

Curriculum Framework for Performing Arts: Dance

School: Kuumba Academy Charter School Curricular Tool: Teacher Created Grade: Elective Course Teacher: _____

All 6th grade KACS students will take Musical Theater 1 to gain experience in music, theater, and dance through an integrated performing arts curriculum. In grades 7 and 8, students will focus their study of performing arts by selecting from three performing arts electives: Dance, Musical Theater 2, or Musical Theater 3. The elective courses in grades 7 and 8 will be taught over the course of the full school year, but in the second trimester of dance, during the Choreographic Forms unit, students will work on dance projects related to the school musical. The dance elective will utilize the talent of resident teaching artists through the partnership between KACS and the Christina Cultural Arts Center.

Standards Alignment	Unit Concept Big Ideas	Essential Questions Student Learning Targets	Assessments
Unit One: Purposes of Dance Timeline : 4 week			
<p>Standard 1: Identifying and demonstrating movement elements and skills in performing arts</p> <p>1.1 E Perform axial movements (e.g., bend, stretch, twist, turn, Swing, collapse)</p> <p>1.2 E Demonstrate accuracy in moving to a musical beat and responding to changes in tempo</p> <p>1.3 E Demonstrate eight basic locomotor movements (e.g., walk, run, hop, jump, leap, gallop, slide, skip) traveling forward, backward, sideward, diagonally, turning</p> <p>1.6 E Execute basic movement phrases individually and in a group</p> <p>Standard 2: Understanding choreographic principles, processes and structures</p> <p>2.9 P Communicate emotional themes through dance</p> <p>Standard 3: Understanding dance as a way to create and communicate meaning</p>	<p>There are various reasons people dance.</p> <p>Dance has three purposes:</p> <ul style="list-style-type: none"> • Ceremonial • Recreational • Artistic <p>Dance is created and performed with a specific purpose.</p>	<p>Essential Questions:</p> <p>Why do people dance?</p> <p>What are the characteristics of a ceremonial dance?</p> <p>What are the characteristics of a recreational dance?</p> <p>What are the characteristics of a dance created for the purpose of artistic expression?</p> <p>Can a dance or style have more than one purpose?</p> <p>Learning Targets – I can:</p> <p>Identify and explain the three purposes of dance.</p> <p>Compare the three purposes of dance.</p> <p>Perform dances that have a ceremonial purpose.</p>	<p>Suggested Formative Assessments:</p> <p>Teacher observation of students learning dances.</p> <p>Graphic Organizer, Checklist or Venn Diagram comparing and contrasting the purposes of dance.</p> <p>Suggested Summative Assessments:</p> <p>Performance of dances with accompanying rubric.</p> <p>Students explain purposes of dance.</p> <p>Student Analysis of dance: Students learn a dance or view a dance and infer its purpose based upon its characteristics.</p>

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<p>3.7 D Formulate and answer questions about how movement choices communicate abstract ideas in dance</p> <p>3.8D Relate how personal experience influences the interpretation of a dance</p> <p>3.9D Present original dances to peers and articulate their creative process</p> <p>3.10 Examine ways that a dance creates and conveys meaning by considering the dance from a variety of perspectives</p> <p>Standard 4: Applying and demonstrating critical and creative thinking skills in dance</p> <p>4.2 E Discuss how skills developed in dance are applicable to a variety of careers</p> <p>4.3 E Observe and discuss how dance is different from other forms of human movement (e.g., sports, everyday gestures)</p> <p>4.5 E Explore, discover and realize multiple solutions to a given movement problem; choose their favorite solution and discuss the reasons for that choice</p> <p>4.6 E Create a movement problem and demonstrate multiple solutions; choose the most</p> <p>Standard 6: Making connections between dance and healthful living</p> <p>6.1 E Explain how healthy practices (such as nutrition, safety) enhance ability to dance, citing multiple examples</p>		<p>Perform dances that have a recreational purpose.</p> <p>Perform dances that have an artistic purpose.</p> <p>Create and perform a dance with a specific purpose.</p>	

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Unit Two: The Structures and Elements of Dance: Space Timeline: 4 weeks			
<p>Standard 1: Identifying and demonstrating movement elements and skills in performing arts</p> <p>1.4 E Transfer rhythmic patterns from the aural to the kinesthetic</p> <p>1.5 E Explain and execute the underlying principles of movement skill (e.g., alignment, balance, initiation of movement, articulation of isolated body parts, weight shift, elevation and landing, fall and recovery)</p> <p>1.6 E Execute basic movement phrases individually and in a group</p> <p>Standard 2: Understanding choreographic principles, processes and structures</p> <p>2.6 E Create and perform a phrase utilizing compositional elements (e.g., space, time, force/energy)</p> <p>Standard 4: Applying and demonstrating critical and creative thinking skills in dance</p> <p>4.1 E Demonstrate appropriate audience behavior in watching dance performances; discuss their opinions about the dances with their peers in a supportive and constructive way</p> <p>4.7 P Create a dance and revise it over time, articulating the reasons for their artistic decisions and what was lost and gained by those decisions</p> <p>4.8 P Describe how a choreographer manipulates and develops the basic movement content in a dance</p> <p>4.9 P Identify possible aesthetic criteria for evaluating</p>	<p>Dance requires an entire repertoire of movement.</p> <p>The dancer utilizes music for rhythm and tempo.</p> <p>Dance can be notated and recorded for interpretation and performance.</p> <p>Space is an element of dance.</p>	<p>Essential Questions:</p> <p>How can direction be used in dance and movement?</p> <p>What are the possible movement directions?</p> <p>What are the different pathways in dance and how are they used in dance and movement?</p> <p>What is an individual or group shape?</p> <p>What are the different kinds of focus in dance and how are they used in dance and movement?</p> <p>What are the different uses of level in dance and how are they used in dance and movement?</p> <p>What are the different uses of size in dance and how are they used in dance and movement?</p> <p>How is the element of space used to express an idea, thought, or feeling?</p> <p>Learning Targets – I can:</p> <p>Identify and demonstrate all of the movement directions: forward, backward, left, right, up and down.</p> <p>Identify and demonstrate curved, zigzagged and straight pathways in dance.</p>	<p>Suggested Formative Assessments:</p> <p>Teacher observation of student during movement activities.</p> <p>Questioning</p> <p>Short performance tasks demonstrating each element and/or sub element.</p> <p>Suggested Summative Assessments:</p> <p>Cumulative Choreography assignment graded against rubric where student demonstrates effective use of the three elements of dance.</p>

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dance (such as skill of performers, originality, visual and/or emotional impact, variety and contrast)		Identify individual and group shapes. Create individual and group shapes. Identify and demonstrate single focus and multi-focus in dance, and I can identify and explain audience focus. Identify and demonstrate high, medium and low levels. Identify and demonstrate big, medium and small movements and shapes. Apply the element of space to create and perform a dance	
Unit Three: The Structures and Elements of Dance: Time Timeline: 4 weeks			
Standard 1: Identifying and demonstrating movement elements and skills in performing arts 1.4 E Transfer rhythmic patterns from the aural to the kinesthetic 1.5 E Explain and execute the underlying principles of movement skill (e.g., alignment, balance, initiation of movement, articulation of isolated body parts, weight shift, elevation and landing, fall and recovery) 1.6 E Execute basic movement phrases individually and in a group 1.10 E Explore the element of time (e.g., syncopation, pauses, meter, tempo) in movement phrases Standard 2: Understanding choreographic	Dance requires an entire repertoire of movement. The dancer utilizes music for rhythm and tempo. Dance can be notated and recorded for interpretation and performance. Time is an element of dance.	Essential Questions: How is the element of time used in movement and dance? What are the different speeds used in dance and movement? What is an accent and how is it used in dance and movement? How is the element of time used to express an idea, thought or feeling through dance? What is rhythm and how is it used in dance and movement? Learning Targets – I can:	Suggested Formative Assessments: Teacher observation of student during movement activities. Questioning Short performance tasks demonstrating each element and/or sub element. Suggested Summative Assessments: Cumulative Choreography assignment graded against rubric where student demonstrates effective use of the three elements of dance.

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<p>principles, processes and structures</p> <p>2.6 E Create and perform a phrase utilizing compositional elements (e.g., space, time, force/energy)</p> <p>Standard 4: Applying and demonstrating critical and creative thinking skills in dance</p> <p>4.1E Demonstrate appropriate audience behavior in watching dance performances; discuss their opinions about the dances with their peers in a supportive and constructive way</p>		<p>Identify the element of time in dance.</p> <p>Identify and demonstrate different speeds and durations in dance.</p> <p>Identify and demonstrate even and uneven rhythmic patterns and accents in dance.</p> <p>Apply the element of time to create a dance that demonstrates variation in duration, rhythmic pattern and accent.</p>	
<p>Unit Four: The Structures and Elements of Dance: Force Timeline: 4 weeks</p>			
<p>Standard 1: Identifying and demonstrating movement elements and skills in performing arts</p> <p>1.4 E Transfer rhythmic patterns from the aural to the kinesthetic</p> <p>1.5 E Explain and execute the underlying principles of movement skill (e.g., alignment, balance, initiation of movement, articulation of isolated body parts, weight shift, elevation and landing, fall and recovery)</p> <p>1.6 E Execute basic movement phrases individually and in a group</p> <p>Standard 2: Understanding choreographic principles, processes and structures</p> <p>2.6 E Create and perform a phrase utilizing compositional elements (e.g., space, time, force/energy)</p> <p>Standard 4: Applying and demonstrating critical and creative thinking skills in dance</p>	<p>Dance requires an entire repertoire of movement.</p> <p>The dancer utilizes music for rhythm and tempo.</p> <p>Dance can be notated and recorded for interpretation and performance.</p> <p>Force is an element of dance.</p>	<p>Essential Questions:</p> <p>How is the element of force used in dance and movement?</p> <p>What is difference between sharp and smooth energy in movement?</p> <p>What is the difference between heavy and light weight in movement?</p> <p>What is the difference between bound and free flow in movement?</p> <p>How can the element of force be used to express a thought, feeling or idea through dance?</p> <p>Learning Targets – I can:</p> <p>Identify and explain the element of force in dance.</p> <p>Identify and demonstrate sharp and smooth energy in dance.</p>	<p>Suggested Formative Assessments:</p> <p>Teacher observation of student during movement activities.</p> <p>Questioning</p> <p>Short performance tasks demonstrating each element and/or sub element.</p> <p>Suggested Summative Assessments:</p> <p>Cumulative Choreography assignment graded against rubric where student demonstrates effective use of the three elements of dance.</p>

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<p>4.1 E Demonstrate appropriate audience behavior in watching dance performances; discuss their opinions about the dances with their peers in a supportive and constructive way</p>		<p>Identify and demonstrate heavy and light weight in dance.</p> <p>Identify and demonstrate free flow and bound flow movement in dance.</p> <p>Apply the element of force to create a dance that demonstrates variation in energy, weight and flow.</p>	
<p>Unit Five: Choreographic Forms Timeline: 6 weeks</p>			
<p>Standard 1: Identifying and demonstrating movement elements and skills in performing arts</p> <p>1.4 E Transfer rhythmic patterns from the aural to the kinesthetic</p> <p>1.5 E Explain and execute the underlying principles of movement skill (e.g., alignment, balance, initiation of movement, articulation of isolated body parts, weight shift, elevation and landing, fall and recovery)</p> <p>1.6 E Execute basic movement phrases individually and in a group</p> <p>1.7 E Transfer spatial patterns from the visual to the kinesthetic</p> <p>1.8 E Memorize and reproduce extended movement sequences</p> <p>1.12 P Identify and apply longer and more complex sequences from different genres/styles (e.g., ballet, modern dance, jazz, tap, multi-cultural)</p>	<p>Dance has structure.</p> <p>Dance may be choreographed for one, two or many.</p> <p>Improvising is achieving a balance of technique, listening, understanding, communicating and responding.</p> <p>Dance take the form of a pattern or choreographic form; AB form.</p>	<p>Essential Questions: What is a choreographic form?</p> <p>What is the AB form?</p> <p>What is the ABA form?</p> <p>What is Call and Response?</p> <p>What is a Narrative dance?</p> <p>Learning Targets – I can: Identify, describe and demonstrate the AB choreographic form.</p> <p>Identify, describe and demonstrate the ABA choreographic form.</p> <p>Identify, describe and demonstrate the call and response choreographic form in dance.</p> <p>Identify, describe and demonstrate the narrative compositional form.</p> <p>Students will be able to create a dance</p>	<p>Suggested Formative Assessments: Teacher observation.</p> <p>Short dance projects demonstrating understanding of each form.</p> <p>Suggested Summative Assessments: Student analysis of dance performance(s).</p> <p>Student creation and performance of choreography representing various forms, graded against a rubric.</p>

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<p>Standard 2: Understanding choreographic principles, processes and structures</p> <p>2.1 E Demonstrate basic partner skills (e.g., copying, leading and following, mirroring)</p> <p>2.2 E Improvise, create and perform dances based on original ideas and concepts from other sources</p> <p>2.3 E Use improvisation to generate movement for choreography</p> <p>2.4 E Create and identify the sequential parts of a dance phrase (e.g., beginning, middle, and end)</p> <p>2.5 E Demonstrate structures or forms (e.g., AB, ABA, canon, call and response, narrative, palindrome, theme and variation, rondo, round, contemporary forms) through brief dance studies</p> <p>2.7 E Work alone, with a partner and in a small group during the choreographic process</p> <p>2.8 P Initiate dance composition using improvisational skills</p> <p>2.10 P Create and perform movement phrases while connecting to other disciplines (e.g., sound, music, and spoken text)</p> <p>2.11D Demonstrate clarity, musicality and stylistic nuance while performing dance compositions</p> <p>2.12 D Create and identify transitions within and between movement phrases</p> <p>2.13 D Demonstrate the processes of reordering and chance using movement phrases</p>		<p>using ABA, AB, Call and Response or Narrative choreographic forms.</p>	

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<p>2.14 D Perform partner skills in a dance (e.g., opposition, contrasting and complementary shapes, support, counter-balance, counter-tension)</p> <p>Standard 4: Applying and demonstrating critical and creative thinking skills in dance</p> <p>4.10 P Analyze the style of a choreographer or cultural form; then create a dance in that style</p>			
<p>Unit Six: Everyday Dance Timeline: 4 weeks</p>			
<p>Standard 4: Applying and demonstrating critical and creative thinking skills in dance</p> <p>4.11 P Analyze issues of ethnicity, gender, social/economic class, age and/or physical condition in relation to dance</p> <p>4.12 D Establish a set of aesthetic criteria and apply it in evaluating their own work and that of others</p> <p>4.13 I Formulate and answer aesthetic questions (e.g., Why do I think this dance is successful?)</p> <p>Standard 5: Demonstrating and understanding dance in various cultures and historical Periods</p> <p>5.7 P Analyze and evaluate how dance and dancers are portrayed in contemporary media</p> <p>Standard 6: Making connections between dance and healthful living</p> <p>6.1E Explain how healthy practices (such as nutrition, safety) enhance ability to dance, citing multiple</p>	<p>Similarities & differences in physical activities</p> <p>Making choices</p> <p>Identifies personal feelings of joy</p> <p>Identifies positive benefits of exercising outside of school</p>	<p>Essential Questions: To what extent does kinesthetic communication differ from other disciplines?</p> <p>When does dance heal and when does it hurt?</p> <p>How is dance present in everyday life?</p> <p>How is dance used to solve problems?</p> <p>Learning Targets – I can: Identify and appreciates the differences and similarities in the physical activity choices of others.</p> <p>Know how to design & perform games and/or dances from a variety of cultures.</p> <p>Identify and participates in physical activities that contribute to personal feelings of joy.</p>	<p>Suggested Formative Assessments: Teacher observations</p> <p>Short dance projects demonstrating understanding of each form.</p> <p>Teacher observation</p> <p>Self-assessment</p> <p>Student Log</p> <p>Suggested Summative Assessments: Student analysis of dance performance(s).</p> <p>Student creation and performance of choreography representing various forms, graded against a rubric.</p> <p>Observe several dances, live</p>

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<p>examples</p> <p>6.2E Set goals to improve student performance capabilities as dancers and specify steps taken to reach those goals</p> <p>6.3P Explore barriers that impede progress and personal growth in dance</p> <p>6.4 P Discuss challenges facing professional performers in maintaining healthy lifestyles</p> <p>6.5 D Explain strategies to prevent dance injuries</p> <p>6.6 D Communicate how lifestyle choices impact the dancer's physical and psychological well being</p> <p>Standard 7: Making connections between dance and other disciplines</p> <p>7.1 E Respond to a dance using another art form; explain the connections between the dance and their response to it (such as stating how their paintings reflect the dance they saw)</p> <p>7.2 E Create a dance project that reveals understanding of a concept or idea from another discipline (e.g., poetry, physics, geometry)</p> <p>7.3 E Create a project that reveals similarities and differences between the arts</p> <p>7.4 P Observe dance, both live and recorded on video; compare and contrast the aesthetic impact of the two observations through writing</p> <p>7.5 P Compare and contrast Examples of concepts used in dance and another discipline outside the arts (such as</p>		<p>Identify the positive benefits of exercising outside of school.</p> <p>Identify the importance of developing lifelong exercise habits.</p>	<p>and recorded, drawing conclusions based on the performance</p> <p>Application of dance in other disciplines and real-world relevance connection, in addition to healthy living.</p>

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<p>balance, shape, pattern)</p> <p>7.6 D Create an interdisciplinary project based on a theme identified by the student, including dance and two other disciplines</p> <p>7.8 D Demonstrate/discuss how technology can be used to reinforce, enhance, or alter the dance idea in an interdisciplinary project</p> <p>7.9 D Identify commonalities and differences between dance and other disciplines with regard to fundamental concepts such as materials, elements and ways of communicating meaning</p>			
<p>Unit Seven: Communication Through Dance Timeline: 4 weeks</p>			
<p>Standard 1: Identifying and demonstrating movement elements and skills in performing arts</p> <p>1.9 E Execute techniques from different genres/styles (e.g. ballet, modern dance, jazz, tap, multi-cultural)</p> <p>1.10 E Explore the element of time (e.g., syncopation, pauses, meter, tempo) in movement phrases</p> <p>1.11 E Demonstrate the ability to remember extended movement</p> <p>Standard 2: Understanding choreographic principles, processes and structures</p> <p>2.2 E Improvise, create and perform dances based on original ideas and concepts from other sources</p> <p>Standard 3: Understanding dance as a way to create and communicate meaning</p>	<p>Dance is reflective of time and place.</p> <p>The dancer utilizes music for rhythm and tempo.</p> <p>Improvising is achieving a balance of technique, listening, understanding, communicating and responding.</p> <p>Dance is dependent on the point of view of the artist and the dancer.</p> <p>There are multiple solutions to a movement problem.</p> <p>Dance can be planned,</p>	<p>Essential Questions: What can best be communicated through dance?</p> <p>Are there limits to dance as a medium of expression?</p> <p>To what extent is dance creative and to what extent is it deliberately ritualized?</p> <p>Learning Targets – I can: Create poems about the sources of power: wind power, solar power, biomass power or methane power</p> <p>Act out a skit about carbon footprint from the eyes of the earth</p> <p>Create a product that will improve your environment, script a commercial</p>	<p>Suggested Formative Assessments: Analysis of Bob Marley songs about pollution in journals.</p> <p>Teacher observations</p> <p>Short dance projects demonstrating understanding of each form.</p> <p>Teacher observation</p> <p>Self-assessment</p> <p>Student Log</p> <p>Suggested Summative Assessments: Student creation and performance of choreography</p>

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<p>3.1 E Take an active role in a class discussion about interpretations of and reactions to a dance</p> <p>3.2 E Observe and explain how different accompaniment (such as sound, music, spoken text) can affect the meaning of a dance</p> <p>3.3 E Demonstrate and/or explain how lighting and costuming can contribute to the meaning of a dance</p> <p>3.4D Demonstrate the difference between pantomiming and abstracting a gesture</p> <p>3.5P Create a dance that effectively communicates a contemporary social theme</p> <p>3.6 P Compare and contrast how meaning is communicated in two personally choreographed works</p> <p>Standard 4: Applying and demonstrating critical and creative thinking skills in dance</p> <p>4.4 E Observe two dances and discuss (compare and contrast) how they are similar and different in terms of one of the compositional elements (e.g., space, time, force/energy)</p> <p>4.10 P Analyze the style of a choreographer or cultural form; then create a dance in that style</p> <p>Standard 5: Demonstrating and Understanding dance in various cultures and historical periods</p> <p>5.1 E Perform folk dances from various cultures</p> <p>5.2 E Perform a broad spectrum of American historical folk, social and/or theatrical dances</p> <p>5.3 P Compare and contrast dance steps and movement</p>	<p>analyzed and refined.</p> <p>Dancers create for themselves and others.</p>	<p>about it</p> <p>Improvise a dance based on lyrics to a song</p>	<p>representing various forms, graded against a rubric</p> <p>Presentation of dance based on lyrics.</p> <p>Presentation rubric</p>

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<p>styles from a variety of cultures</p> <p>Standard 7: Making connections between dance and other disciplines</p> <p>7.7 D Compare one choreographic work to one other art work from the same culture and time period in terms of how those works reflect the artistic/cultural/historical context</p>			
<p>Unit Eight: Early American Folk Dance and African Dance Timeline: 5 weeks</p>			
<p>Standard 1: Identifying and demonstrating movement elements and skills in performing arts</p> <p>1.9 E Execute techniques from different genres/styles (e.g. ballet, modern dance, jazz, tap, multi-cultural)</p> <p>1.10 E Explore the element of time (e.g., syncopation, pauses, meter, tempo) in movement phrases</p> <p>1.11 E Demonstrate the ability to remember extended movement</p> <p>Standard 2: Understanding choreographic principles, processes and structures</p> <p>2.2 E Improvise, create and perform dances based on original ideas and concepts from other sources</p> <p>Standard 3: Understanding dance as a way to create and communicate meaning</p> <p>3.1 E Take an active role in a class discussion about interpretations of and reactions to a dance</p> <p>3.2 E Observe and explain how different accompaniment (such as sound, music, spoken text) can affect the meaning of a dance</p>	<p>Dance is evident in many cultures, times and places.</p> <p>Time is reflected in American folk dance. Place is reflected in American folk dance.</p> <p>Dance from different cultures has differing characteristics.</p> <p>Differing forms of dance influence one another.</p>	<p>Essential Questions:</p> <p>What are the characteristics of early American dances?</p> <p>What is a folk dance?</p> <p>How did European traditions influence American folk dance in early America?</p> <p>What cultures influenced the dances of African Americans in early America?</p> <p>What are the characteristics of West African Dance?</p> <p>How did African American dances up to the Civil War compare to those of European descent?</p> <p>Learning Targets – I can:</p> <p>Describe, identify and perform early American folk dances (i.e. jig, reel, square dance, waltz)</p> <p>Explain how the influence of time and</p>	<p>Suggested Formative Assessments:</p> <p>Teacher observation of students while learning dances.</p> <p>Discussion of cultural influence on early American dance forms.</p> <p>Suggested Summative Assessments:</p> <p>WTDL tasks where student explains influences in early American dance forms.</p> <p>Collaborative research projects where students explore influences and styles in early American dances.</p> <p>Student performance of early American dance forms graded against a rubric.</p>

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<p>3.3 E Demonstrate and/or explain how lighting and costuming can contribute to the meaning of a dance</p> <p>Standard 4: Applying and demonstrating critical and creative thinking skills in dance</p> <p>4.4 E Observe two dances and discuss (compare and contrast) how they are similar and different in terms of one of the compositional elements (e.g., space, time, force/energy)</p> <p>4.10 P Analyze the style of a choreographer or cultural form; then create a dance in that style</p> <p>Standard 5: Demonstrating and Understanding dance in various cultures and historical periods</p> <p>5.1 E Perform folk dances from various cultures</p> <p>5.2 E Perform a broad spectrum of American historical folk, social and/or theatrical dances</p> <p>5.3 P Compare and contrast dance steps and movement styles from a variety of cultures</p> <p>5.4 P Analyze the historical traditions and evolution of dance genres/styles (e.g., Ballet, modern, multicultural, jazz)</p> <p>5.5P Reflect on dance in a particular culture and time period</p> <p>5.6 P Describe the role of dance in at least two different cultures or time</p> <p>5.8 D Analyze similarities and differences between two theatrical forms in dance</p>		<p>place are reflected in the early American folk dances.</p> <p>Identify a folk dance and explain its roots in European traditions.</p> <p>Describe the characteristics of West African Dance.</p> <p>Explain how West African dance influenced dances performed by enslaved Africans in early America.</p> <p>Students will be able to identify, describe and perform dances done by African Americans in early America, such as plantation dances, and other dances based on West African traditions.</p>	

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<p>5.9 D Report on the sociological and cultural impact of dance and/or dancers throughout time</p> <p>5.10 D Adapt and elaborate on a multicultural dance of a different time or culture; sharing the dance and it's context with peers</p> <p>Standard 7: Making connections between dance and other disciplines</p> <p>7.7 D Compare one choreographic work to one other art work from the same culture and time period in terms of how those works reflect the artistic/cultural/historical context</p>			