

E<sup>4</sup>

Excellence through Equity, Engagement, and Environment



## Washington Township School District

<b>Course Title:</b>	<b>Dance Production</b>					
<b>Grade Level(s):</b>	<b>11 &amp; 12</b>					
<b>Duration:</b>	<i>Full Year:</i>	<b>X</b>	<i>Semester:</i>		<i>Marking Period:</i>	
<b>Course Description:</b>	This full-year elective is designed for dancers who have completed Dance I and Dance II. Students in Dance Production will learn to create, perform, respond, and connect through the study and practice of movement studies, dance performance, choreography/direction, and critique/evaluation. Dancers will refine their technical skills in the advanced levels of Ballet and Jazz, with an emphasis on Modern Dance, creative movement, and improvisation. Additionally, students will have the opportunity to create choreography and gain personal experience in the role of choreographer and director as they produce their own dance concert. Students will also participate in the annual Dance Department performance in addition to a variety of community and school events.					
<b>Grading Procedures:</b>	<b>Course Grading will be calculated as follows:</b> <ul style="list-style-type: none"><li>• <b>50% - Class and Performance Participation/Preparedness</b></li><li>• <b>25% - Written Assignments and Tests</b></li><li>• <b>25% - Rehearsals, Performance Tests and Performances</b></li></ul>					
<b>Primary Resources:</b>	<b>Instructor selected materials</b>					

### Washington Township Principles for Effective Teaching and Learning

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
- Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
- Infusing 21<sup>st</sup> century skills for College and Career Readiness in a global society

<b>Designed by:</b>	Christina Richardson
<b>Under the Direction of:</b>	Casey Corigliano

Written: August 2021

Revised: \_\_\_\_\_

BOE Approval: \_\_\_\_\_

<b>Unit Title:</b> Creating	
<b>Unit Description:</b> Conceiving and developing new artistic ideas and work. The aspects of these learning activities may also apply to other units of this curriculum.	
<b>Unit Duration:</b> Ongoing	
<b>Desired Results</b>	
<b>Anchor Standard 1: Generating and conceptualizing ideas.</b> <b>Anchor Standard 2: Organizing and developing ideas.</b> <b>Anchor Standard 3: Refining and completing products.</b>	
<b>Indicators:</b> <b>Explore</b> <b>1.1.12adv.Cr1a</b> - Synthesize and experiment with content generated from stimulus material to invent movement vocabulary, discover personal voice, and communicate artistic intent. <b>1.1.12adv.Cr1b</b> - Expand personal movement preferences and strengths to discover unexpected solutions that communicate the artistic intent of an original dance. Analyze the unexpected solutions and explain why they were effective in expanding artistic intent.  <b>Plan</b> <b>1.1.12adv.Cr2a</b> - Demonstrate fluency and personal voice in designing and choreographing original dances. Articulate an understanding of how choreographic devices and dance structures affect artistic intent. Justify choreographic choices and explain how they are used to intensify artistic intent <b>1.1.12adv.Cr2b</b> - Develop artistic statements that reflect personal aesthetics of self-generated dance studies.  <b>Revise</b> <b>1.1.12adv.Cr3a</b> - Refine the artistic intent of a dance by manipulating choreographic devices, dance structures, and artistic criteria (e.g., production elements, music/sound, props, costumes). Evaluate self-reflection and feedback from others and apply when warranted. Document choices made in the revision process and justify how the refinements support artistic intent. <b>1.1.12adv.Cr3b</b> - Create a portfolio of original dances, using recognized systems of dance documentation (e.g., writing, a form of notation symbols, using media technologies), providing a complete picture of the creative process and product.	
<b>Understandings:</b> <i>Students will understand that...</i> <ol style="list-style-type: none"> <li>1. Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.</li> <li>2. The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.</li> <li>3. Choreographers analyze, evaluate, refine, and document their work to communicate meaning.</li> <li>4. SEL Enduring Understandings:  <a href="http://www.SELARTS.org">www.SELARTS.org</a> </li> </ol>	<b>Essential Questions:</b> <ol style="list-style-type: none"> <li>1. Where do choreographers get ideas for dances?</li> <li>2. What influences choice-making in creating choreography?</li> <li>3. How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?</li> <li>4. SEL Essential Questions: <a href="http://www.SELARTS.org">www.SELARTS.org</a></li> </ol>

## Assessment Evidence

### Performance Tasks:

- Identify choreographic and compositional techniques used to create dances.
- Use improvisation as a choreographic tool.
- Use improvisation and creative movement techniques to explore movement qualities.
- Understand, speak and write about enhancing a dance performance through costuming, scenery, props, and set design.
- Choreograph, direct, rehearse and perform in a dance for a small ensemble.
- Produce a full-length composition concert.

### Other Evidence:

- Daily performance in class.
- Teacher observation and monitoring.
- Completion and quality of choreographic projects.
- Participation in rehearsals.
- Participation in performances.

### Benchmarks:

- Composition Benchmark Projects #1A-F.
- End of semester composition project.
- Final composition project/performance.

## Learning Plan

### Learning Activities:

- Lectures, demonstrations, and discussions.
- Review of dance composition techniques.
- In-depth study of compositional concepts.
- Rehearsal of student choreography.
- Critique of student choreography.
- Performance of student choreography.
- Viewing a variety of dance performances on video/YouTube.
- Participation in improvisational studies.
- Participation in advanced compositional studies.
- Creation, rehearsal, production and performance of an advanced level choreographic work.

### Resources:

- Teacher made handouts: project requirements, rehearsal schedules, rubrics and evaluation papers.
- Recorded performances of current dance compositions.
- Online choreographic examples of multiple dance genres, found on YouTube, and dance company specific websites.

**Unit Learning Goal and Scale**  
(Level 2.0 reflects a minimal level of proficiency)

**Anchor Standard 1: Generating and conceptualizing ideas.**

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Synthesize and experiment with content generated from stimulus material to invent movement vocabulary, discover personal voice, and communicate artistic intent.</li> <li>• Expand personal movement preferences and strengths to discover unexpected solutions that communicate the artistic intent of an original dance. Analyze the unexpected solutions and explain why they were effective in expanding artistic intent.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Synthesize content generated from stimulus materials to choreograph dance studies or dances using original or codified movement.</li> <li>• Manipulate movement vocabulary from various dance genres using the elements of dance to create new choreographic works.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement.</li> <li>• Analyze the elements of dance to expand personal movement vocabulary and ascertain new movement possibilities through the creation of choreographic works.</li> </ul>
<b>1.0</b>	With help, partial success at level 2.0 content and level 3.0 content.
<b>0.0</b>	Even with help, no success.

**Anchor Standard 2: Organizing and developing ideas.**

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Demonstrate fluency and personal voice in designing and choreographing original dances. Articulate an understanding of how choreographic devices and dance structures affect artistic intent. Justify choreographic choices and explain how they are used to intensify artistic intent.</li> <li>• Develop artistic statements that reflect personal aesthetics of self-generated dance studies.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Work individually and collaboratively to design dance studies that integrate and recombine movement vocabulary, choreographic devices and dance structures drawn from a variety of dance genres. Explain how the dance vocabulary and structures clarify the artistic intent.</li> <li>• Develop an artistic statement that reflects a personal aesthetic for an original dance study or dance. Select and demonstrate movements that support the artistic statement.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Manipulate a variety of choreographic devices and dance structures to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to explain how the dance structures clarify the artistic intent.</li> <li>• Choose a theme to develop a dance and create corresponding movements to communicate the theme. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.</li> </ul>

<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content.</b>
<b>0.0</b>	<b>Even with help, no success.</b>

<b>Anchor Standard 3: Refining and completing products.</b>	
<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Refine the artistic intent of a dance by manipulating choreographic devices, dance structures, and artistic criteria (e.g., production elements, music/sound, props, costumes). Evaluate self-reflection and feedback from others and apply when warranted. Document choices made in the revision process and justify how the refinements support artistic intent.</li> <li>• Create a portfolio of original dances, using recognized systems of dance documentation (e.g., writing, a form of notation symbols, using media technologies), providing a complete picture of the creative process and product.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Clarify the artistic intent of a dance using established artistic criteria, self-reflection and the feedback of others. Analyze and evaluate the impact of choices made in the revision process. Justify the reasons for revisions.</li> <li>• Develop a strategy to record a dance using recognized systems of dance documentation (e.g., writing, a form of notation symbols, or using media technologies).</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Revise a movement study based on self-reflection and feedback of others to improve the quality of a planned movement sequence. Articulate movement choices and revisions. Analyze and evaluate the impact of choices made in the revision process</li> <li>• Compare recognized notation systems to document a section of a dance using writing, symbols, or media technologies (e.g., graphic symbols and figures, path mapping, numerical systems, letter and word notations).</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content.</b>
<b>0.0</b>	<b>Even with help, no success.</b>

<b>Unit Modifications for Special Population Students</b>	
<b>Advanced Learners</b>	Students can assist with demonstrations and be used as a model. Additional performance and enrichment opportunities may be provided.
<b>Struggling Learners</b>	Preferential placement in class will be provided. Directions for activities will be re-worded and clarified. Additional small group instruction/practice will be offered. Modification of homework/class work, tests and quizzes, project criteria and rubrics. Pair with advanced learners.
<b>English Language Learners</b>	Preferential placement in class will be provided. Directions for activities will be re-worded and clarified. Additional small group instruction/practice will be offered. A dictionary will be available and additional visual aids may be used. Modification of homework/class work, tests and quizzes, project criteria and rubrics. Pair with advanced learners.
<b>Learners with an IEP</b>	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include: <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> </ul>

	<ul style="list-style-type: none"> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.

### Interdisciplinary Connections

Instruction in the arts helps students with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness. Working in the arts helps learners to develop creative problem-solving skills and teaching through the arts can present difficult concepts visually and creatively, making them easier to understand. Arts experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe the world as instruction in the arts connects students with their own culture as well as with the wider world. Integrating art with other disciplines provides challenges for learners at all levels and can reach students who might not otherwise be engaged in other subject areas. Instruction in the arts provides students with the skills to be life-long learners.

### Integration of 21<sup>st</sup> Century Skills

#### **The Arts as Communication**

Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas and can respond by analyzing and interpreting the artistic communications of others.

#### **The Arts as Creative Personal Realization**

Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing/presenting/producing, responding and connecting to as an adult.

#### **The Arts as Culture, History, and Connectors**

Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.

#### **The Arts as a Means to Well-Being**

Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in the arts.

#### **The Arts as Community Engagement**

Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.

<b>Unit Title:</b> Performing
<b>Unit Description:</b> Realizing artistic ideas and work through interpretation and presentation. The aspects of these learning activities may also apply to other units of this curriculum.
<b>Unit Duration:</b> Ongoing
Desired Results
<b>Indicators:</b>  <u><b>Express</b></u> <b>1.1.12adv.Pr4a</b> - Modulate and use the broadest range of movement in space for artistic and expressive clarity. Use inward and outward focus to clarify movement and intent. Establish and break relationships with other dancers and audience as appropriate to the dance. <b>1.1.12adv.Pr4b</b> - Modulate time factors for artistic interest and expressive acuity. Apply multiple and complex rhythms (e.g., contrapuntal and/or polyrhythmic). Work with and against rhythm of accompaniment or sound environments <b>1.1.12adv.Pr4c</b> - Perform planned and improvised movement sequences and dance combinations while self-monitoring and adjusting dynamics and energy to the choreographic intent.  <u><b>Embody, Execute</b></u> <b>1.1.12adv.Pr5a</b> - Develop and implement healthful strategies for nutrition, injury prevention and psychological wellness related to dance activities and everyday life. <b>1.1.12adv.Pr5b</b> - examine the muscular-skeletal system (e.g., attachments, origin, function) and manipulate kinesthetic principles to enhance technical execution of dance movements. <b>1.1.12adv.Pr5c</b> - Adjust oppositional pulls/tensions of the body while moving through vertical, off-center, and non-vertical alignment. Maintain optimal alignment preceding and following floor and air patterns. Modulate the placement and shifting of energy in the body. <b>1.1.12adv.Pr5d</b> - Analyze personal patterns of misalignment and develop prescribed conditioning practices and corrective exercises to enhance optimal alignment in performance. <b>1.1.12adv.Pr5e</b> - Articulate clarity of codified movement and intention through the execution of prescribed vocabulary and techniques within styles/genres.  <u><b>Present</b></u>



**1.1.12adv.Pr6a** - Research, develop and apply personal strategies of visualization, motor imagery, and breath to become more aware of the relationships that exist between the body and mind.

**1.1.12adv.Pr6b** - Initiate, plan and direct rehearsals with attention to technical details applying rehearsal strategies for individual and ensemble work that enhance artistry, incorporate self-analysis, and are solutions-oriented to achieve performance excellence.

**1.1.12adv.Pr6c** - Refine performance skills using a broad repertoire of strategies for dynamic projection. Demonstrate and model leadership qualities, performance etiquette and performance practice during class, rehearsal and performance. Develop a professional portfolio (e.g., resume, head shot, social media platforms) that documents the rehearsal and performance process with fluency in professional dance and production terminology. Analyze and evaluate the success of a performance.

**1.1.12adv.Pr6d** - Design and organize the technical and production elements to collaboratively produce and fulfill the artistic intent of dance works in a variety of performance venues.

### Understandings:

*Students will understand that...*

1. Space, time, and energy are basic elements of dance.
2. The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.
3. 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.
4. SEL Enduring Understandings: [www.SELARTS.org](http://www.SELARTS.org)

### Essential Questions:

1. How do dancers work with space, time and energy to communicate artistic expression?
2. How is the body used as an instrument for technical and artistic expression?
3. What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance?
4. SEL Essential Questions: [www.SELARTS.org](http://www.SELARTS.org)

## Assessment Evidence

### Performance Tasks:

- Identify the required code of conduct for a dance class.
- Agree to attend the dance concert dress rehearsal and concert performance.
- Agree to attend the dance production concert dress rehearsal and performance.
- Demonstrate proper body alignment for dance.
- Demonstrate and identify aesthetics and characteristics of Ballet, Modern, and Jazz Dance.
- Demonstrate proper advanced level dance technique for Ballet, Modern, and Jazz Dance. This proficiency is determined by proper placement, correct alignment, technical accuracy of movement, timing of movements, musicality, and appropriate use of effort, shape, and space.
- Discuss and write about Ballet, Modern, and Jazz Dance using correct terminology.
- Define and correctly use dance terminology.

### Other Evidence:

- Teacher observation and monitoring.
- Daily class performance.
- Participation in auditions.
- Participation in rehearsals.
- Participation in performances.
- Written assignments.
- Demonstration of technical proficiency in the advanced levels of Ballet, Modern, and Jazz technique.
- Correct daily use of dance specific terminology and vocabulary.



<ul style="list-style-type: none"> <li>• Use improvisation and creative movement techniques to explore movement qualities.</li> <li>• Understand and participate in advanced level dance auditions.</li> <li>• Understand and participate in advanced level dance performances.</li> <li>• Participate in the promotion of performances.</li> <li>• Understand, speak, and write about the technical aspects of a performance.</li> <li>• Understand, speak and write about enhancing a dance performance through costuming, scenery, props, and set design.</li> <li>• Produce and perform in their own student production concert.</li> <li>• Identify the required code of conduct for a dance rehearsal including the expected level of participation.</li> <li>• Identify the role of the understudy and demonstrate that role if necessary.</li> <li>• Identify the creative process of the choreographer and also be able to express verbally or in writing what ideas/inspirations are behind each piece.</li> <li>• Identify appropriate costumes for choreographic works and then participate fully in the costuming process.</li> <li>• Identify the technical components of a theatrical production.</li> <li>• Demonstrate knowledge of a technical production through participation in technical and spacing rehearsals.</li> <li>• Demonstrate knowledge of all aspects of dance by participating in a full-scale dance concert.</li> </ul>	
<b>Benchmarks:</b> <ul style="list-style-type: none"> <li>• Performance based assessments.</li> <li>• Daily performance in class and in rehearsals.</li> <li>• Performance in the annual Dance Concert, Assembly, Dance Production Concert and multiple community and school events.</li> </ul>	

Learning Plan
<b>Learning Activities:</b> <ul style="list-style-type: none"> <li>• Lectures and demonstrations.</li> <li>• Distribution/Discussion of Dance Concert information, Dance Production Concert information, and performance contracts.</li> <li>• Participation in vocabulary review.</li> <li>• Participation in technical exercises and movement sequences of advanced Level Ballet, Jazz, and Modern Dance.</li> <li>• Participation in creative movement and improvisational exercises.</li> <li>• Demonstration of proper body alignment.</li> <li>• Demonstration of relationships between music (rhythms, tempos, and dynamics) and dance.</li> <li>• Demonstration of the characteristics and aesthetics of Ballet, Jazz, and Modern Dance.</li> <li>• Presentations of advanced level choreography executed with proper technique and body alignment.</li> </ul>

- Participation in full-scale dance auditions.
- Viewing current auditions for popular television dance shows.
- Participation in dance rehearsals.
- Discussions regarding the choreographic process.
- Discussion of expectations regarding dance proficiency and artistry during rehearsals.
- Discussion of appropriate costuming and set design for specific dance pieces.
- Acquire/create costumes for dance productions.
- Instructional tours of the theater.
- Technical demonstrations.
- Participation in dress rehearsals and performances for the annual Dance Concert and Dance Production Concert.

#### **Resources:**

- Teacher made handouts regarding audition schedules and requirements.
- Teacher made handouts regarding rehearsal requirements.
- Teacher made handouts regarding performance requirements.
- Current examples of auditions on popular television shows via YouTube.
- Dance Concert requirements.
- Dance Production Concert requirements.
- Teacher made resources regarding dance vocabulary, body alignment, and dance technique.
- Current examples of Ballet, Jazz, and Modern Dance performances via YouTube.

### **Unit Learning Goal and Scale** *(Level 2.0 reflects a minimal level of proficiency)*

#### **Anchor Standard 4: Selecting, analyzing, and interpreting work.**

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• <b>Modulate and use the broadest range of movement in space for artistic and expressive clarity. Use inward and outward focus to clarify movement and intent. Establish and break relationships with other dancers and audience as appropriate to the dance.</b></li> <li>• <b>Modulate time factors for artistic interest and expressive acuity. Apply multiple and complex rhythms (e.g., contrapuntal and/or polyrhythmic). Work with and against rhythm of accompaniment or sound environments.</b></li> <li>• <b>Perform planned and improvised movement sequences and dance combinations while self-monitoring and adjusting dynamics and energy to the choreographic intent.</b></li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• <b>Expand partner and ensemble skills. Execute floor and air pathways while maintaining relationships with spatial focus and intentionality. Dance alone and with others with spatial intention.</b></li> <li>• <b>Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing.</b></li> <li>• <b>Perform planned and improvised movement sequences and dance combinations while self-monitoring and adjusting dynamics and energy to the choreographic intent.</b></li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• <b>Develop partner and ensemble skills that enable contrasting level changes while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases.</b></li> <li>• <b>Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing.</b></li> </ul>

	<ul style="list-style-type: none"> <li>Perform planned and improvised movement sequences and dance combinations, with variations that accurately demonstrate contrasting dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose).</li> </ul>
1.0	With help, partial success at level 2.0 content and level 3.0 content:
0.0	Even with help, no success

<b>Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.</b>	
4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Develop and implement healthful strategies for nutrition, injury prevention and psychological wellness related to dance activities and everyday life.</li> <li>Examine the muscular-skeletal system (e.g., attachments, origin, function) and manipulate kinesthetic principles to enhance technical execution of dance movements.</li> <li>Adjust oppositional pulls/tensions of the body while moving through vertical, off-center, and non-vertical alignment. Maintain optimal alignment preceding and following floor and air patterns. Modulate the placement and shifting of energy in the body.</li> <li>Analyze personal patterns of misalignment and develop prescribed conditioning practices and corrective exercises to enhance optimal alignment in performance.</li> <li>Articulate clarity of codified movement and intention through the execution of prescribed vocabulary and techniques within styles/genres.</li> </ul>
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Research healthful strategies essential for dancers and modify personal practice based on findings.</li> <li>Investigate how kinesthetic principles and various body systems relate to the dancing body. Examine how the muscles and bones animate the dancer's moving structure.</li> <li>Maintain optimal alignment and adjust the placement shifting energy of the body while traveling through space and preceding and following jumps.</li> <li>Develop a personal conditioning practices, using different body conditioning techniques, that improves range of motion, muscular flexibility, strength, and endurance to enhance performance.</li> <li>Execute clarity of movement intention during complex movement sequences. Use style/genre specific vocabulary and execute codified movements with style/genre specific alignment and characteristics, through focused practice and repetition.</li> </ul>
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Evaluate and apply healthful strategies (e.g., nutrition, injury prevention and emotional health and overall functioning) and safe body-use practices that are essential for the dancer.</li> <li>Demonstrate joint articulations and basic anatomical terms (e.g., muscles, bones, tendons, ligaments) as they relate to dance. Apply kinesthetic principles and various body systems.</li> <li>Demonstrate body coordination while moving (e.g., elongated spine, vertical alignment, release of tension from shoulders; use of vertical, off center, non-vertical alignment) the body through space.</li> </ul>

	<ul style="list-style-type: none"> <li>Explore movement that develops a wide range of motion, muscular flexibility, strength, and endurance. Explore different body conditioning techniques (e.g., yoga, weight training, aerobics, Pilates).</li> <li>Demonstrate style/genre specific vocabulary and codified movements with style/genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing.</li> </ul>
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success.

Anchor Standard 6: Conveying meaning through art.	
4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Research, develop and apply personal strategies of visualization, motor imagery, and breath to become more aware of the relationships that exist between the body and mind.</li> <li>Initiate, plan and direct rehearsals with attention to technical details applying rehearsal strategies for individual and ensemble work that enhance artistry, incorporate self-analysis, and are solutions-oriented to achieve performance excellence.</li> <li>Refine performance skills using a broad repertoire of strategies for dynamic projection. Demonstrate and model leadership qualities, performance etiquette and performance practice during class, rehearsal and performance. Develop a professional portfolio (e.g., resume, head shot, social media platforms) that documents the rehearsal and performance process with fluency in professional dance and production terminology. Analyze and evaluate the success of a performance.</li> <li>Design and organize the technical and production elements to collaboratively produce and fulfill the artistic intent of dance works in a variety of performance venues.</li> </ul>
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Embody the use of the senses and create imagery to envision a particular outcome, projecting and completing movements to enhance dance performance.</li> <li>Apply rehearsal strategies to refine ensemble skills, performance accuracy, consistency, and expressiveness. Develop personal rehearsal strategies to enhance artistry and achieve performance goals.</li> <li>Implement performance strategies to enhance projection. Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, cooperation) and model performance etiquette and performance practices during class, rehearsal and performance. Accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process using dance and production terminology. Analyze and evaluate the success of a performance.</li> <li>Select and organize alone and with others, technical and production elements necessary to fulfill the artistic intent of dance works in alternative performance venues.</li> </ul>
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Investigate visualization, motor imagery, and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill.</li> <li>Rehearse a dance and apply specific feedback to refine performance accuracy, consistency, and expressiveness. Demonstrate group awareness and develop personal rehearsal strategies.</li> <li>Adapt movements to performance area. Demonstrate performance etiquette and performance practices during class, rehearsal and performance. Accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process using dance and production terminology. Analyze and evaluate the success of a performance.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Demonstrate a variety of technical elements (e.g., costumes, lighting, sound, performance cues) of a dance performance. Utilize production and technical terminology to communicate with performers and backstage personnel.</b></li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content.</b>
<b>0.0</b>	<b>Even with help, no success.</b>

<b>Unit Modifications for Special Population Students</b>	
<b>Advanced Learners</b>	Students can assist with demonstrations and be used as a model. Additional performance and enrichment opportunities may be provided.
<b>Struggling Learners</b>	Preferential placement in class will be provided. Directions for activities will be re-worded and clarified. Additional small group instruction/practice will be offered. Modification of homework/class work, tests and quizzes, project criteria and rubrics. Pair with advanced learners
<b>English Language Learners</b>	Preferential placement in class will be provided. Directions for activities will be re-worded and clarified. Additional small group instruction/practice will be offered. A dictionary will be available and additional visual aids may be used. Modification of homework/class work, tests and quizzes, project criteria and rubrics. Pair with advanced learners.
<b>Learners with an IEP</b>	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>.</p> <p>Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.

<b>Interdisciplinary Connections</b>
<p>Instruction in the arts helps students with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness. Working in the arts helps learners to develop creative problem-solving skills and teaching through the arts can present difficult concepts visually and creatively, making them easier to understand. Arts experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe the world as instruction in the arts connects students with their own culture as well as with the wider world. Integrating art with other disciplines</p>

provides challenges for learners at all levels and can reach students who might not otherwise be engaged in other subject areas. Instruction in the arts provides students with the skills to be life-long learners.

## Integration of 21<sup>st</sup> Century Skills

### **The Arts as Communication**

Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas and can respond by analyzing and interpreting the artistic communications of others.

### **The Arts as Creative Personal Realization**

Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing/presenting/producing, responding and connecting to as an adult.

### **The Arts as Culture, History, and Connectors**

Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.

### **The Arts as a Means to Well-Being**

Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in the arts.

### **The Arts as Community Engagement**

Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.

**Unit Title:** Responding

#### **Unit Description:**

Understanding and evaluating how the arts convey meaning. The aspects of these learning activities may also apply to other units of this curriculum.

**Unit Duration:** Ongoing

## Desired Results

**Anchor Standard 7: Perceiving and analyzing products.**

**Anchor Standard 8: Interpreting intent and meaning.**

**Anchor Standard 9: Applying criteria to evaluate products.**

#### **Indicators:**

##### **Analyze**

**1.1.12adv.Re7a** - Use genre-specific dance terminology to analyze dance works from a variety of dance genres and reflecting recurring patterns of movement and their relationships in well-structured and meaningful choreography.

**1.1.12adv.Re7b** - Explain how dance communicates aesthetic and cultural values in a variety of genres, styles, and/or cultural movement practices. Use genre specific dance terminology.

## **Interpret**

**1.1.12adv.Re8a** - Analyze and interpret how the elements of dance, execution of dance movements, and context contribute to artistic expression across different genres, styles, or cultural movement practices. Use genre specific dance terminology.

## **Critique**

**1.1.12adv.Re9a** - Define personal artistic preferences to critique dance and justify the point of view. Consider content, context, genre, style, and or cultural movement practice to formulate artistic expression.

### **Understandings:**

*Students will understand that...*

1. Dance is perceived and analyzed to comprehend its meaning.
2. 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.
3. Criteria for evaluating dance vary across genres, styles, and cultures.
4. SEL Enduring Understandings: [www.SELARTS.org](http://www.SELARTS.org)

### **Essential Questions:**

1. How is a dance understood?
2. How is dance interpreted?
3. What criteria are used to evaluate dance?
4. SEL Essential Questions: [www.SELARTS.org](http://www.SELARTS.org)

## **Assessment Evidence**

### **Performance Tasks:**

- Define aesthetic criteria.
- Describe the aesthetics of a particular dance.
- Understand, write, or discuss the analysis/evaluation of a dance performance.
- Self-evaluate choreography and performance.

### **Other Evidence:**

- Teacher monitoring.
- Class discussion and participation.
- Written assignments.

### **Benchmarks:**

- Written critiques and analysis of the work of others.
- Self-critique and analysis.

## **Learning Plan**



**Learning Activities:**

- Lectures, discussions, and demonstrations.
- Viewing/discussing a variety of dance performances on YouTube.
- Writing critiques/analysis of performances.
- Viewing student dance performances (both live and previously recorded events).
- Observing and evaluating the performance of others.
- Observing and evaluating the choreography of others.
- Evaluating the critique of others and using it to improve choreography or performance.

**Resources:**

- Dance performances (live)
- Dance performances (recorded)
- Evaluation/Critique forms/rubrics

**Unit Learning Goal and Scale**  
*(Level 2.0 reflects a minimal level of proficiency)*

**Anchor Standard 7: Perceiving and analyzing products.**

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Use genre-specific dance terminology to analyze dance works from a variety of dance genres and reflecting recurring patterns of movement and their relationships in well-structured and meaningful choreography.</li> <li>• Explain how dance communicates aesthetic and cultural values in a variety of genres, styles, and/or cultural movement practices. Use genre-specific dance terminology.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Use genre-specific dance terminology to analyze dance works, recurring patterns of movement and their relationships that create structure and meaning in dance.</li> <li>• Analyze and compare the movement patterns and their relationships in a variety of genres, styles, or cultural movement practices and explain how their differences impact communication and intent within a cultural context. Use genre-specific dance terminology.</li> </ul>
<b>2.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Use genre-specific terminology to analyze recurring patterns of movement and their relationships in dance in context of artistic intent.</li> <li>• Analyze the use of elements of dance in a variety of genres, styles, or cultural movement practices within its cultural context to communicate intent. Use genre-specific dance terminology to compare and contrast.</li> </ul>
<b>1.0</b>	<b>With help, partial success at level 2.0 content and level 3.0 content.</b>
<b>0.0</b>	<b>Even with help, no success.</b>

**Anchor Standard 8: Interpreting intent and meaning.**

<b>4.0</b>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Analyze and interpret how the elements of dance, execution of dance movements, and context contribute to artistic expression across different genres, styles, or cultural movement practices. Use genre specific dance terminology.</li> </ul>
<b>3.0</b>	<b>Students will be able to:</b>

	<ul style="list-style-type: none"> <li>Analyze and discuss how the elements of dance, execution of dance movements, and context contribute to artistic expression in a variety of genres, styles, or cultural movement practices using genre specific terminology.</li> </ul>
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Distinguish different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, execution of dance movements, and context enhance meaning and support intent using genre specific dance techniques.</li> </ul>
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success.

Anchor Standard 9: Applying criteria to evaluate products.	
4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Define personal artistic preferences to critique dance and justify the point of view. Consider content, context, genre, style, and or cultural movement practice to formulate artistic expression.</li> </ul>
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Differentiate artistic criteria to determine what makes an effective performance and justify the point of view. Consider content, context, genre, style, and /or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.</li> </ul>
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>Analyze artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, and or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.</li> </ul>
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success.

Unit Modifications for Special Population Students	
<b>Advanced Learners</b>	Students can assist with demonstrations and be used as a model. Additional performance and enrichment opportunities may be provided.
<b>Struggling Learners</b>	Preferential placement in class will be provided. Directions for activities will be re-worded and clarified. Additional small group instruction/practice will be offered. Modification of homework/class work, tests and quizzes, project criteria and rubrics. Pair with advanced learners.
<b>English Language Learners</b>	Preferential placement in class will be provided. Directions for activities will be re-worded and clarified. Additional small group instruction/practice will be offered. A dictionary will be available and additional visual aids may be used. Modification of homework/class work, tests and quizzes, project criteria and rubrics. Pair with advanced learners.
<b>Learners with an IEP</b>	Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the

	<p>curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.

### Interdisciplinary Connections

Instruction in the arts helps students with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness. Working in the arts helps learners to develop creative problem-solving skills and teaching through the arts can present difficult concepts visually and creatively, making them easier to understand. Arts experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe the world as instruction in the arts connects students with their own culture as well as with the wider world. Integrating art with other disciplines provides challenges for learners at all levels and can reach students who might not otherwise be engaged in other subject areas. Instruction in the arts provides students with the skills to be life-long learners.

### Integration of 21<sup>st</sup> Century Skills

#### **The Arts as Communication**

Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas and can respond by analyzing and interpreting the artistic communications of others.

#### **The Arts as Creative Personal Realization**

Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing/presenting/producing, responding and connecting to as an adult.

#### **The Arts as Culture, History, and Connectors**

Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.

#### **The Arts as a Means to Well-Being**

Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in the arts.

#### **The Arts as Community Engagement**

Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.

**Unit Title:** Connecting

**Unit Description:**

Relating artistic ideas and work with personal meaning and external content. The aspects of these learning activities may also apply to other units of this curriculum.

**Unit Duration:** Ongoing

**Desired Results**

**Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to make art.**

**Anchor Standard 11: Relating artistic ideas and works with societal, cultural, and historical context to deepen understanding.**

**Indicators:**

**Synthesize**

**1.1.12adv.Cn10a** - Formulate personal choreography with respect to its content and context. Reflect and analyze the variables that contributed to the personal perspectives presented in the dance work, and examine how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to dance works.

**1.1.12adv.Cn10b** - Investigate and present ways in which dance can be used to communicate new perspectives and/or realizations about global issues, including global warming.

**Relate**

**1.1.12adv.Cn11a** - Analyze the role of dance in a global society. Examine various genres, styles, historical time periods, societal changes and perspectives. Evaluate how dance movement, characteristics, techniques and artist criteria relate to the ideas and perspectives of the people from which the dances originate.

**Understandings:**

*Students will understand that...*

1. As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.
2. Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.
3. SEL Enduring Understandings: [www.SELARTS.org](http://www.SELARTS.org)

**Essential Questions:**

1. How does dance deepen our understanding of ourselves, other knowledge, and events around us?
2. How does knowing about societal, cultural, historical and community experiences expand dance literacy?
3. SEL Essential Questions: [www.SELARTS.org](http://www.SELARTS.org)

**Assessment Evidence**

<p><b>Performance Tasks:</b></p> <ul style="list-style-type: none"> <li>• View and discuss various dance genres, styles, historical time periods, societal changes and perspectives.</li> <li>• Evaluate how dance movement, characteristics, techniques and artist criteria relate to the ideas and perspectives of the people from which the dances originate.</li> <li>• Create personal choreography with respect to its content and context. Reflect and analyze the variables that contributed to the personal perspectives presented in the dance work, and examine how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to dance works.</li> <li>• Investigate and present ways in which dance can be used to communicate new perspectives.</li> <li>• Create meaningful composition projects based on the connecting standards.</li> </ul>	<p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>• Teacher observation and monitoring.</li> <li>• Development and quality of student choreography.</li> <li>• Written assignments.</li> </ul>
<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>• Composition Benchmark Projects #1A-F.</li> <li>• End of semester composition project.</li> <li>• Final composition project/performance.</li> </ul>	
<p><b>Learning Plan</b></p>	
<p><b>Learning Activities:</b></p> <ul style="list-style-type: none"> <li>• Lectures, discussions, and demonstrations.</li> <li>• Viewing and discussing a variety of dance genres and styles over multiple time periods.</li> <li>• Viewing and discussing personal and world events and how they connect to dance composition.</li> <li>• Composition projects.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Teacher made handouts/online resources.</li> <li>• Current news/world events.</li> <li>• Choreographic examples via YouTube.</li> </ul>	

<p><b>Unit Learning Goal and Scale</b> (Level 2.0 reflects a minimal level of proficiency)</p>	
<p><b>Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to make art.</b></p>	
<p><b>4.0</b></p>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>• <b>Formulate personal choreography with respect to its content and context. Reflect and analyze the variables that contributed to the personal perspectives presented in the dance work, and examine how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to dance works.</b></li> <li>• <b>Investigate and present ways in which dance can be used to communicate new perspectives and/or realizations about global issues, including global warming.</b></li> </ul>
<p><b>3.0</b></p>	<p><b>Students will be able to:</b></p>

	<ul style="list-style-type: none"> <li>• Evaluate personal choreography and how personal experiences and exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to dance works.</li> <li>• Collaboratively investigate global issues, including climate change, to inform the development of an original dance project. Evaluate and present ways in which critical concepts are communicated metaphorically through dance.</li> </ul>
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer impacts personal interpretation. Consider how personal background and experiences influence responses to dance works.</li> <li>• Research global issues, including climate change, using multiple research methods to inform original dances expressed through multiple genres, styles, and varied cultural perspectives.</li> </ul>
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success.

**Anchor Standard 11: Relating artistic ideas and works with societal, cultural, and historical context to deepen understanding.**

4.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Analyze the role of dance in a global society. Examine various genres, styles, historical time periods, societal changes and perspectives. Evaluate how dance movement, characteristics, techniques and artist criteria relate to the ideas and perspectives of the people from which the dances originate.</li> </ul>
3.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Analyze how the role of dance in a global society has influenced various cultures, societies, historical periods throughout history. Examine how innovations in the arts have impacted dance-making in these communities in relation to the ideas and perspectives of the people from which the dances originate.</li> </ul>
2.0	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>• Analyze and discuss the role of dance in a global society. Examine genres, styles, historical time periods, societal changes and perspectives and how those changes impact dance in relation to the ideas and perspectives of the people from which the dances originate.</li> </ul>
1.0	With help, partial success at level 2.0 content and level 3.0 content.
0.0	Even with help, no success.

**Unit Modifications for Special Population Students**

<b>Advanced Learners</b>	Students can assist with demonstrations and be used as a model. Additional performance and enrichment opportunities may be provided.
<b>Struggling Learners</b>	Preferential placement in class will be provided. Directions for activities will be re-worded and clarified. Additional small group instruction/practice will be offered. Modification of homework/class work, tests and quizzes, project criteria and rubrics. Pair with advanced learners
<b>English Language Learners</b>	Preferential placement in class will be provided. Directions for activities will be re-worded and clarified. Additional small group instruction/practice will be offered. A dictionary will be available and additional visual aids may be used. Modification of homework/class work, tests and quizzes, project criteria and rubrics. Pair with advanced learners.

Learners with an IEP	<p>Each special education student has in Individualized Educational Plan (IEP) that details the specific accommodations, modifications, services, and support needed to level the playing field. This will enable that student to access the curriculum to the greatest extent possible in the least restrictive environment. These include:</p> <ul style="list-style-type: none"> <li>• Variation of time: adapting the time allotted for learning, task completion, or testing</li> <li>• Variation of input: adapting the way instruction is delivered</li> <li>• Variation of output: adapting how a student can respond to instruction</li> <li>• Variation of size: adapting the number of items the student is expected to complete</li> <li>• Modifying the content, process or product</li> </ul> <p>Additional resources are outlined to facilitate appropriate behavior and increase student engagement. The most frequently used modifications and accommodations can be viewed <a href="#">here</a>. Teachers are encouraged to use the Understanding by Design Learning Guidelines (UDL). These guidelines offer a set of concrete suggestions that can be applied to any discipline to ensure that all learners can access and participate in learning opportunities. The framework can be viewed here <a href="http://www.udlguidelines.cast.org">www.udlguidelines.cast.org</a></p>
Learners with a 504	<p>Refer to page four in the <a href="#">Parent and Educator Resource Guide to Section 504</a> to assist in the development of appropriate plans.</p>

### Interdisciplinary Connections

Instruction in the arts helps students with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness. Working in the arts helps learners to develop creative problem-solving skills and teaching through the arts can present difficult concepts visually and creatively, making them easier to understand. Arts experiences boost critical thinking, teaching students to take the time to be more careful and thorough in how they observe the world as instruction in the arts connects students with their own culture as well as with the wider world. Integrating art with other disciplines provides challenges for learners at all levels and can reach students who might not otherwise be engaged in other subject areas. Instruction in the arts provides students with the skills to be life-long learners.

### Integration of 21<sup>st</sup> Century Skills

#### **The Arts as Communication**

Artistically literate citizens use a variety of artistic media, symbols, and metaphors to independently create and perform work that expresses and communicates their own ideas and can respond by analyzing and interpreting the artistic communications of others.

#### **The Arts as Creative Personal Realization**

Artistically literate citizens find at least one arts discipline in which they develop sufficient competence to continue active involvement in creating, performing/presenting/producing, responding and connecting to as an adult.

#### **The Arts as Culture, History, and Connectors**

Artistically literate citizens know and understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance. They also seek to understand relationships among the arts, and cultivate habits of searching for and identifying patterns, relationships between the arts and other knowledge.

#### **The Arts as a Means to Well-Being**

Artistically literate citizens find joy, inspiration, peace, intellectual stimulation, meaning, and other life-enhancing qualities through participation in the arts.



**The Arts as Community Engagement**

Artistically literate citizens seek artistic experience and support the arts in their local, state, national, and global communities.