



Grade 6

General Dance Curriculum

Oradell Public School District

Oradell, NJ

2023

Oradell Public School District

Grade 6 General Music Curriculum Committee Credits:

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Board Policy

This revision is aligned with the New Jersey Student Learning Standards for Visual and Performing Arts, the New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills, the New Jersey Student Learning Standards for Computer Science and Design Thinking, and Social Emotional Learning Competencies.

Affirmative Action

During the development of this course of study, particular attention was paid to the elimination or exclusion of any materials which might discriminate on the basis of race, color, national origin, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, familial status, genetic information, mental or physical disabilities, or in educational opportunities. Every effort has been made to uphold both the letter and spirit of Affirmative Action mandates as applied to the content, the texts and the instruction inherent in this course.

Megan Bozios, Superintendent

Michelle Hawley, Principal

Oradell Public School District

Dance Curriculum

Grade 6

Introduction

The Oradell Public School is dedicated to the ongoing pursuit of educational excellence through comprehensive innovative curriculum and instruction. The District is committed to providing opportunities for social, emotional, and academic discovery to foster curiosity, courage, and character. Our goal is to prepare our students to become life-long learners who are self-directed, resilient, productive and responsible citizens.

Our curriculum, which is aligned to the New Jersey Student Learning Standards, is designed to help students develop skills and learn core content through active, meaningful experiences that will lead to lasting understanding and the ability to apply and use knowledge in new contexts. Each area of the curriculum contains identified standards for learning. These standards help to guide classroom instruction and assessment. The standards articulate the skills and knowledge we believe all students need in order to become educated, responsible, and productive citizens.

The Oradell Public School curriculum is revised regularly to ensure that the curriculum is aligned with identified New Jersey academic standards. In addition, we seek to integrate career readiness standards that will prepare our students to become responsible community members. Practical and relevant real-life experiences are integrated into our curriculum and learning environment. We use New Jersey's Social Emotional Competencies to ensure our students are healthy and well, and we give our students opportunities to use cutting edge technology in order to prepare them for the future. Our students leave our schools well prepared for Middle School, High School, and beyond.

Through our general music program at Oradell Public School, we will empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society. All students will have equitable access to a quality arts education that leads to artistic literacy and fluency in the artistic practices of the five art disciplines as a mechanism for:

- Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;
- Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;
- Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and
- Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

Taken from NJDOE Visual and Performing Arts Vision

Grade 6 Dance Curriculum Scope and Sequence		
Unit	Time of Year	Anchor Standards
6th Grade Dance Challenge	March-April	<p>Anchor Standard 1: Conceptualizing and generating ideas.</p> <p>Anchor Standard 2: Organizing and developing ideas.</p> <p>Anchor Standard 4: Developing and refining techniques and models or steps needed to create products.</p> <p>Anchor Standard 6: Conveying meaning through art.</p> <p>Anchor Standard 7: Perceiving and analyzing products.</p> <p>Anchor Standard 8: Applying criteria to evaluate products.</p> <p>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.</p> <p>Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</p>

Note: Highlighted activities indicate Holocaust Awareness, Amistad Commission, Asian American Pacific Islander Legislation related activities.

Grade 6 Dance Unit

Unit Overview: In this unit, students will focus on dances from different cultures. Students will be put in small groups where they will be assigned a region/culture and will study a given dance that originated from/or is popular in their specific culture/region. Students will present their findings to the class, and will then offer up a dance challenge for the class to learn and perform. This can be done in video format or live in-person. This unit will be done in mid-winter, beginning after February break. This will take place over the course of 6 class sessions. Students can work during class and after class on their projects.

Performance Expectation(s)

- 1.1.8.Cr1a: Implement movement created from a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) to develop an original dance study.
- 1.1.8.Cr1b: Explore various movement genres through the elements of dance. Identify and select personal preferences to create an original dance study.
- 1.1.8.Cr2a: Demonstrate a variety of choreographic devices and dance structures (e.g., ABA, palindrome, theme and variation, rondo, retrograde, inversion, narrative, accumulation), to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to articulate and justify reasons for movement choices.
- 1.1.8.Cr2b: Establish criteria to choreograph a dance that communicates personal, historical, sociopolitical, or cultural meaning. Articulate how the criteria clarify or intensify the artistic intent.
- 1.1.8.Pr4a: Perform planned and improvised movement sequences with increasing complexity in the use of floor and air pathways, including various spatial designs for movement interest and contrast to sculpt the body in space.
- 1.1.8.Pr4b: Perform planned and improvised movement sequences of varying lengths with increasing complexity in the use of metric, kinesthetic and breath

	<p>phrasing.</p> <ul style="list-style-type: none"> ● 1.1.8.Pr4c: Perform planned and improvised movement sequences and dance combinations applying dynamic phrasing, energy, emotional intent, and characterization. ● 1.1.8.Pr6b: Apply specific feedback in rehearsal to refine performance accuracy, consistency and expressiveness. Clarify the execution of complex patterns, sequences and formations. ● 1.1.8.Re7a: Use genre-specific terminology to compare and contrast recurring patterns of movement and their relationships in dance in the context of artistic intent. ● 1.1.8.Re7b: Use genre-specific dance terminology. Explain how the elements of dance are used and how they differ in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-specific dance terminology. ● 1.1.8.Re8a: Examine a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique, and context. Interpret using genre specific dance terminology. ● 1.1.8.Cn10a: Explain how the perspectives expressed by the choreographer impact personal interpretation. Consider how personal background and experiences influence responses to dance works. ● 1.1.8.Cn10b: Employ a variety of research methods to inform the development of original dances about global issues, including climate change. Articulate ways the research deepened understanding of the topic and how big ideas are expressed metaphorically through dance. ● 1.1.8.Cn11a: Research and analyze how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people from whom the dances originate.
<p>Enduring Understanding(s)</p>	<ul style="list-style-type: none"> ● Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression ● The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.

	<ul style="list-style-type: none"> ● Space, time and energy are basic elements of dance. ● Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression. ● Dance is perceived and analyzed to comprehend its meaning. ● Dance is interpreted by considering intent, meaning and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context. ● As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning. ● Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.
<p>Essential Question(s)</p>	<ul style="list-style-type: none"> ● Where do choreographers get ideas for dances? ● What influences choice-making in creating choreography? ● How do dancers work with space, time and energy to communicate artistic expression? ● What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance? ● How is a dance understood? ● How is dance interpreted? ● How does dance deepen our understanding of ourselves, other knowledge and events around us? ● How does knowing about societal, cultural, historical, and community experiences expand dance literacy?
<p>Practice(s)</p>	<p>Explore, Plan, Revise, Embody, Execute, Express, Present, Analyze, Critique, Interpret, Synthesize, Relate</p>

<p>Key Vocabulary</p>	<p>Alignment Agility Asymmetry Breath Characterization Coordination Costume Direction Duration Dynamics Energy Imagery Improvise Locomotor Meter Pathways Polyrhythmic Proprioceptive Revise Spatial Style Timing Unison</p>
<p>Student Learning Objectives</p>	<ul style="list-style-type: none"> ● Students will be able to share their knowledge of a specific culture’s dance, not only through historical and societal context, but through teaching their fellow students how to perform movements from their given dance. ● Students will discuss dance terminology, specifically regarding dances from around the world.

	<ul style="list-style-type: none"> ● Students will learn about the significance of the relationship between dance and music.
Suggested Tasks/Activities	<ul style="list-style-type: none"> ● Research the influence of a given society/culture and how it is reflected in their social dances and social dance music. Is that seen here in the United States? ● Research dances from various periods/cultures ● Study how the movements of specific dances communicate ideas and perspectives of the culture, history, and community they come from. ● Analyze a dance's content and social/cultural context. ● Learn and perform an authentic dance from a specific culture.
Evidence of Learning (Assessment)	<ul style="list-style-type: none"> ● Skill Demonstration-(group or individual) ● In class student presentation- teacher provides feedback via teacher rubric ● Student-created rubric to self-assess <ul style="list-style-type: none"> ○ Sample Teacher Rubric ○ Sample Student/Peer Rubric
Resources/ Materials	<p>Apple Music, SmartBoard, YouTube, Music Play Online, Google Apps</p> <p>Websites:</p> <p>https://www.fodors.com/news/photos/the-16-unique-ways-people-dance-all-over-the-world</p> <p>https://www.worldatlas.com/articles/famous-dance-forms-from-around-the-world.html</p> <p>https://www.pettitts.co.uk/blog/dance-styles-from-around-the-world</p> <p>https://folklife.si.edu/</p> <p>https://study.com/learn/lesson/different-cultural-dances-forms-styles-around-world.html</p> <p>!</p> <p>Glossary of Dance Terms</p>
Interdisciplinary Connections	<p>Language Arts</p> <p>SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues,</p>

	building on others' ideas and expressing their own clearly.
Career Readiness, Life Literacies and Key Skills	<ul style="list-style-type: none"> ● 9.4.5.CI.3 Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity ● 9.4.5.CT.4 Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global. ● 9.4.5.GCA.1 Analyze how culture shapes individual and community perspectives and points of view.
Career Readiness Practices	<ul style="list-style-type: none"> ● CLKSP1 Act as a responsible and contributing community member and employee. ● CLKSP4 Demonstrate creativity and innovation. ● CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them. ● CLKSP6 Model integrity, ethical leadership and effective management. ● CLKSP7 Plan education and career paths aligned to personal goals. ● CLKSP8 Use technology to enhance productivity, increase collaboration and communicate effectively. ● CLKSP9 Work productively in teams while using cultural/global competence.
Computer Science and Design Thinking	<ul style="list-style-type: none"> ● 8.1.8.AP.1: Design and illustrate algorithms that solve complex problems using flowcharts and/or pseudocode. ● 8.2.8.ED.2: Identify the steps in the design process that could be used to solve a problem.
Social-Emotional Learning Competencies	<ul style="list-style-type: none"> ● Self-Awareness: ability to recognize one's emotions and know one's strengths and limitations <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Regular check-ins to share feelings (Oral, Thumbs Up, Thumbs Down, Emojis, etc.) ■ Reflecting on one's learning (Oral,Written, Thumbs Up, Thumbs Down, Pictures, etc.)

	<ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ First, ask a friend for help and then ask the teacher ■ Use of journal writing to reflect on process or product ● <u>Self-Management</u>: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Breathing and stretching exercises ■ Counting down from 20 to 1, or 10 to 1 ■ Playing soft music ● <u>Social Awareness</u>: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Collaborative group projects <ul style="list-style-type: none"> ● Each student adds ideas to the work ■ Positive comments for classmates- Two stars and a wish ● <u>Relationship Skills</u>: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Class discussions <ul style="list-style-type: none"> ● Allowing students to share thoughts, ideas, and opinions ■ Lessons that focus on teamwork and perseverance ■ Use of classroom suggestion box for students to share ideas ● <u>Responsible Decision-Making</u>: refers to the ability to use multiple pieces of
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	<p>information to make ethical and responsible decisions</p> <ul style="list-style-type: none"> ○ Connections: <ul style="list-style-type: none"> ■ Class rules and routines ■ Class discussions ■ Following directions ■ Asking questions when needed
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Modifications

English Language Learners	Special Education	At-Risk	Gifted and Talented	504
<ul style="list-style-type: none"> ● Use preferential seating ● Dictionary ● Label specific dance vocab in students' first language ● Use visuals for instruction ● Google slide presentations will be available on Google classroom ● Offer extra help hours ● One on one check-ins 	<ul style="list-style-type: none"> ● Use preferential seating ● Google slide presentations will be available on Google classroom ● Allow the students to walk around or stand while creating. ● If needed, extend the timeline that projects are due. 	<ul style="list-style-type: none"> ● Use preferential seating ● Google slide presentations will be available on Google classroom. ● Pair with another student for mentoring ● Offer extra help hours ● One on one check-ins ● Chunk assignment. 	<ul style="list-style-type: none"> ● Use preferential seating ● Google slide presentations will be available on Google classroom. ● Present student more detailed version of project ● Present student with additional resources if requested. 	<ul style="list-style-type: none"> ● Google slide presentations will be available on Google classroom ● If needed, extend the timeline that projects are due. ● Chunk assignment. ● Offer extra help hours ● One on one check-ins

	<ul style="list-style-type: none">● Include simple visuals● Offer extra help hours.● One on one check-ins		<ul style="list-style-type: none">● Present visually complex examples● Encourage student to mentor others.● Allow for independent study● One on one check-ins	
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