

Unit Title: Jump into Creating

INSTRUCTIONAL UNIT AUTHORS

Colorado Ballet

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BASED ON A CURRICULUM

OVERVIEW SAMPLE AUTHORED BY

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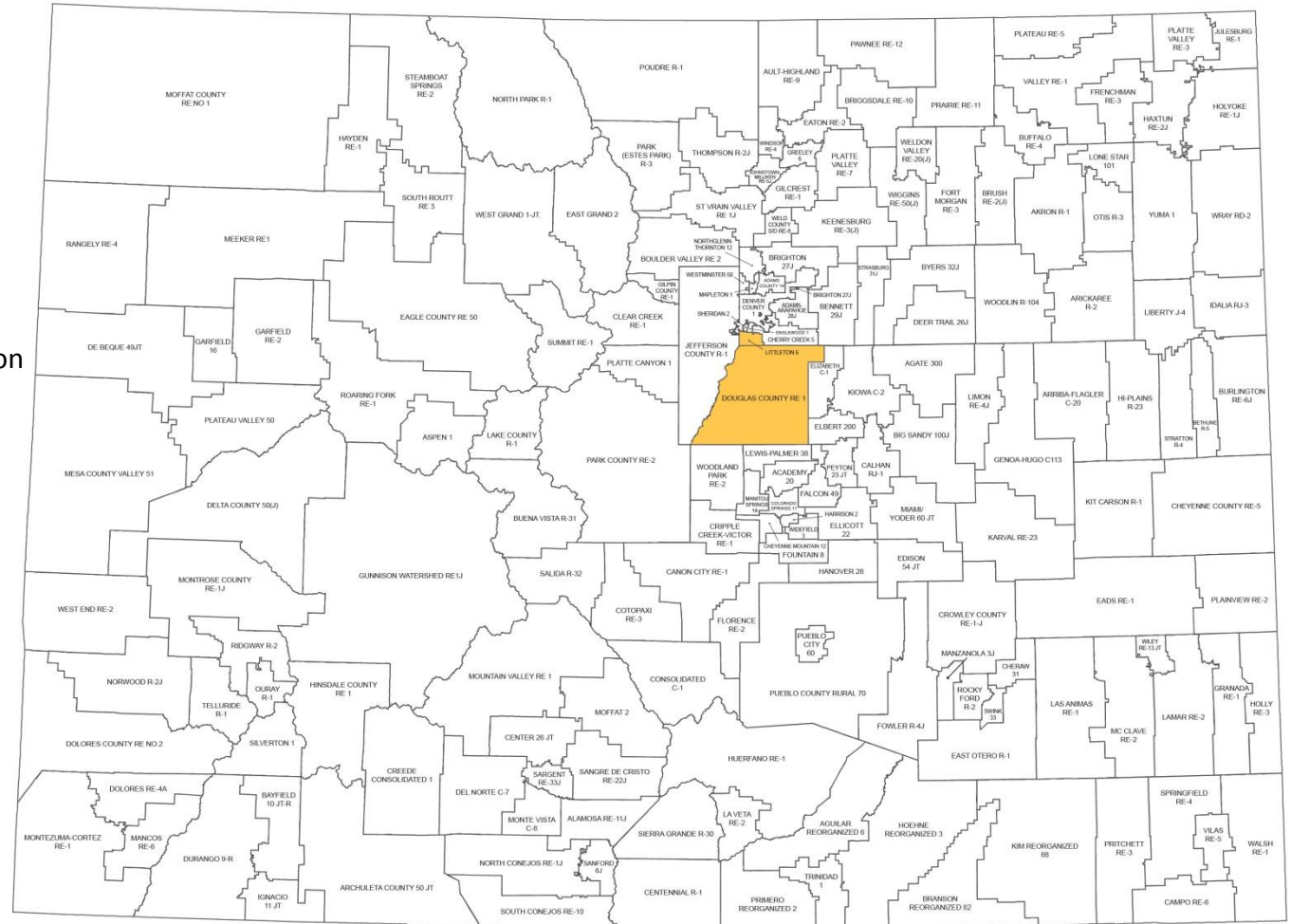
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Dance samples represent collaboration between Colorado k-12 educators and community partners in Dance. For more information about community partners in your region, refer to the [Arts Education Guidebook](http://www.cde.state.co.us/coarts/ArtGuidebook.asp) (<http://www.cde.state.co.us/coarts/ArtGuidebook.asp>).

This unit was authored by a team of Colorado educators. The template provided one example of unit design that enabled teacher-authors to organize possible learning experiences, resources, differentiation, and assessments. The unit is intended to support teachers, schools, and districts as they make their own local decisions around the best instructional plans and practices for all students.

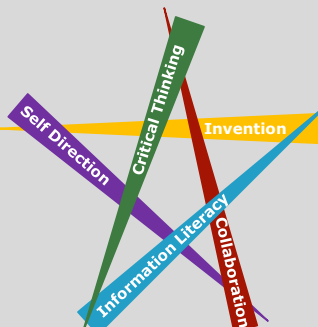
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Colorado Teacher-Authored Sample Instructional Unit

Content Area	Dance	Grade Level	5 th Grade
Course Name/Course Code			

Standard	Grade Level Expectations (GLE)	GLE Code
1. Movement, Technique, and Performance	1. Perform basic dance movements	DA09-GR.5-S.1-GLE.1
	2. Perform a movement phrase, or dance with a variety of intent	DA09-GR.5-S.1-GLE.2
2. Create, Compose, and Choreograph	1. Create group studies	DA09-GR.5-S.2-GLE.1
	2. Create a dance incorporating compositional elements	DA09-GR.5-S.2-GLE.2
3. Historical and Cultural Context	1. Dances from different cultures have similarities and differences	DA09-GR.5-S.3-GLE.1
	2. Observe dances from different historical periods	DA09-GR.5-S.3-GLE.2
4. Reflect, Connect, and Respond	1. Analyze and evaluate dance works	DA09-GR.5-S.4-GLE.1
	2. Use basic dance vocabulary to analyze dance work	DA09-GR.5-S.4-GLE.2

Colorado 21st Century Skills



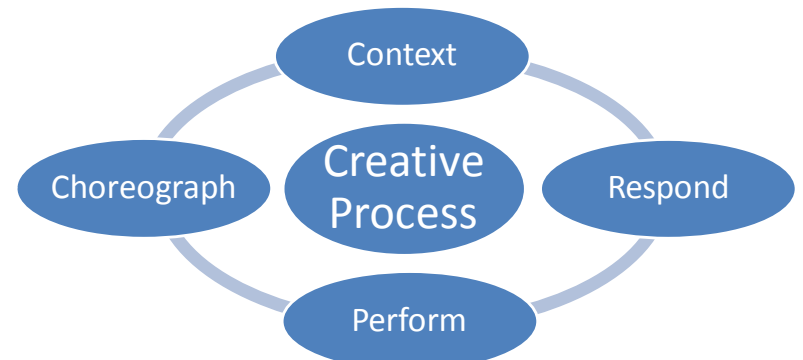
Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*



The Colorado Academic Standards for Dance are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all four dance standards to illustrate this process-based philosophy.

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Jump into Creating	3 weeks – 15 contact hours	Instructor choice

Colorado Teacher-Authored Sample Instructional Unit

Unit Title	Jump into Creating		Length of Unit	3 weeks – 15 contact hours
Focusing Lens(es)	Innovation	Standards and Grade Level Expectations Addressed in this Unit	DA09-GR.5-S.1-GLE.1, DA09-GR.5-S.1-GLE.2 DA09-GR.5-S.2-GLE.1, DA09-GR.5-S.2-GLE.2 DA09-GR.5-S.3-GLE.1, DA09-GR.5-S.3-GLE.2 DA09-GR.5-S.4-GLE.1, DA09-GR.5-S.4-GLE.2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • Can a dance be constructed of rhythmic elements only? Why or why not? (DA09-GR.5-S.1-GLE.1, 2) and (DA09-GR.5-S.2-GLE.1,2) and (DA09-GR.5-S.4-GLE.1, 2) • What does the phrase “actions speak louder than words” mean? • How does dance illustrate music? 			
Unit Strands	Performance Technique Create Movement Historical Context Respond Critically			
Concepts	Traditional Patterns, Rhythmic Movement, Space/Time/Energy, Cultural Symbols, Expressions, Style			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Rhythm and style can enhance performance. (DA09-GR.5-S.1-GLE.1, 2) and (DA09-GR.5-S.2-GLE.1) and (DA09-GR.5-S.3-GLE.1) and (DA09-GR.5-S.4-GLE.1)	What does it mean to dance with a sense of rhythm and style?	How do rhythmic sequences add interest in a dance performance?
Development and exploration of space, time, and energy (movement elements) inspires originality in composition. (DA09-GR.5-S.1-GLE.1, 2) and (DA09-GR.5-S.2-GLE.1, 2) and (DA09-GR.5-S.3-GLE.1) and (DA09-GR.5-S.4-GLE. 2)	How do the movement elements make up the vocabulary of a dance?	How does movement notation aid in understanding the vocabulary of a dance?
Cultural dances provide the basis from which new dance styles and dance works emerge. (DA09-GR.5-S.1-GLE.1, 2) and (DA09-GR.5-S.2-GLE.1, 2) and (DA09-GR.5-S.3-GLE.1, 2) and (DA09-GR.5-S.4-GLE.1)	How do cultural dances and dance styles of the past influence popular dance styles of the present?	What do patterns in social dance tell us about a culture, past and present?
Music and rhythmic patterns can inspire expression in dance. (DA09-GR.5-S.1-GLE.2) and (DA09-GR.5-S.2-GLE.1, 2) and (DA09-GR.5-S.3-GLE.2) and (DA09-GR.5-S.4-GLE.1)	How does music and rhythm influence the intent of a dance work?	How does dance communicate without words?

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Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • An understanding of a sense of style in order to create and perform dance. (DA09-GR.5-S.1-GLE.1, 2) and (DA09-GR.5-S.2-GLE.1) and (DA09-GR.5-S.3-GLE.1) and (DA09-GR.5-S.4-GLE.1) • Culture provides many answers to the mysteries of composition (DA09-GR.5-S.1-GLE.1, 2) and (DA09-GR.5-S.2-GLE.1, 2) and (DA09-GR.5-S.3-GLE.1, 2) and (DA09-GR.5-S.4-GLE.1) • Examples of dances that illustrate musical phrases/themes (DA09-GR.5-S.1-GLE.2) and (DA09-GR.5-S.2-GLE.1, 2) and (DA09-GR.5-S.3-GLE.2) and (DA09-GR.5-S.4-GLE.1) • To dance to the beat of the mind and body (DA09-GR.5-S.1-GLE.1, 2) and (DA09-GR.5-S.2-GLE.1) and (DA09-GR.5-S.3-GLE.1) and (DA09-GR.5-S.4-GLE.1) • Examples of rhythmic based dances; i.e.: clogging, Stomp, jump rope sequences (DA09-GR.5-S.1-GLE.1, 2) and (DA09-GR.5-S.2-GLE.1) and (DA09-GR.5-S.3-GLE.1) and (DA09-GR.5-S.4-GLE.1) 	<ul style="list-style-type: none"> • Demonstrate a dance, and then identify its basic dance movements (DA09-GR.5-S.1-GLE.1-EO.a) • Demonstrate a dance inspired by musical elements (See the music in the movement and understand the intent) (DA09-GR.5-S.1-GLE.1-EO.a) • Perform a movement phrase, or a dance with a variety of intent (DA09-GR.5-S.2-GLE.2-EO.a) • Dances from different cultures have similarities and differences (DA09-GR.5-S.3-GLE.1-EO.b) • Use basic dance vocabulary to analyze dance works (DA09-GR.5-S.4-GLE.2-EO.a)

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>The choices of hand and feet movements for rhythmic dance works rely on many variables such as tempo, energy, flow, and transfer</i></p>
<p>Academic Vocabulary:</p>	<p>Choreograph, Process, Product, Practice, Perform, Appreciate, Critique, Analyze, Interpret, Feel and Reason</p>
<p>Technical Vocabulary:</p>	<p>Three Dimensional Space, Time, Energy, Effort, Weight, Flow, Balance, Stillness, Transfer Of Weight, Spring Step, Bunny Jumps, Can Can, Syncopated, Accented, Principles Of Choreography, Movement Motif, Movement Phrase, Movement Sequence, Binary Form (AB), Ternary Form (ABA) Rondo Form (ABACAD), Theme And Variation: Development Of Original Statement, Narrative, Canon Or Fugue (Themes Are Repeated) Elements Of Construction/Principles Of Design: Repetition, Highlight, Proportion, Retrograde, Balance, Transition, Logical Development, Unity: Selection, Refinement, Technical Precision, Practice, Presentation, Athleticism, Artistry.</p>

Colorado Teacher-Authored Sample Instructional Unit

Unit Description:	This unit explores a multidisciplinary approach to learning the systems of the human body and applied health-related fitness components. Students will engage in the creative process through combining the movement elements and choreographic structures to devise a patterned movement phrase symbolizing various body systems (e.g. respiratory, nervous, muscular, circulatory, skeletal systems). The unit culminates in a performance assessment that asks students to work collaboratively to prepare a final dance performance depicting a human body system.
Considerations:	This unit is intended to be used as a multidisciplinary project w/Science, Physical Education and Health. Because there is a creative process element to this unit, more structure for less advanced dance students will reduce anxiety in the creative process. Because the focus of the final performance is a dance illustrating body systems, the cultural aspects can include the dress or style of dance that originated from various cultures: for example, if a section of the body systems dance includes a hip-hop style movement, students should be aware how that style is connected to a cultural origin. Teachers may wish to consult the 7 th grade science unit on body systems for integrative possibilities; although content modification may be necessary to ensure grade level appropriateness.
Unit Generalizations	
Key Generalization:	Development and exploration of space, time, and energy (movement elements) inspires originality in composition
Supporting Generalizations:	Rhythm and style can enhance performance
	Music and rhythmic patterns can inspire expression in dance
	Cultural dances provide the basis from which new dance styles and dance works emerge

Performance Assessment: <i>The capstone/summative assessment for this unit.</i>	
Claims: (Key generalization(s) to be mastered and demonstrated through the capstone assessment.)	Development and exploration of space, time, and energy (movement elements) inspires originality in composition
Stimulus Material: (Engaging scenario that includes role, audience, goal/outcome and explicitly connects the key generalization)	As a dance troupe, you and your fellow dancers have been asked to perform an original dance reflecting one of the human body systems (e.g. cardiovascular, nervous, skeletal, respiratory, digestive, etc.) for the 5 th Grade science fair parent’s night. You will need to include variations of movement elements (space, time and energy) that best exemplify the systemic nature of the body system you choose as your focus. Audience members should be able to identify at least one element of the dance that they believe reflects a component of the body system.
Product/Evidence: (Expected product from students)	<p>Students will choose which body system to use to create a dance, (e.g. cardiovascular, nervous, skeletal, respiratory, digestive)</p> <p>Students will use their understanding of the body system to build key elements of the dance. They will need to include at least one variation of use of space, time and/or energy within their dance. Products/Evidence will include but are not limited to:</p> <ul style="list-style-type: none"> • Coordination/Physical Potential • Dance technique/Skill • Musicality and Rhythm • Recall of movement sequences (combinations) • Stage Presence and Discipline • http://www.ufrsd.net/UserFiles/Servers/Server_1171501/File/Choice/dance_rubric.pdf (Dance rubric example) • Audience discussion/critique of what portions of the dance clearly exemplified systemic elements and what needed more definitive clarification

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Differentiation: (Multiple modes for student expression)	Students will all be expected to participate in the dance performance. They may, however, with respect to the presentation of the body system depictions share understandings in other ways such as: <ul style="list-style-type: none"> • Providing verbal and artistic presentations, such as sketching, verbal and/or written descriptions of movements exemplifying body system elements • Choosing a piece of music that exemplifies a body system and verbally describing ways in which the music connects to body system elements
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Texts for independent reading or for class read aloud to support the content	
Informational/Non-Fiction	Fiction
<p><i>Human Body, Grades 5-8: 100+ Reproducible Activities</i>-Daryl Vriesenga</p> <p><i>Bones: Our Skeletal System</i> -Seymour Simon</p> <p><i>Using Movement to Teach Academics: The Mind and Body as One Entity</i>- Sandra Minton</p> <p><i>Choreography</i>- Sandra Minton</p> <p><i>Building Dances: A Guide to Putting Movement Together</i>- Susan McGreevy-Nichols</p>	<p><i>Hailstones and Halibut Bones</i>- Mary O’Neill</p> <p><i>Inside your Outside</i>- Tish Rabe (Cat in the Hat Learning Library) (660L Lexile level)</p> <p><i>The Magic School Bus: Inside the Human Body</i>- Joanna Cole (AD520L Lexile level)</p> <p><i>Bend and Stretch: Learning About Your Bones and Muscles</i>-Pamela Hill</p> <p><i>Thump Thump: Learning About Your Heart</i>-Pamela Hill</p> <p><i>Gurgles and Growls: Learning About Your Stomach</i>-Pamela Hill</p> <p><i>Yoga Anatomy</i>- Lesile Kaminoff</p>

Ongoing Discipline-Specific Learning Experiences							
1.	Description:	<p>Performance Preparation Process <i>Within a performance focused unit, the basic process of introduce, rehearse and perform are ongoing throughout the unit. The various learning experiences underscore this process.</i></p> <p>Introduce: Refers to the pre-experiences needed before introducing dance repertoire. As learning progresses, students will be introduced to various additional dance steps/techniques.</p> <p>Rehearse: Refers to the steps that occur after introducing repertoire. Review, practice, revisiting areas that need additional focus will be a recurring process.</p> <p>Perform: Refers to the execution and/or application of work within in the introduction and rehearsal process. This can include the final capstone performance task or other performances demonstrating skill attainment.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #e0e0e0; width: 20%; padding: 5px;">Teacher Resources:</td> <td style="padding: 5px;"> Guidebook on Performance Preparation http://www.decodanz.co.uk/resources/Freebies/Prep-for-Performance---Sho-Botham---decodanz.pdf Comprehensive overview for dancers on the performance preparation process. http://drjimtaylor.com/2.0/dance/ General overview for teachers on the rehearsal process for young dancers. http://penonpointe.wordpress.com/2011/09/22/its-rehearsal-time-preparing-your-young-dancer/ </td> </tr> <tr> <td style="background-color: #e0e0e0; padding: 5px;">Student Resources:</td> <td style="padding: 5px;">N/A</td> </tr> </table>	Teacher Resources:	Guidebook on Performance Preparation http://www.decodanz.co.uk/resources/Freebies/Prep-for-Performance---Sho-Botham---decodanz.pdf Comprehensive overview for dancers on the performance preparation process. http://drjimtaylor.com/2.0/dance/ General overview for teachers on the rehearsal process for young dancers. http://penonpointe.wordpress.com/2011/09/22/its-rehearsal-time-preparing-your-young-dancer/	Student Resources:	N/A
Teacher Resources:	Guidebook on Performance Preparation http://www.decodanz.co.uk/resources/Freebies/Prep-for-Performance---Sho-Botham---decodanz.pdf Comprehensive overview for dancers on the performance preparation process. http://drjimtaylor.com/2.0/dance/ General overview for teachers on the rehearsal process for young dancers. http://penonpointe.wordpress.com/2011/09/22/its-rehearsal-time-preparing-your-young-dancer/						
Student Resources:	N/A						

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	Skills:	Introduce: Identify body system elements that act as a catalyst for movement choices Rehearse: Review, analyze, edit, adjust elements of the dance piece as needed Perform: Apply, execute, demonstrate skill attainment	Assessment:	Students will participate in the performance preparation process throughout this unit. Teachers will use observations to assess in the following ways: Introduce: Pre-asses understanding of choreography through brainstorming and discussions of basic choreographic forms and structure Rehearse: Rehearsal is formatted to meet student’s range of abilities. Formative assessment and adjustment of dance steps, timing, gestures, etc. are found throughout the rehearsal process. Performance: Formative assessment such as observation and correction for discreet skill attainment. Summative assessment such as rubrics, adjudication sheets, reflective inventories can be used in formal/final performance.
2.	Description:	Think like a choreographer/dancer- research topics to illustrate ideas through dance	Teacher Resources:	http://www.medtropolis.com/VBody.asp (Virtual tour of some body systems) http://kidshealth.org/kid/htbw/index.html (How the Body Works - information, movies, quizzes and more_ http://www.kineticcity.com/controlcar/activity.php?virus=nastro&act=4 (Interactive Body System Game)
			Student Resources:	http://www.medtropolis.com/VBody.asp (Virtual tour of some body systems) http://kidshealth.org/kid/htbw/index.html (How the Body Works - information, movies, quizzes and more_ http://www.kineticcity.com/controlcar/activity.php?virus=nastro&act=4 (Interactive Body System Game)
	Skills:	Developing a dance around a specific topic Researching topics and translate to communication through dance	Assessment:	Students will demonstrate simple dance sequences. Across the unit students will participate in research and writing activities to apply their knowledge of body systems for accuracy in sharing the details of the interaction of the body system through dance <ul style="list-style-type: none"> • Journal • Reflective writing • Program notes

Prior Knowledge and Experiences

It would be helpful but not mandatory for students to know the basic loco motor positions of walk, run, jump, gallop, and leap. Students should have experience in ways to translate an idea to movements of a dance. Students will be asked to create a dance sequence that has a beginning, middle and end. It is recommended to teach basic dance form/structure prior to beginning this unit.

Learning Experiences # 1 – 6
Instructional Timeframe: Teacher Determined

Learning Experience # 1		
The teacher may brainstorm different human body systems (e.g. cardiovascular, nervous, skeletal, respiratory, digestive, etc) so that students can begin to creatively explore how dance movements might provide physical/visual metaphors for the inner workings of the body.		
Generalization Connection(s):	Use dance elements to create an expression of the human body systems	
Teacher Resources:	https://artsedge.kennedy-center.org/educators/lessons/grade-6-8/Systems_of_the_Body (Modifiable Middle School Creative Dance and Body Systems Lesson Plan) http://kidshealth.org/kid/closet/movies/how_the_body_works_interim.html (How The Body Works) http://video.nationalgeographic.com/video/science/health-human-body-sci/human-body/human-body-sci/ (Human Body 101) http://kidshealth.org/kid/htbw/digestive_system.html (Digestive System Resources) http://www.biologyinmotion.com/cardio/ (Circulatory/Cardiovascular Resources) http://medtropolis.com/virtual-body/ (Skeletal and Digestive System Resources) http://hes.ucfsd.org/gclaypo/repiratorysys.html (Respiratory System Resources)	
Student Resources:	N/A	
Assessment:	Students will complete a short pre-assessment indicating their current knowledge of body systems before class discussion. After the class discussion, students will revisit the questions in the pre-assessment to add new/learned information Pre-Assessment: http://itunes.apple.com/us/app/build-a-body/id489938737?mt=8 (Build A Body iPad app) Post Assessment: Additions to the Build a Body app that shows expanded knowledge of body system elements <i>And/Or:</i> Students will write a summary in their reflective journals and/or an exit slip for an end of class activity that gives details about at least one of the body systems. http://www.abcteach.com/free/p/port_26pt_line_story.pdf (Blank, lined paper with room for illustrations/visuals-great for journal entries) http://www.readwritethink.org/files/resources/printouts/Exit%20Slips.pdf (Scaffolded exit tickets) http://exitticket.org/ (Online exit ticket form)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.exploringnature.org/db/detail.php?dbID=24&detailD=687 (Hands on Skeleton) http://itunes.apple.com/us/app/ispeak-spanish/id303491384?mt=8 (iSpeak translation app) http://quizlet.com/23265674/flashcards (Labeled visual cards of body system elements)	Students may use visual models of body systems or movement stages as needed Students may use cards depicting system elements and place them in correct order

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Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Visual diagrams of various systems (government, educational, computer networks): http://www.pasccitizenshipexam.com/variableAnswers/diagram.html http://www.conceptdraw.com/How-To-Guide/video-how-to-draw-computer-network-diagram	Students may make correlations between different body system strands: transportation, government, educational systems Students may explore different roles in each system
Critical Content:	<ul style="list-style-type: none"> • Body Systems and their elements • Use repetition and choreographic structure to form the dance • Physical Fitness Components: Cardiovascular Endurance, Muscular Strength and Endurance, Flexibility, Body Composition 	
Key Skills:	<ul style="list-style-type: none"> • Sequence steps within various body systems • Demonstrate a dance, and then identify its basic dance movements within the body system 	
Critical Language:	The Moving Body: practice, repeat, apply, process, evaluate analyze, create	

Learning Experience # 2	
The teacher may use examples of movement so that students can begin exploring how rhythmic patterns might augment visual/physical metaphor of human body systems (for example, heart rhythms, breathing rhythm, nervous system etc).	
Generalization Connection(s):	Rhythm and style can enhance performance.
Teacher Resources:	<i>Music for Creative Dance</i> – Eric Chappelle <i>Brain Compatible Dance Education</i> – Anne Green Gilbert <i>Creative Dance for all Ages</i> – Anne Green Gilbert <i>Using Movement to Teach Academics</i> – Sandra Minton https://artsedge.kennedy-center.org/educators/lessons/grade-6-8/Systems_of_the_Body (Modifiable Middle School Creative Dance and Body Systems Lesson Plan) http://video.nationalgeographic.com/video/science/health-human-body-sci/human-body/human-body-sci/ (Human Body 101) http://kidshealth.org/kid/htbw/digestive_system.html (Digestive System Resources) http://www.biologyinmotion.com/cardio/ (Circulatory/Cardiovascular Resources) http://medtropolis.com/virtual-body/ (Skeletal and Digestive System Resources) http://hes.ucfsd.org/gclaypo/repiratorysys.html (Respiratory System Resources)
Student Resources:	N/A
Assessment:	Students will clap or stomp simple bodily rhythms, such as the beating of a heart to determine student readiness for translating scientific observation into movement. <i>And/Or:</i> Students will write a summary in their reflective journals and/or an exit slip for an end of class activity that gives details about at least one body movement that represents a bodily rhythm.

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	http://www.abcteach.com/free/p/port_26pt_line_story.pdf (Blank, lined paper with room for illustrations/visuals-great for journal entries) http://www.readwritethink.org/files/resources/printouts/Exit%20Slips.pdf (Scaffolded exit tickets) http://exitticket.org/ (Online exit ticket form)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Use technology options – video, iPads, etc. to emulate rhythmic sounds for body systems Model of human body systems to touch and manipulate http://www.exploringnature.org/db/detail.php?dbID=24&detID=687 (Hands on Skeleton)	Students may use a study sheet regarding background knowledge and vocabulary needed Students may work in small groups
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	Use technology options – Garage Band, video, iPads, piano/drum apps, etc	Students may apply body system rhythms to online format such as Garage Band to build a sound sequence of rhythms that exemplify the body system
Critical Content:	<ul style="list-style-type: none"> • Examples of dance that use body systems to illustrate musical phrases/themes • Examples of rhythmic based dances 	
Key Skills:	<ul style="list-style-type: none"> • Use basic dance and science vocabulary to analyze dance works • Identify how movement combines to reflect and demonstrate scientific intent 	
Critical Language:	The Thinking Body: practice, repeat, understand, apply, feel, evaluate, analyze, create, interpret	

Learning Experience # 3	
<p>The teacher may lead a discussion on traveling movement aspects of body systems (e.g., blood through veins, air through lungs, food through digestion, etc.) so students that can begin to articulate how the human body systems are interrelated.</p>	
Generalization Connection(s):	Development and exploration of space, time and energy (movement elements) inspires originality in composition
Teacher Resources:	<i>Using Movement to Teach Academics</i> – Sandra Minton <i>Creative Dance for all Ages</i> – Anne Green Gilbert https://artsedge.kennedy-center.org/educators/lessons/grade-6-8/Systems_of_the_Body (Modifiable Middle School Creative Dance and Body Systems Lesson Plan) http://www.exploringnature.org/db/detail.php?dbID=24&detID=687 (Hands on Skeleton) http://kidshealth.org/kid/closet/movies/how_the_body_works_interim.html (How The Body Works) http://video.nationalgeographic.com/video/science/health-human-body-sci/human-body/human-body-sci/ (Human Body 101) http://kidshealth.org/kid/htbw/digestive_system.html (Digestive System Resources) http://www.biologyinmotion.com/cardio/ (Circulatory/Cardiovascular Resources) http://medtropolis.com/virtual-body/ (Skeletal and Digestive System Resources) http://hes.ucfsd.org/gclaypo/repiratorysys.html (Respiratory System Resources)

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Student Resources:	http://itunes.apple.com/us/app/build-a-body/id489938737?mt=8 (Build A Body iPad app)	
Assessment:	<p>Students will translate possible movement (time/energy/space) elements to a body system element (blood through veins, air through lungs, food through digestion) for feedback from peers and instructor. Instructor will determine if these movements should be included in the final dance piece.</p> <p><i>And/Or:</i></p> <p>Students will write a summary in their reflective journals and/or an exit slip for an end of class activity that gives details about ways to translate dance movements of time/energy/space connect to body systems element</p> <p>http://www.abcteach.com/free/p/port_26pt_line_story.pdf (Blank, lined paper with room for illustrations/visuals-great for journal entries)</p> <p>http://www.readwritethink.org/files/resources/printouts/Exit%20Slips.pdf (Scaffolded exit tickets)</p> <p>http://exitticket.org/ (Online exit ticket form)</p>	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://quizlet.com/subject/anatomy/ (Anatomy Flashcards)	Students may use visual models of body systems and/or movement stages to understand the correlation to health and fitness Student may demonstrate simple body movements to show how they are related to human body systems
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may be assigned the role of choreographer to teach peer groups various dance sequences related to body system elements
Critical Content:	<ul style="list-style-type: none"> • To dance to the beat of the mind and body • Health and Fitness terms • Body System elements 	
Key Skills:	<ul style="list-style-type: none"> • Compare and contrast a healthy body system with an unhealthy body system • Discuss changes of movement/rhythm/sounds that may occur from healthy to unhealthy system • Translate these movements/sounds to a dance sequence 	
Critical Language:	Fitness, health, choreograph, process, product, practice, perform, appreciate, critique, analyze, interpret, feel and reason	

Learning Experience # 4	
The teacher may utilize diverse musical selections so that students can begin connecting music with the creation of movement phrases that represent physical/visual metaphors for the inner workings of the body.	
Generalization Connection(s):	Music and rhythmic patterns can inspire expression in dance

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<p>Teacher Resources:</p>	<p>https://artsedge.kennedy-center.org/educators/lessons/grade-6-8/Systems_of_the_Body (Modifiable Middle School Creative Dance and Body Systems Lesson Plan) http://www.productiontrax.com/subcategory.php?id=76 (Royalty Free Musical Instruments Sound Effects) http://www.aventurinemusic.com/createdance.html (Music for Creative Dance – Eric Chappelle) http://blog.intelldance.ca/blog/9-04-2013/music-childrens-dance-classes (List of music for creative dance) <i>Move – Music for Creative Movement</i> by Chris Cawthray <i>Music for Movement and Imaginations</i> by Richard Maddock</p>	
<p>Student Resources:</p>	<p>http://www.youtube.com/watch?v=x5oq4ErAmW0 (Cardiac Dysrhythmia Heartbeat Dances) http://www.youtube.com/watch?v=Jpvuqj5nv6U (The Skeleton Dance from Super Simple Songs)</p>	
<p>Assessment:</p>	<p>Students may connect appropriate music/sound elements with a particular dance pattern designed to represent a particular body system element. (e.g. whistle for swallowing, Beethoven’s 5th sequence for heart moving blood) <i>And/Or:</i> Students will write a summary in their reflective journals and/or an exit slip for an end of class activity that lists possible musical or sound elements that represent a body system element. http://www.abcteach.com/free/p/port_26pt_line_story.pdf (Blank, lined paper with room for illustrations/visuals-great for journal entries) http://www.readwritethink.org/files/resources/printouts/Exit%20Slips.pdf (Scaffolded exit tickets) http://exitticket.org/ (Online exit ticket form)</p>	
<p>Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)</p>	<p>Access (Resources and/or Process)</p>	<p>Expression (Products and/or Performance)</p>
	<p>Garage Band https://itunes.apple.com/us/app/music-box-piano-guitar-drum/id538306496?mt=8 (Piano/Drum apps: Music Box – Piano, Guitar, Drum PRO)</p>	<p>Students may sequence two or more musical/sound effect excerpts to emulate a body system element</p>
<p>Extensions for depth and complexity:</p>	<p>Access (Resources and/or Process)</p>	<p>Expression (Products and/or Performance)</p>
	<p>N/A</p>	<p>Students may find their own music to create a body system sequence example</p>
<p>Critical Content:</p>	<ul style="list-style-type: none"> • Musical elements that are most related to body systems, such as: • Rhythm/drums for heartbeat, • Texture/violin or viola, or other instruments that sound smooth and fluid for the flow of the circulatory system • Dances that mirror body systems 	
<p>Key Skills:</p>	<ul style="list-style-type: none"> • Translate musical sound into an element of a body system • Demonstrate at least one dance move inspired by musical elements (See the movement in the music and understand the intent) • Use dance and science terminology in describing the dance move as appropriate 	
<p>Critical Language:</p>	<p>Traditional patterns, rhythmic movement, space/time/energy, expressions, style</p>	

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Learning Experience # 5		
The teacher may use videotape of a dance rehearsal so students can make connections between the rehearsal process and the creation and refinement of a final dance performance.		
Generalization Connection(s):	Development and exploration of space, time, and energy (movement elements) inspires originality in composition	
Teacher Resources:	http://www.ufrsd.net/UserFiles/Servers/Server_1171501/File/Choice/dance_rubric.pdf (Dance rubric example) http://www.louisianovoices.org/Unit6/edu_unit6w_mov_to_msc_rubric.html (Moving to Music rubric example)	
Student Resources:	N/A	
Assessment:	Students will demonstrate ability to refine a dance sequence based on performance criteria. Teachers may use an observational checklist or rubric to evaluate. http://www.ufrsd.net/UserFiles/Servers/Server_1171501/File/Choice/dance_rubric.pdf (Dance rubric example) http://www.louisianovoices.org/Unit6/edu_unit6w_mov_to_msc_rubric.html (Moving to Music rubric example)	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.knowitall.org/artopia/pdf/Floorpaths.pdf (Floorpaths in Dance Guidebook) http://lispat.info/floor-patterns-in-dance/ (Ideas for dance floor patterns) http://www.pinterest.com/search/pins/?q=the%20creative%20process&rs=ac&len=16 (Word Wall- Examples of creative process visual images)	Students may sketch or diagram movements and floor patterns
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	N/A
Critical Content:	<ul style="list-style-type: none"> • Order/sequence of a dance as related to the order/sequence of the body system • Dance and body system terminology • An understanding of a sense of style in order to create and perform dance. 	
Key Skills:	<ul style="list-style-type: none"> • Map a dance work to include all body system elements • Use basic dance vocabulary to analyze dance works • Use basic scientific vocabulary to relate movement to body system element • Self-reflect/critique peer dance works to determine accuracy of dance movements in relation to body systems • Adjust/Revise dance work based upon feedback 	
Critical Language:	Sequence, order, choreograph, process, product, practice, perform, appreciate, critique, analyze, interpret, feel and reason	

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Learning Experience # 6		
(Post Performance Task) Teacher may model performance reflection so that students can understand the significance of self-evaluation and its relationship to the creative process.		
Generalization Connection(s):	Observation of dances created by others evoke emotional responses	
Teacher Resources:	<i>Dance, Mind and Body</i> – Sandra Minton Video of performances	
Student Resources:	N/A	
Assessment:	<p>Students will self-assess their dance performance by using a performance/analysis rubric http://www.ufrsd.net/UserFiles/Servers/Server_1171501/File/Choice/dance_rubric.pdf (Dance rubric example) http://www.louisianovoices.org/Unit6/edu_unit6w_mov_to_msc_rubric.html (Moving to Music rubric example)</p> <p><i>And:</i> Students will respond to at least on of the following prompts: “What was the most challenging/rewarding aspect of learning the dance?” “What would you say to a new student/visitor that does not know about creating a dance about this experience?” “Can you think of other systems for which you could create a dance?” http://www.crystalhoffman.com/writing-pages-for-kindergarten (Blank template with space for illustration and writing.)</p>	
Differentiation: (Multiple means for students to access content and multiple modes for student to express understanding.)	Access (Resources and/or Process)	Expression (Products and/or Performance)
	N/A	Students may verbally share their reflections
Extensions for depth and complexity:	Access (Resources and/or Process)	Expression (Products and/or Performance)
	http://www.dl.ket.org/humanities/resources/art/critproc.htm (Critiquing Process for Works of Art)	Students may write a dance critique
Critical Content:	<ul style="list-style-type: none"> • Appropriate responses to dances created by others • Examples of dances that illustrate musical phrases/themes • Examples of rhythmic based dances 	
Key Skills:	<ul style="list-style-type: none"> • Use basic dance vocabulary to analyze dance works • Identify basic dance elements • Identify body systems related to dance movements 	
Critical Language:	Observe, audience, appreciate, process, product, observe, analyze, critique, appreciation, interpret	