debate Club also allow for extensions of the gifted program.

Students in Danger of Failing

The purpose of the Intervention and Referral Team (I&RS) is to provide in-house professional assistance to an administrator or teacher for a pupil who demonstrates social, emotional or educational problems. The Principal is the chair and primary faculty contact for the I&RS team.

The I&RS committee provides assistance in understanding the pupil's problem(s) in developing strategies, which will, hopefully, help the pupil overcome the problem. The I&RS committee consists of a standing membership panel including the Principal, Assistant Principal, classroom teacher(s), Guidance Counselor, School Nurse, Child Study Team member(s) or any other professional assigned to the building who may have pertinent information regarding a specific student. Parent(s) and/or the student may be asked to participate where it is determined advisable.

When a child encounters a problem, the teacher, after in-class interventions and ongoing parental contact/conferences, may submit a student referral form to the I&RS Committee. The I&RS Committee will convene to review the form and determine if follow-up is warranted. Some or all of the following factors will be considered:

1. Mental Capacity

- a) Ability
- b) Expectancy

2. Academic

- a) Strengths and weaknesses
- b) Test results
- c) Functional levels
- d) Class work and participation
- e) Homework
- f) Learning style
- g) Rate and degree of learning
- h) Abstract thinking
- i) Recall ability

3. Emotional

- a) Personality
- b) Needs
- c) Motivation
- d) Overt behavior
- e) Cognition as influenced by affective factors

4. Social

- a) Interpersonal relationships
- b) Participation
- c) General behavior in school, home and community

5. Physical

- a) Visual and auditory acuity
- b) General medical history

6. Work and Study

- a) Classroom behavior
- b) Task orientation/ completion
- c) Independent functioning
- d) Attending behavior
- e) Class participation
- f) Quality of work
- g) Following directions
- h) Organizing work

Intervention and Referral Service Procedure

1. The teacher identifies a student with academic or behavioral difficulties. The teacher communicates concerns to the parents. After informal interventions in the classroom do not appear to be successful, the teacher refers the child to the I&RS Committee.
2. The Principal schedules the first I&RS Committee meeting and notifies attendees: Committee members, parents/guardians, teacher(s), and designated staff.
3. The Principal gathers information from teachers/staff who have information relevant to the identified problem, including the prior year's teacher where relevant.
4. The teacher collects work samples and anecdotal notes to bring to the meeting to illustrate the problem. (Textbooks may also be brought). The teacher will be asked to discuss all interventions/accommodations attempted to date and their results/outcomes.
5. The Principal chairs the scheduled meeting and outlines its purpose: to develop strategies, interventions, and/or accommodations to assist the student in the classroom and/or at home. A time frame to monitor and evaluate student progress with the interventions,

strategies, and accommodation is designated. Staff responsible for implementing the intervention, strategies, and accommodations is determined and documented.

6. The Principal will notify the parents/guardians of the meeting outcomes. The teacher and responsible staff will notify/update the Principal within the designated time period about the progress of the interventions. Updates will be shared with Committee members at a follow-up meeting. Parents/guardians may be invited to attend.

I&RS meetings follow a specific format: First, the student's background is reviewed and a main problem is identified. Discussion and analysis of the problem follows its identification. Subsequently, the members of the I&RS Committee list strategies to remedy or alleviate the problem(s). If the parents do not attend the meeting, the intervention plan is subsequently discussed with them.

Problem Solving Model

- 1) Problem Identification
 - a) Teacher tentatively identifies the problem
 - b) Observation by CST member or Guidance Counselor where appropriate
- 2) Data is collected
 - a) Samples of work depicting problem areas
 - b) Discussion
 - c) Problem is clarified
- 3) Intervention
 - a) Brainstorming of interventions
 - b) Development of an intervention plan
 - c) Implementation of the plan
- 4) Teacher evaluation of plan
 - a) Decision regarding further meetings/intervention

After the plan has been in effect for a reasonable amount of time, the I&RS Committee may recommend continuation of the recommended strategies or consider additional/alternative strategies. The student may be referred to the Child Study Team after all

building resources have been exhausted and the student continues to demonstrate significant social, emotional, and/or educational difficulties.

If the intended action is a referral to the Child Study Team, Parents are notified and are provided with Notice of Referral, Parental Rights in Special Education and a copy of the strategies already attempted. All information gathered by the I&RS is included in the referral packet.

All questions regarding the I&RS process may be directed to the Principal and/or Committee Chairperson.

Assessments to Support and Monitor the Northern Valley Curriculum

To support the implementation of the curriculum and the monitoring of student learning across each grade level, districts will develop and collect appropriate assessments aligned to state standards.

Locally created formative and summative benchmark assessments are used at all grade levels.

To support this curriculum guide, assessments may include the use of the following but are not limited to this list:

- District level classroom assessments aligned to specific standards.
- Reading Benchmark assessment tools (ie: Fountas & Pinnell, TCRWP reading level assessments, Reading A-Z, Scholastic Independent Reading Assessment)
- Criterion Referenced Tests available to district schools through the Northern Valley Curriculum Center.
- Formative assessments from the NJ DOE support materials (i.e. Model Curriculum)
- Performance assessments from the Teachers College Reading and Writing Project
- (Northwest Evaluation Association) and the related MAP assessments
- Renaissance Learning and Assessment

Districts are encouraged to collect assessment items that support standards and utilize these [educator assessment resources](#).

**Northern Valley Schools Consortium
Performing Arts/ Dance
Curriculum Guide
Grades K-2**

K-2 Dance Curriculum

Unit 1

Stage 1: Desired Results

Unit Title: Unit 1 : Creativity and Performance

Grade Level: K-2

Length/Timing of Unit: 4 Weeks

New Jersey Student Learning Standards (NJSLS)

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

NOTE: By the end of [grade 2](#), all students progress toward [BASIC LITERACY](#) in the following content knowledge and skills in **DANCE**.

1.1.2.A.1 Identify the [elements of dance](#) in planned and improvised dance sequences.

1.1.2.A.2 Use improvisation to discover new movement to fulfill the intent of the choreography.

1.1.2.A.3 Demonstrate the difference between pantomime, pedestrian movement, abstract gesture, and dance movement.

1.1.2.A.4 Apply and adapt isolated and coordinated body part articulations, body alignment, balance, and [body patterning](#).

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

NOTE: By the end of [grade 2](#), all students progress toward [BASIC LITERACY](#) in the following content knowledge and skills in **DANCE.**

1.3.2.A.1 Create and perform planned and improvised movement sequences using the [elements of dance](#), with and without musical accompaniment, to communicate meaning around a variety of themes.

1.3.2.A.2 Create and perform planned and improvised movement sequences, alone and in small groups, with variations in tempo, meter, rhythm, spatial level (i.e., low, middle, and high), and spatial pathway.

1.3.2.A.3 Define and maintain personal space, concentrate, and appropriately direct focus while performing movement skills.

1.3.2.A.4 Create and perform original movement sequences alone and with a partner using [locomotor and non-locomotor movements](#) at various levels in space.

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

B. Critique Methodologies

1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.

For more on standards visit: New Jersey Student Learning Standards for [Visual and Performing Arts](#)

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can full participate in the standards associated with this Dance curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/ This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the Dance requirements. This will include allowing more opportunities to demonstrate creativity and the design of original choreography.

Interdisciplinary Connections:

ELA - NJSL/ELA:

- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Health/Physical Ed:

- NJSL 2.5.2.A.1 Explain and perform Explain and perform movement skills with developmentally appropriate control in isolated settings (i.e., skill practice) and applied settings (i.e., games, sports, dance, and recreational activities).

Integration of 21st Century Standards NJSL 9:

9.1.4.A.2: Identify potential sources of income.

9.2.4.A.1: Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.

9.2.4.A.3: Investigate both traditional and nontraditional careers and related information to personal likes and dislikes.

Integration of Technology Standards NJSL 8:

8.1.2.A.2: Create a document using a word processing application.

8.1.2.A.4: Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).

8.1.2.C.1: Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.

8.1.2.D.1: Digital Citizenship

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

Core Instructional/supplemental materials:

Core Instructional/supplemental materials:

Teaching Dance

<https://www.thepespecialist.com/dance2/>

Locomotor Skills with Locomotion Dance

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132910#.WsaJp2aZOgQ>

Shake it Senora

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12807#.WsaJ0maZOgQ>

The Funky Chipmunk Dance

http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12641#.WsaJ_GaZOgQ

The Snowflake Dance

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12004#.WsaKN2aZOgQ>

Blueprint Dance: Teaching Dance to Diverse Learners (PreK-12)

<http://schools.nyc.gov/offices/teachlearn/arts/files/Blueprints/Dance/Dance%20Spec%20Ed%20Supplement.pdf>

<https://www.cde.state.co.us/standardsandinstruction/instructionalunits-dance#kinder>

<https://www.louisianabelieves.com/resources/library/k-12-arts-resources>

<https://achieve.lausd.net/Page/6769>

Understandings:

Students will:

- develop original choreography and improvisation of movement sequences using basic understanding of the elements of dance. Music can be used as a choice and personal and group spatial relationships should be explored
- demonstrate a variety of movements generated through improvisational skills and techniques. This will include the elements of dance time, space, and energy.
- will be able to identify and judge the differences between pedestrian movements and formal training in dance.
- demonstrate and understand that dynamic alignment of the body is associated with coordination and isolation of different body parts. This will include locomotor and non-locomotion movements.
- express constructive criticism to communicate useful evaluation of both personal work and the work of others.

Essential Questions:

Students will keep considering...

1. How can the elements of dance be used to express content, emotions, and personal expression?
2. How can improvisation of movement communicate content emotions and personal expression?
3. How is dance different from other forms of movement?
4. How can criticism of aesthetic expression improve an individual's ability to communicate through the arts.

K-2 Dance Curriculum

Unit 2

Stage 1: Desired Results

Unit Title: Unit 2 – History and Critique of Dance

Grade Level: K-2

Length/Timing of Unit: 4 Weeks

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

NOTE: By the end of [grade 2](#), all students progress toward [BASIC LITERACY](#) in the following content knowledge and skills in **DANCE**.

1.2.2.A.1 Identify characteristic theme-based works of dance, music, theatre, and visual art, such as artworks based on the themes of family and community, from various historical periods and world cultures.

1.2.2.A.2 Identify how artists and specific works of dance, music, theatre, and visual art reflect, and are affected by, past and present cultures.

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

NOTE: By the end of [grade 2](#), all students progress toward [BASIC LITERACY](#) in the following content knowledge and skills in **DANCE**.

1.4.2.A.1 Identify aesthetic qualities of [exemplary works](#) of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.).

1.4.2.A.2 Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.

1.4.2.A.3 Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art).

1.4.2.A.4 Distinguish patterns in nature found in works of dance, music, theatre, and visual art.

1.4.2.B.1 Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in dance, music, theatre, and visual art.

1.4.2.B.2 Apply the principles of positive critique in giving and receiving responses to performances.

1.4.2.B.3 Recognize the making subject or theme in works of dance, music, theatre, and visual art.

For more on standards visit: New Jersey Student Learning Standards for [Visual and Performing Arts](#)

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can full participate in the standards associated with this Dance curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the Dance requirements. This will include allowing more opportunities to demonstrate creativity and the design of original choreography.

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<https://www.louisianabelieves.com/resources/library/k-12-arts-resources>

<https://achieve.lausd.net/Page/6769>

Understandings:

Students will:

- Will compare how dance from diverse cultures and historical eras have common characteristics and themes.
- Will identify what societal values or beliefs are expressed in dance.
- How dancers use movement to express artistic concerns such as human emotion, culture, gender.
- Judge aesthetic qualities of dance and recognize patterns of movement and reflections in nature.
- Construct criticism based on observable criteria
- Recognize clues that explain the artist's intent

Essential Questions:

Students will keep considering...

1. How is cultural expression represented in dance?
2. How do societal value affect artistic choice?
3. What determines aesthetic quality?
4. How can criticism improve artistic quality?

Assessment(s):

A final benchmark assessment will be given that can be used to measure success with this unit. Additional performance assessments will be developed or chosen by teachers at the local district level.

Other Evidence:

Formative and Summative Assessments will be used for each activity outlined for each lesson. Homework, classwork and exit materials will all be used as data to assess student learning. Appropriate adjustments will be made to instruction based on data relate to student learning. Examples of student assignments are found in the Student Task folders for each unit.

Assessment Resources:

Arts Achieve

<http://www.artsachieve.org/dance-performance-assessment/>

Arts Assessment for Learning

<http://artsassessmentforlearning.org/dance/>

**Northern Valley Schools Consortium
Performing Arts/ Dance
Curriculum Guide
Grades 3-5**

Grade 3-5 Dance Curriculum
Unit 1

Stage 1: Desired Results

Unit Title: Unit 1 – Creativity and Performance
Grade Level: 3-5
Length/Timing of Unit: 4 Weeks

New Jersey Student Learning Standards (NJSL)

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

NOTE: By the end of [grade 5](#), all students progress toward [BASIC LITERACY](#) in the following content knowledge and skills in **DANCE**.

1.1.5.A.1 Analyze both formal and expressive aspects of time, shape, space, and energy, and differentiate basic [choreographic structures](#) in various dance works.

1.1.5.A.2 Analyze the use of improvisation that fulfills the intent of and develops choreography in both its form and structure.

1.1.5.A.3 Determine how accompaniment (such as sound, spoken text, or silence) can affect choreography and improvisation.

1.1.5.A.4 Differentiate contrasting and complementary shapes, shared weight centers, body parts, [body patterning](#), [balance](#), and range of motion in compositions and performances.

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

NOTE: By the end of [grade 5](#), all students progress toward [BASIC LITERACY](#) in the following content knowledge and skills in **DANCE**.

1.3.5.A.1 Perform planned and improvised sequences with a distinct beginning, middle, and end that manipulate time, space, and energy, and accurately transfer rhythmic patterns from the auditory to the kinesthetic.

1.3.5.A.2 Use improvisation as a tool to create and perform movement sequences incorporating various spatial levels (i.e., low, middle, and high), tempos, and spatial pathways.

1.3.5.A.3 Create and perform dances alone and in small groups that communicate meaning on a variety of themes, using props or artwork as creative stimuli.

1.3.5.A.4 Demonstrate developmentally appropriate kinesthetic awareness of basic anatomical principles, using flexibility, balance, strength, focus, concentration, and coordination.

1.3.5.A.5 Perform basic sequences of movement from different styles or traditions accurately, demonstrating proper alignment, balance, initiation of movement, and direction of focus.

1.4 Aesthetic Responses & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

NOTE: By the end of [grade 5](#), all students demonstrate [BASIC LITERACY](#) in the following content knowledge and skills in **DANCE, MUSIC, THEATRE, and VISUAL ART.**

A. Aesthetic Responses

1.4.5.A.1 Employ basic, [discipline-specific arts terminology](#) to categorize works of dance, music, theatre, and visual art according to established classifications.

1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).

B. Critique Methodologies

1.4.5.B.1 Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.

1.4.5.B.2 Use evaluative tools, such as rubrics, for self- assessment and to appraise the objectivity of critiques by peers.

1.4.5.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

For more on standards visit: New Jersey Student Learning Standards for [Visual and Performing Arts](#)

Accommodations and Modifications:

Students with special needs: Support staff will be available to aid students related to IEP specifications. 504 accommodations will also be attended to by all instructional leaders. Physical expectations and modifications, alternative assessments, and scaffolding strategies will be

used to support this learning. The use of Universal Design for Learning (UDL) will be considered for all students as teaching strategies are considered. Additional safety precautions will be made along with additional staff so all student can fully participate in the standards associated with this Dance curriculum.

ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

This particular unit has limited language barriers due to the physical nature of the curriculum.

Students at risk of school failure: Formative and summative data will be used to monitor student success at first signs of failure student work will be reviewed to determine support this may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations. More time and will be made available with a certified instructor to aid students in reaching the standards.

Gifted and Talented Students: Students excelling in mastery of standards will be challenged with complex, high level challenges related to the complexity of the Dance requirements. This will include allowing more opportunities to demonstrate creativity and the design of original choreography.

Interdisciplinary Connections:

ELA - NJSL/ELA:

- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Social Studies:

- 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.
- 6.1.8.D.1.b Explain how interactions among African, European, and Native American groups began a cultural transformation.

Integration of 21st Century Standards NJSL 9:

9.2.4.A.1: Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional

goals.

9.2.4.A.3: Investigate both traditional and nontraditional careers and related information to personal likes and dislikes.

9.1.4.E.1: Determine factors that influence consumer decisions related to money

9.1.8.E.4 Prioritize personal wants and needs when making purchases

Integration of Technology Standards NJSL 8:

8.1.5.E.1: Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

8.1.5.A.1: Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.A.2: Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

Career Ready Practices:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

Core Instructional/supplemental materials:

Teaching Dance

<https://www.thepespecialist.com/dance2/>

Locomotor Skills with Locomotion Dance

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=132910#.WsaJp2aZOgQ>

Shake it Senora

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12807#.WsaJ0maZOgQ>

The Funky Chipmunk Dance

http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12641#.WsaJ_GaZOgQ

The Snowflake Dance

<http://www.pecentral.org/lessonideas/ViewLesson.asp?ID=12004#.WsaKN2aZOgQ>

Blueprint Dance: Teaching Dance to Diverse Learners (PreK-12)

<http://schools.nyc.gov/offices/teachlearn/arts/files/Blueprints/Dance/Dance%20Spec%20Ed%20Supplement.pdf>

<https://www.cde.state.co.us/standardsandinstruction/instructionalunits-dance#kinder>

<https://www.louisianabelieves.com/resources/library/k-12-arts-resources>

<https://achieve.lausd.net/Page/6769>

Understandings:

Students will know that:

- Basic choreographed structures employ the [elements of dance](#).
- Movement is developed and generated through improvisation. Form and structure are important when interpreting original choreography.
- Musical and non-musical forms of sound can affect meaning in choreography and improvisation.
- Compositional works are distinguished by the use of various body movements and sources of initiation (i.e., central, peripheral, or transverse).
- Works of art may be organized according to their functions and artistic purposes (e.g., [genres](#), [mediums](#), messages, themes).
- [Formalism](#) in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.
- Criteria for determining the aesthetic merits of artwork vary

Essential Questions:

Students will keep considering...

1. How can the elements of dance be used to express content, emotions, and personal expression?
2. How can improvisation of movement communicate content emotions and personal expression?
3. How is dance different from other forms of movement?
4. How can criticism of aesthetic expression improve an individual's ability to communicate through the arts.

according to context. Understanding the relationship between compositional design and [genre](#) provides the foundation for making value judgments about the arts.

- develop original choreography and improvisation of movement sequences using basic understanding of the elements of dance. Music can be used as a choice and personal and group spatial relationships should be explored
- demonstrate a variety of movements generated through improvisational skills and techniques. This will include the elements of dance time, space, and energy.
- will be able to identify and judge the differences between pedestrian movements and formal training in dance.
- demonstrate and understand that dynamic alignment of the body is associated with coordination and isolation of different body parts. This will include locomotor and non-locomotor movements.
- express constructive criticism to communicate useful evaluation of both personal work and the work of others.

Stage 2: Evidence

Assessment(s):

A final benchmark assessment will be given that can be used to measure success with this unit. Additional performance assessments will be developed or chosen by teachers at the local district level.

Other Evidence:

Formative and Summative Assessments will be used for each activity outlined for each lesson. Homework, classwork and exit materials will all be used as data to assess student learning. Appropriate adjustments will be made to instruction based on data relate to student learning. Examples of student assignments are found in the Student Task folders for each unit.

Assessment Resources:

Arts Achieve

<http://www.artsachieve.org/dance-performance-assessment/>

Arts Assessment for Learning

<http://artsassessmentforlearning.org/dance/>

Grade 3-5 Dance Curriculum

Unit 2

Stage 1: Desired Results

Unit Title: Unit 2 – History and Critique of Dance

Grade Level: 3-5

Length/Timing of Unit: 4 Weeks

New Jersey Student Learning Standards (NJSLS)

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures

By the end of [grade 5](#), all students demonstrate [BASIC LITERACY](#) in the following content knowledge and skills in DANCE, MUSIC, THEATRE, and VISUAL ART.

1.2.5.A.1 Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs

1.2.5.A.2 Relate common artistic elements that define distinctive [art genres](#) in dance, music, theatre, and visual art

1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history

NOTE: By the end of [grade 5](#), all students demonstrate [BASIC LITERACY](#) in the following content knowledge and skills in DANCE, MUSIC, THEATRE, and VISUAL ART.

A. Aesthetic Responses

1.4.5.A.1 Employ basic, [discipline-specific arts terminology](#) to categorize works of dance, music, theatre, and visual art according to established classifications.

1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.

1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).

B. Critique Methodologies

1.4.5.B.1 Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.

1.4.5.B.2 Use evaluative tools, such as rubrics, for self- assessment and to appraise the objectivity of critiques by peers.

1.4.5.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

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Accommodations and Modifications:

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ELL/ESL students: Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - https://www.wida.us/standards/CAN_DOs/

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- 6.1.4.D.13 Describe how culture is expressed through and influenced by the behavior of people.
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- CRP2.** Apply appropriate academic and technical skills.
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**Northern Valley Schools Consortium
Performing Arts/ Dance
Curriculum Guide
Grades 6-8**

**Dance Curriculum
Grades 6-8**

Content Area	Dance	Grade Level	6-8
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Standard	Grade Level Expectations (GLE)
1. Create	1. Integrate a variety of isolated and coordinated movements in dance compositions and performances. - 1.1.8.A.4
	2. Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies. - 1.2.8.A.1
	3. Create a dance with peers, demonstrating the ability to understand and use choreographic structures such as ABA, theme and variation, canon, call and response, counterpoint. - 1.3.8.A.3
	4. Create a multimedia presentation comparing and contrasting past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures. - 1.2.8.A.2
2. Perform	1. In dance performances, integrate isolated and coordinated movements, making use of all major muscle groups, proper body mechanics, body patterning, balance, and range of motion. - 1.1.8.A.4
	2. Students perform, demonstrating the ability to recall and reproduce complex movement phrases and spatial formations. - 1.1.8.A.4
	3. Perform independently and in groups with appropriate expressive qualities. - 1.3.8.B.2
3. Critically Respond	1. Examine how dance compositions are influenced by various social themes and arts media. - 1.1.8.A.3
	2. Interpret the choreographic structures of contrast and transition, the process of reordering and chance, and the structures of AB, ABA, canon, call and response, and narrative. - 1.1.8.A.1
	3. Analyze dance techniques and styles to discern the compositional use of the elements of dance and choreographic principles relating to dynamics, as well as to discern spatial relationships. - 1.1.8.A.2

	4. Describe the intellectual and emotional significance conveyed by the application of the elements of art and principles of design in different historical eras and cultures. - 1.1.8.D.1
	5. Compare and contrast various masterworks of art from diverse cultures, and identify elements of the works that relate to specific cultural heritages. - 1.1.8.D.2
	6. Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures. - 1.2.8.A.2
	7. Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts. - 1.2.8.A.3
	8. Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art. - 1.4.8.A.1
	9. Interpret symbolism and metaphors embedded in works of dance. - 1.4.8.A.5

Unit Titles	Length of Unit/Contact Hours
Body Awareness	2 Weeks
Introduction to Improvisation and Composition	2 Weeks
Performing Movement Phrases	2 Weeks
Incorporating Social, Historical, and Cultural Themes and Choreographic Devices	2 Weeks

Content Area: Dance	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How are forms of dance influenced by time, place, and people? ● What controls the dance; the dancer or the music? ● How is dance an important element in a culture? ● What is the process for creating an original work? ● What makes an effective dance performer? ● What makes an effective dance performance? ● How does one critique a dance performance?
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<p>Interdisciplinary Connections</p>	<p>NJSLA.SL.1: Prepare for and participate effectively in a range of conversations and collaboration with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLA.SL2.: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>2.5.8.A.3: Create, explain, and demonstrate, as a small group, a planned movement sequence that includes changes in rhythm, temp and musical style (creative, cultural, social, and fitness dance.)</p>
<p>Core Instructional Materials including digital tools</p>	<p>Facility: Dance floor, Ballet Barres, Full-length Mirrors, Sound System</p> <p>Additional materials can include various audio and video recordings and printed materials.</p>
<p>21st Century Themes and Skills and Career Ready Practices</p>	<p>(9.2) For information related to the 12 Career Ready Practices follow the link below. http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf</p> <ul style="list-style-type: none"> ● CRP2. Apply appropriate academic and technical skills. ● CRP4. Communicate clearly and effectively and with reason. ● CRP6. Demonstrate creativity and innovation. ● CRP7. Employ valid and reliable research strategies. ● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9. Model integrity, ethical leadership and effective management. ● CRP12. Work productively in teams while using cultural global competence.

8.1 Educational Technology 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming	<p>For NJ Technology Standards 8.1 and 8.2 follow the link below. http://www.state.nj.us/education/cccs/2014/tech/8.pdf</p> <ul style="list-style-type: none"> ● 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. ● 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content. ● 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property. ● 8.2.8.C.1 Explain how different teams/groups can contribute to the overall design of a product 		
Pacing Guide	<p>This course will be offered on a marking period / semester basis. Each unit within the class will be approximately 2 weeks.</p>		
Differentiation/Accommodations/Modifications			
<p style="text-align: center;">Gifted and Talented</p> <ul style="list-style-type: none"> ■ ALTERNATE LEARNING ACTIVITIES/UNITS: Opportunities to pursue alternate activities permit students to engage in new learning and avoid the boredom of repeating instruction or unnecessary practice in skills already mastered. ■ INDEPENDENT STUDY: Students conduct carefully planned, self-directed research projects carefully monitored by the 	<p style="text-align: center;">English Language Learners</p> <ul style="list-style-type: none"> ■ Students will be supported according to the recommendations for “can do’s” as outlined by WIDA - <p>https://www.wida.us/standards/CAN_DOs/</p>	<p style="text-align: center;">Students with Disabilities</p> <ul style="list-style-type: none"> ■ The students’ needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. ■ Adjust or modify the general education program enabling students with disabilities to participate in and benefit from learning activities and experiences based on the core curriculum content standards and demonstrate understanding and application of the content 	<p style="text-align: center;">Students at Risk of School Failure</p> <ul style="list-style-type: none"> ■The students’ needs will be addressed on an individual and grade level using a variety of modalities.

teacher. Prerequisites include instruction in field-based and library research skills, the scientific method, and other authentic types of inquiry.

■ **ADVANCED THINKING**

PROCESSES: Assignments in all curriculum areas should emphasize higher-level thinking skills such as synthesis, analysis, and evaluation.

■ **GUEST SPEAKERS / DANCE**

Studios: University faculty, parents, business and industry leaders, or other teachers in specific areas can provide information on topics beyond the teacher's expertise.

■ **MENTORS /INTERNSHIPS:**

Both mentors and internships allow students to interact with adult experts in fields of mutual interest and increase awareness of potential careers. Mentors act as role models.

■ **ALTERNATE RESOURCES:**

This category may include materials from a higher grade level or access to business, university, and community resources such as

standards." These modifications may be those identified as best practice.

■ Each pupil manifests his or her learning abilities, learning style, and learning preferences in a unique way. Consequently, the type of adaptations needed and the program in which the adaptations will be implemented are determined individually within the IEP or 504 planning processes.

■ The adaptations for the arts classroom are instructional as well as physical. Some adaptations may structure students' learning in an explicit and systematic way, including presenting and organizing instruction. An example of instructional adaptation may be placing greater emphasis on foundation skills. Examples of physical demands include dexterity, flexibility, use of a variety of tools and materials, and safety considerations. For these reasons, it is essential that the arts teacher understand the nature of the student's disability and access the individual education program.

<p>laboratories, libraries, and computer facilities.</p> <p>■ EXCHANGE PROGRAMS: Students attend schools in a different community or country to enrich educational experiences.</p>			
<p><i>(content, process, product and learning environment)</i></p> <p>Extension Activities</p> <p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Debate topics of interest / cultural importance.</p> <p>Authentic listening and reading sources that provide data and</p>	<p>Modifications for Classroom</p> <p>Modifications for Homework/ Assignments</p> <p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p>	<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p>	<p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes</p>

<p>support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Implement RAFT Activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Anchor Activities</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p>	<p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary Use graphic organizers</p>	<p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p>	<p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p> <p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p>
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		<p>Student requires use of other assistive technology device</p> <p>Modifications for Homework and Assignments Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments. Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Modifications for Assessments Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p>	<p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Modifications for Homework and Assignments Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments. Implement RAFT activities as they pertain to the types /</p>
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		<p>Establish procedures for accommodations / modifications for assessments.</p>	<p>modes of communication (role, audience, format, topic).</p> <p>Modifications for Assessments</p> <p>Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>
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**Northern Valley Schools Consortium
Performing Arts/ Theatre
Curriculum Guide
Grades K-2**

Theatre Arts

Grade K-2

Content Area	Theatre Arts	Grade Level	K-2
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Standard	Grade Level Expectations (GLE)
1. Create	1. Identify basic elements of theatre and describe their use in a variety of theatrical performances. 1.1.2.C.1
	2. Express stage directions, areas of the stage, basic stage movements, and parts of a script using correct theatre terms (e.g., setting, costumes, plot, theme, etc.). 1.1.2.C.2
2. Perform	1. Distinguish between character, actors, and the self by demonstrating respect for personal space, creative movement, and pantomime skills while interacting with others in creative drama and storytelling. 1.1.2.C.3
	2. Distinguish between characters, actors, and the self by demonstrating respect for personal space, creative movement and pantomime skills while interacting with others in creative drama and storytelling. 1.1.2.C.3
3. Critically Respond	1. Observe the basic arts elements in performances and exhibitions and use them to formulate objective assessments of artworks in theatre. 1.4.2.B.1
	2. Apply the principles of positive critique in giving and receiving response to performances. 1.4.2.B.2

Unit Titles	Length of Unit/Contact Hours
Fundamentals and Basics of Theatre	2 weeks/ongoing
Creative Expression	2 weeks/ongoing
Historical and Cultural Context	2 weeks/ongoing
Aesthetic Valuing	2 weeks/ongoing

<p>Content Area: Dance</p>	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How does observing people help you create characters? 2. How do actors move to express an emotion? 3. How are costumes different from everyday clothes 4. What are the similarities between your family and families found in stories? 5. Do all stories have a beginning, middle and end structure? 6. Why is plot important to a story? 7. Why are props important? 8. What makes theatre a unique experience? 9. Why is stage space necessary? 10. How does a performer's vocal quality and movement convey a message about a character? 11. Why is it necessary to look at different perspectives of a story? 12. How are performer's impacted by feedback? 13. How can different members of an audience have different reactions to a dramatization? 14. When might a critic allow their feelings to impact how they evaluate a dramatization? 15. Why are there so many plots that revolve around community and family stories?
<p>Interdisciplinary Connections</p>	<p>ELA:</p> <p>NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.W10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>

	<p>Social Studies</p> <p>6.1.4.D.18 Explain how an individual’s beliefs, values, and traditions may reflect more than one culture.</p> <p>6.1.4.D.19 Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.</p> <p>6.1.4.D.20 Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p>
Core Instructional Materials including digital tools	<p>Scripted works as needed</p> <p>Facility with open space and stage</p> <p>Props as needed</p>
21st Century Themes and Skills and Career Ready Practices	<p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP12. Work productively in teams while using culture global competence.</p>
8.1 Educational Technology 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming	<p>For NJ Technology Standards 8.1 and 8.2 follow the link below. http://www.state.nj.us/education/cccs/2014/tech/8.pdf</p> <p>8.1.2.A.2 : Create a document using a word processing application.</p> <p>8.1.2.A.4: Demonstrate developmentally appropriate navigation skills in virtual environments.</p> <p>8.11.2.C.1: Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.</p> <p>8.1.2.D.1: Digital Citizenship</p>
Pacing Guide	<p>This course can be offered as an elective, or infused throughout the school year as per local district scheduling plans.</p>

<p>Assessments</p>	<p>Local districts should record formative and summative assessment tools being utilized. Evidence outcomes could include: Students demonstrating the ability to:</p> <ol style="list-style-type: none"> 1. Imitate or create people, creatures, or things based on observation using body and facial expression 2. Demonstrate the ability to follow a simple set of steps in a dramatic task. 3. Use body and voice to demonstrate knowledge of holidays and other cultural events. 4. Describe the difference between theatre and real life 5. Retell through drama and voice the plot of a short story and highlight the beginning, middle and end using movement and voice. 6. Use appropriate theatre vocabulary to critique a live performance 7. Improvise to create original characters and environments from an existing work such as a fairy tale, folk tale, or story. 		
<p>Differentiation/Accommodations/Modifications</p>			
<p style="text-align: center;">Gifted and Talented</p> <p>■ ALTERNATE LEARNING ACTIVITIES/UNITS: Opportunities to pursue alternate activities permit students to engage in new learning and avoid the boredom of repeating instruction or unnecessary</p>	<p style="text-align: center;">English Language Learners</p> <p>■ Students will be supported according to the recommendations for 'can do's" as outlined by WIDA -</p>	<p style="text-align: center;">Students with Disabilities</p> <p>■ The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment.</p> <p>■ Adjust or modify the general education program enabling students with disabilities to participate in and benefit from learning activities and experiences based on the core curriculum content standards and demonstrate</p>	<p style="text-align: center;">Students at Risk of School Failure</p> <p>■ The students' needs will be addressed on an individual and grade level using a variety of modalities.</p>

<p>practice in skills already mastered.</p> <ul style="list-style-type: none"> ■ INDEPENDENT STUDY: Students conduct carefully planned, self-directed research projects carefully monitored by the teacher. Prerequisites include instruction in field-based and library research skills, the scientific method, and other authentic types of inquiry. ■ ADVANCED THINKING PROCESSES: Assignments in all curriculum areas should emphasize higher-level thinking skills such as synthesis, analysis, and evaluation. ■ GUEST SPEAKERS / DANCE Studios: University faculty, parents, business and industry leaders, or other teachers in specific areas can provide information on 	<p>https://www.wida.us/sstandards/CAN_DOs/</p>	<p>understanding and application of the content standards.” These modifications may be those identified as best practice.</p> <ul style="list-style-type: none"> ■ Each pupil manifests his or her learning abilities, learning style, and learning preferences in a unique way. Consequently, the type of adaptations needed and the program in which the adaptations will be implemented are determined individually within the IEP or 504 planning processes. ■ The adaptations for the arts classroom are instructional as well as physical. Some adaptations may structure students’ learning in an explicit and systematic way, including presenting and organizing instruction. An example of instructional adaptation may be placing greater emphasis on foundation skills. Examples of physical demands include dexterity, flexibility, use of a variety of tools and materials, and safety considerations. For these reasons, it is essential that the arts teacher understand the nature of the student’s disability and access the individual education program. 	
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<p>topics beyond the teacher's expertise.</p> <ul style="list-style-type: none">■ MENTORS <p>INTERNSHIPS: Both mentors and internships allow students to interact with adult experts in fields of mutual interest and increase awareness of potential careers. Mentors act as role models.</p> <ul style="list-style-type: none">■ ALTERNATE <p>RESOURCES: This category may include materials from a higher grade level or access to business, university, and community resources such as laboratories, libraries, and computer facilities.</p> <ul style="list-style-type: none">■ EXCHANGE <p>PROGRAMS: Students attend schools in a different community or country to enrich educational experiences.</p>			
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<p><i>(content, process, product and learning environment)</i></p> <p>Extension Activities</p> <p>Conduct research and provide presentation of cultural topics.</p> <p>Design surveys to generate and analyze data to be used in discussion.</p> <p>Debate topics of interest / cultural importance.</p> <p>Authentic listening and reading sources that provide data and support for speaking and writing prompts.</p> <p>Exploration of art and/or artists to understand society and history.</p> <p>Implement RAFT Activities as they pertain</p>	<p>Modifications for Classroom</p> <p>Modifications for Homework/ Assignments</p> <p>Modified Assignments</p> <p>Native Language Translation (peer, online assistive technology, translation device, bilingual dictionary)</p> <p>Extended time for assignment completion as needed</p> <p>Highlight key vocabulary</p> <p>Use graphic organizers</p>	<p><i>(appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)</i></p> <p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of class notes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p>	<p>Modifications for Classroom</p> <p>Pair visual prompts with verbal presentations</p> <p>Ask students to restate information, directions, and assignments.</p> <p>Repetition and and practice</p> <p>Model skills / techniques to be mastered.</p> <p>Extended time to complete class work</p> <p>Provide copy of classnotes</p> <p>Preferential seating to be mutually determined by the student and teacher</p> <p>Student may request to use a computer to complete assignments.</p> <p>Establish expectations for correct spelling on assignments.</p> <p>Extra textbooks for home.</p>
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<p>to the types / modes of communication (role, audience, format, topic).</p> <p>Anchor Activities</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p>		<p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Modifications for Homework and Assignments</p> <p>Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p>	<p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Modifications for Homework and Assignments</p> <p>Extended time to complete assignments.</p>
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		<p>Provide the student with clearly stated (written) expectations and grading criteria for assignments. Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Modifications for Assessments Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>	<p>Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases.</p> <p>Provide the student with clearly stated (written) expectations and grading criteria for assignments. Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, topic).</p> <p>Modifications for Assessments Extended time on classroom tests and quizzes.</p> <p>Student may take/complete tests in an alternate setting as needed.</p> <p>Restate, reread, and clarify directions/questions</p> <p>Distribute study guide for classroom tests.</p> <p>Establish procedures for accommodations / modifications for assessments.</p>
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**Northern Valley Schools Consortium
Performing Arts/ Theatre
Curriculum Guide
Grades 3-5**

Theatre Arts

Grade 3-5

Content Area	Theatre Arts	Grade Level	3-5
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Standard	Grade Level Expectations (GLE)
1. Create	1. Create original plays using script-writing formats that include stage directions and technical theatrical elements, demonstrating comprehension of elements of theatre and story construction. - 1.3.5.C.1
	2. Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria. - 1.4.5.B.1
2. Perform	1. Demonstrate how active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus affect meaning in scripted and improvised performances. - 1.3.5.C.2
	2. Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context). - 1.4.5.A.3
3. Critically Respond	1. Interpret the relationship between the physical and vocal choices and an audience's perception of character development by identifying examples of vocal variety, stage business, concentration, and focus. - 1.1.5.C.2
	2. Evaluate the characteristics of a well-made play in a variety of scripts and performances. - 1.1.5.C.1
	3. Explain the function of sensory recall and apply it to character development. - 1.1.5.C.4
	4. Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created. - 1.1.5.C.3
	5. Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs. - 1.2.5.A.1
	6. Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view. - 1.4.5.A.2

Unit Titles	Length of Unit/Contact Hours
Fundamentals and Basics of Theater	2 Weeks
Creative Expression	2 Weeks
Historical and Cultural Context	2 Weeks
Aesthetic Valuing	2 Weeks

<p>Content Area: Theater</p>	<p><u>Essential Questions:</u></p> <p>How does your voice change when your feelings change?</p> <p>How does your breath change as your emotions change?</p> <p>What do you need to know about a character before you can bring him or her to life?</p> <p>What would you like your audience to know about your character?</p> <p>What is a believable character?</p> <p>How can changing one's enunciation, projection, diction, and tone impact the way the audience sees the character?</p> <p>How do different stage and body positions impact the image that is being created?</p> <p>Why do drama and theater practitioners use stage directions?</p> <p>Why are stage directions important?</p> <p>How does the audience's response to a performance alter the way it is performed?</p> <p>What makes a story dramatic?</p> <p>What elements are essential in making a good drama?</p> <p>What knowledge is necessary to design a scene?</p> <p>How does one develop appropriate criteria to critique?</p> <p>Why is feedback important?</p> <p>How can you use feedback as a helpful tool?</p> <p>How has theater impacted historical events?</p>
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<p>Interdisciplinary Connections</p>	<p>ELA:</p> <p>NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>NJSLSA.R3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>Social Studies:</p> <p>3rd and 4th Grade</p> <p>6.1.4.D.18</p> <p>Explain how an individual's beliefs, values, and traditions may reflect more than one culture.</p> <p>6.1.4.D.19</p> <p>Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.</p> <p>6.1.4.D.20</p> <p>Describe why it is important to understand the perspectives of other cultures in an interconnected world.</p> <p>5th Grade</p> <p>6.2.8.D.1.b</p> <p>Describe how the development of both written and unwritten languages impacted human understanding, development of culture, and social structure.</p>
<p>Core Instructional Materials including digital tools</p>	<p>Scripted works as needed</p> <p>Facility with open space</p> <p>Projector and speakers for visual/audio recordings</p>

<p>21st Century Themes and Skills</p>	<p>3rd & 4th Grade 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p> <p>5th Grade 9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career</p> <ul style="list-style-type: none"> ● CRP2. Apply appropriate academic and technical skills. ● CRP4. Communicate clearly and effectively and with reason. ● CRP6. Demonstrate creativity and innovation. ● CRP7. Employ valid and reliable research strategies. ● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9. Model integrity, ethical leadership and effective management. ● CRP12. Work productively in teams while using cultural global competence.
<p>8.1 Educational Technology 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming</p>	<p>For NJ Technology Standards 8.1 and 8.2 follow the link below. http://www.state.nj.us/education/cccs/2014/tech/8.pdf</p> <ul style="list-style-type: none"> ● 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. ● 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content. ● 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.
<p>Pacing Guide</p>	<p>This course will be offered on a marking period / semester basis. Each unit within the class will be approximately 2 weeks.</p>

<p>Assessments</p>	<p>Teacher Observation</p> <ul style="list-style-type: none"> ● Use a variety of vocal tones and breath control to create a character’s feelings and mood. ● Use basic analysis skills to perform a character within a scene. ● Performance rubrics ● Performance task checklist <p>Self-Assessment</p> <ul style="list-style-type: none"> ● Journal entries ● Self reflection - Mapping ones journey ● Critique a performance of script using pre-developed criteria. <p>Peer Assessment</p> <ul style="list-style-type: none"> ● Pair-share ● Peer evaluation and observation ● Critique a performance of script using pre-developed criteria. <p>Teacher Assessment</p> <ul style="list-style-type: none"> ● Performance rubrics ● Performance task checklist 		
<p>Differentiation/Accommodations/Modifications</p>			
<p>Gifted and Talented</p> <p>■ ALTERNATE LEARNING ACTIVITIES/UNITS: Opportunities to pursue alternate activities permit students to engage in new learning and avoid the</p>	<p>English Language Learners</p> <p>■ Students will be supported according to the recommendations</p>	<p>Students with Disabilities</p> <p>■ The students’ needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment.</p> <p>■ Adjust or modify the general education program enabling students with</p>	<p>Students at Risk of School Failure</p> <p>■The students’ needs will be addressed on an individual and grade level using a variety of modalities.</p>

<p>boredom of repeating instruction or unnecessary practice in skills already mastered.</p> <p>■ INDEPENDENT STUDY: Students conduct carefully planned, self-directed research projects carefully monitored by the teacher. Prerequisites include instruction in field-based and library research skills, the scientific method, and other authentic types of inquiry.</p> <p>■ ADVANCED THINKING PROCESSES: Assignments in all curriculum areas should emphasize higher-level thinking skills such as synthesis, analysis, and evaluation.</p> <p>■ GUEST SPEAKERS / DANCE Studios: University faculty, parents, business and industry leaders, or other teachers in specific areas can</p>	<p>for “can do’s” as outlined by WIDA -</p> <p>https://www.wida.us/standards/CAN_DOs/</p>	<p>disabilities to participate in and benefit from learning activities and experiences based on the core curriculum content standards and demonstrate understanding and application of the content standards.” These modifications may be those identified as best practice.</p> <p>■ Each pupil manifests his or her learning abilities, learning style, and learning preferences in a unique way. Consequently, the type of adaptations needed and the program in which the adaptations will be implemented are determined individually within the IEP or 504 planning processes.</p> <p>■ The adaptations for the arts classroom are instructional as well as physical. Some adaptations may structure students’ learning in an explicit and systematic way, including presenting and organizing instruction. An example of instructional adaptation may be placing greater emphasis on foundation skills. Examples of physical demands include dexterity, flexibility, use of a variety of tools and materials, and safety considerations. For these reasons, it is essential that the arts teacher understand the nature of the student’s disability and access the individual education program.</p>	
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<p>provide information on topics beyond the teacher's expertise.</p> <ul style="list-style-type: none">■ MENTORS /INTERNSHIPS: Both mentors and internships allow students to interact with adult experts in fields of mutual interest and increase awareness of potential careers. Mentors act as role models.■ ALTERNATE RESOURCES: This category may include materials from a higher grade level or access to business, university, and community resources such as laboratories, libraries, and computer facilities.■ EXCHANGE PROGRAMS: Students attend schools in a different community or country to enrich educational experiences.			
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<p>communication (role, audience, format, topic).</p> <p>Anchor Activities</p> <p>Use of Higher Level Questioning Techniques</p> <p>Provide assessments at a higher level of thinking</p>		<p>Student may request books on tape / CD / digital media, as available and appropriate.</p> <p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Modifications for Homework and Assignments Extended time to complete assignments.</p>	<p>Assign a peer helper in the class setting</p> <p>Provide oral reminders and check student work during independent work time</p> <p>Assist student with long and short term planning of assignments</p> <p>Encourage student to proofread assignments and tests</p> <p>Provide regular parent/ school communication</p> <p>Teachers will check/sign student agenda daily</p> <p>Student requires use of other assistive technology device</p> <p>Modifications for Homework and Assignments Extended time to complete assignments.</p> <p>Student requires more complex assignments to be broken up and</p>
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**Northern Valley Schools Consortium
Performing Arts/ Theatre
Curriculum Guide
Grades 6-8**

Theatre Arts

Grade 6-8

Content Area	Theatre Arts	Grade Level	6-8
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Standard	Grade Level Expectations (GLE)
Create	1. Map historical innovations in theatre that were caused by the creation of new technologies. - 1.1.8.C.1
	2. Create short dramatizations in selected styles of theatre, such as: melodrama, vaudeville, and musical theatre. - 1.3.8.C.1, 1.3.8.C.2
Perform	1. Participate in improvisational and/or scripted activities, demonstrating an understanding of theatrical skills and context. -1.3.8.C.1, 1.3.8.C.2
	2. Determine the effectiveness of various methods of vocal, physical, relaxation, and acting techniques used in actor training. - 1.1.8.C.2
Critically Respond	1. Analyze the structural components of a variety of plays and performances from different cultures and different eras. - 1.1.8.C.1
	2. Differentiate the theatrical traditions of cultures across the world. - 1.4.8.A.3
	3. Interpret symbolism and metaphors in various works. - 1.4.8.A.5
	4. Explain how cultural influences affect the content or meaning of works of theatre. - 1.4.8.A.1
	5. Identify examples of how theatre, television, and film can influence or be influenced by politics and culture. - 1.1.8.D.1
	6. Differentiate among vocal rate, pitch, and volume, and explain how they affect articulation, meaning, and character. - 1.1.8.C.3
	7. Define the areas of responsibility (e.g., actor, director, producer, scenic, lighting, costume, stagehand, etc.) and necessary job skills of the front and back-of-house members of a theatre company. - 1.1.8.C.4
	8. Evaluate the effectiveness of a work of art by differentiating between the artist's technical proficiency and the work's content or form. - 1.4.8.B.1

Unit Titles	Length of Unit/Contact Hours
Fundamentals and Basics of Theater	2 Weeks
Creative Expression	2 Weeks
Historical and Cultural Context	2 Weeks
Aesthetic Valuing	2 Weeks

<p>Content Area: Theater</p>	<p><u>Essential Questions</u></p> <p>What roles are integral in composing and performing theater productions? How do social, cultural, geographical, and historical elements influence theater? How do vocal attributes affect elements of the theater piece? How do character traits and feelings impact an actor's performance? What are the varying purposes of theater? How do styles, trends, and movements vary across cultures and historical eras? How do shifts in societal norms, beliefs, or values impact messages and themes in theater? What elements should be considered in critiquing the effectiveness of a work or performance?</p>
<p>Interdisciplinary Connections</p>	<p>NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally</p>
<p>Core Instructional Materials including digital tools</p>	<p>Scripted works as needed Facility with open space Projector and speakers for visual/audio recordings</p>

21st Century Themes and Skills	<p>9.2.8.B.4 Evaluate how traditional and nontraditional careers have evolved regionally, nationally, and globally</p> <ul style="list-style-type: none"> ● CRP2. Apply appropriate academic and technical skills. ● CRP4. Communicate clearly and effectively and with reason. ● CRP6. Demonstrate creativity and innovation. ● CRP7. Employ valid and reliable research strategies. ● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. ● CRP9. Model integrity, ethical leadership and effective management. ● CRP12. Work productively in teams while using cultural global competence.
8.1 Educational Technology 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming	<p>For NJ Technology Standards 8.1 and 8.2 follow the link below. http://www.state.nj.us/education/cccs/2014/tech/8.pdf</p> <ul style="list-style-type: none"> ● 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. ● 8.1.8.D.2 Demonstrate the application of appropriate citations to digital content. ● 8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.
Pacing Guide	<p>This course will be offered on a marking period / semester basis. Each unit within the class will be approximately 2 weeks.</p>
Assessments	<p>Locally developed assessments should be referenced here, example of assessments will need to be provided during a QSAC visit.</p> <p>Self-Assessment</p> <ul style="list-style-type: none"> ■ Journal entries ■ Self reflection - Mapping ones journey <p>Peer Assessment</p> <ul style="list-style-type: none"> ■ Pair-share ■ Peer evaluation and observation <p>Teacher Assessment</p>

- Lesson task checklist
- Performance task checklist

Differentiation/Accommodations/Modifications

Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of School Failure
<ul style="list-style-type: none"> ■ ALTERNATE LEARNING ACTIVITIES/UNITS: Opportunities to pursue alternate activities permit students to engage in new learning and avoid the boredom of repeating instruction or unnecessary practice in skills already mastered. ■ INDEPENDENT STUDY: Students conduct carefully planned, self-directed research projects carefully monitored by the teacher. Prerequisites include instruction in field-based and library research skills, the scientific method, and other authentic types of inquiry. ■ ADVANCED THINKING PROCESSES: Assignments in all curriculum areas should emphasize higher-level thinking skills such as synthesis, analysis, and evaluation. 	<ul style="list-style-type: none"> ■ Students will be supported according to the recommendations for "can do's" as outlined by WIDA - https://www.wida.us/standards/CAN_DOs 	<ul style="list-style-type: none"> ■ The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. ■ Adjust or modify the general education program enabling students with disabilities to participate in and benefit from learning activities and experiences based on the core curriculum content standards and demonstrate understanding and application of the content standards." These modifications may be those identified as best practice. ■ Each pupil manifests his or her learning abilities, learning style, and learning preferences in a unique way. Consequently, the type of adaptations needed and the program in which the adaptations will be implemented are determined individually within the IEP or 504 planning processes. 	<ul style="list-style-type: none"> ■ The students' needs will be addressed on an individual and grade level using a variety of modalities.

<ul style="list-style-type: none"> ■ GUEST SPEAKERS / DANCE Studios: University faculty, parents, business and industry leaders, or other teachers in specific areas can provide information on topics beyond the teacher's expertise. ■ MENTORS /INTERNSHIPS: Both mentors and internships allow students to interact with adult experts in fields of mutual interest and increase awareness of potential careers. Mentors act as role models. ■ ALTERNATE RESOURCES: This category may include materials from a higher grade level or access to business, university, and community resources such as laboratories, libraries, and computer facilities. ■ EXCHANGE PROGRAMS: Students attend schools in a different community or country to enrich educational experiences. 		<ul style="list-style-type: none"> ■ The adaptations for the arts classroom are instructional as well as physical. Some adaptations may structure students' learning in an explicit and systematic way, including presenting and organizing instruction. An example of instructional adaptation may be placing greater emphasis on foundation skills. Examples of physical demands include dexterity, flexibility, use of a variety of tools and materials, and safety considerations. For these reasons, it is essential that the arts teacher understand the nature of the student's disability and access the individual education program. 	
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