

## Grade 8 Dance Course at a Glance 2021-2022

Units (suggested order)	Duration	Assessed Standards	Big Ideas/Enduring Understandings	Essential Questions	Assessments
<p><b>Perspectives</b> (optional unit for Grade 8 Dance)</p>	<p>10 Lessons</p>	<p><u>Creating</u> Anchor Standard 1: Generate and conceptualize artistic ideas and work. Anchor Standard 2: Organize and develop artistic ideas and work.  Anchor Standard 3: Refine and complete artistic work.</p> <p><u>Presenting</u> Anchor Standard 4: Analyze, interpret, and select artistic work for presentation. Anchor Standard 5: Develop and refine artistic work for presentation. Anchor Standard 6: Convey meaning through the presentation of artistic work. Anchor Standard 7: Perceive and analyze artistic work.</p> <p><u>Responding</u> Anchor Standard 8: Interprets intent and meaning in artistic work. Anchor Standard 9: Apply criteria to evaluate artistic work.</p> <p><u>Connecting</u> Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p>	<ul style="list-style-type: none"> <li>• This unit offers multiple pathways aimed to increase dance literacy. The varied techniques in this unit encourage students to build connections between personal experience, history, culture, society, and community.</li> <li>• Students evaluate how these connections and perspectives give create and change art forms.</li> <li>• The preservation of dance as an art form takes many forms and requires translation.</li> <li>• Multiple perspectives should be used to examine how and why people dance.</li> </ul>	<ul style="list-style-type: none"> <li>• Why do we dance?</li> <li>• How does dance deepen our understanding of ourselves, other knowledge, and events around us?</li> <li>• How does knowing about societal, cultural, historical and community experience expand dance literacy?</li> <li>• How do we preserve dance?</li> <li>• How do artists show care for the audience?</li> <li>• Is an artist responsible for how the dance is perceived?</li> <li>• How did Master Juba influence American culture and dance?</li> <li>• How did body percussion originate?</li> <li>• How can dancers use body percussion to interact with the movement and music on a new level?</li> </ul>	<p><u>Summative Assessments should include:</u></p> <ul style="list-style-type: none"> <li>• African/Jazz Movement Assessment Task (Schoolology)</li> </ul> <p><u>Formative Assessments can include:</u></p> <ul style="list-style-type: none"> <li>• Drills</li> <li>• Entrance tickets</li> <li>• Exit tickets</li> <li>• Transcribed movement</li> <li>• Class and small group discussions</li> <li>• Self and peer evaluations</li> <li>• Self-reflections</li> <li>• Daily progress/movement execution</li> </ul>

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<p style="text-align: center;"><b>Personal Development</b></p>	<p>10-12 Lessons</p>	<p><b>MFA Dance Standards:</b></p> <p><u>Creating</u> Anchor Standard 1: Generate and conceptualize artistic ideas and work. Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p><u>Presenting</u> Anchor Standard 5: Develop and refine artistic work for presentation.</p> <p><u>Responding</u> Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p><b>Literacy</b> Develop original movement that is driven by an intent or stimuli.</p> <p><b>P21 Life and Career Skills:</b></p> <ul style="list-style-type: none"> <li>• Adapt to varied roles, job responsibilities, schedules, and contexts</li> <li>• Work effectively in a climate of ambiguity and changing priorities</li> <li>• Incorporate feedback effectively</li> <li>• Deal positively with praise, setbacks, and criticism</li> <li>• Know when it is appropriate to listen and when to speak</li> </ul>	<ul style="list-style-type: none"> <li>• The practice of personal development asks the student to look at themselves along with others and examine healthy and unhealthy habits.</li> <li>• Students will identify and analyze various body types and how that impacts ones' image.</li> <li>• The students will also explore relationships and research a positive dance role model.</li> <li>• Students will identify stressors in their life and address decision making.</li> <li>• Students will explore personal approach challenges and create a self-development portrait solo that identifies themselves through movement.</li> </ul>	<ul style="list-style-type: none"> <li>• Who am I as a dancer?</li> <li>• What are the important relationships I must have?</li> <li>• How do I want other to perceive me as a dancer?</li> <li>• How do I make good decisions to keep myself healthy?</li> </ul>	<p><u>Summative Assessments should include:</u></p> <ul style="list-style-type: none"> <li>• Self-Development Portrait Solo Assessment Task (Schoolology)</li> <li>• Role Model Assessment Task (Schoolology)</li> <li>• Dance Etiquette Quiz (Schoolology)</li> </ul> <p><u>Formative Assessments/Diagnostic tasks can include:</u></p> <ul style="list-style-type: none"> <li>• Vocabulary Diagnostic Task (Schoolology)</li> <li>• Daily progress</li> <li>• Class discussions</li> <li>• Exit tickets</li> <li>• Personal reflections</li> </ul>
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<p><b>Ballet</b></p>	<p>13-15 Lessons</p>	<p><b>MFA Dance Standards</b></p> <p><u>Creating</u> Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p><u>Presenting</u> Anchor Standard 5: Develop and refine artistic work for presentation.</p> <p><u>Responding</u> Anchor Standard 7: Perceive and analyze artistic work. Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p><u>Connecting:</u> Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p><b>Literacy:</b> Create a movement study, phrase, or composition.</p> <p><b>P21 Life and Career Skills:</b> Create new and worthwhile ideas.</p>	<ul style="list-style-type: none"> <li>• Ballet is a form of dance that provides opportunities for students to demonstrate the technical aspect of dance through its movements, traditions, and vocabulary.</li> <li>• The style and structure of ballet adhere to a defined framework which was created in the nineteenth century. It is a classical dance form that is characterized by grace and precision.</li> </ul>	<ul style="list-style-type: none"> <li>• How do you demonstrate self-awareness and discipline in ballet?</li> <li>• What can a dancer do to refine and reflect on their progress?</li> <li>• How does proper alignment affect dance performance?</li> <li>• How can you connect ballet movements together using correct placement?</li> </ul>	<p><u>Summative Assessments should include:</u></p> <ul style="list-style-type: none"> <li>• Ballet Company Research Project (Schoolology)</li> <li>• Ballet Center Combination Assessment Task (Schoolology)</li> <li>• Ballet Petit Allegro Combination Assessment Task (Schoolology)</li> </ul> <p><u>Formative Assessments can include:</u></p> <ul style="list-style-type: none"> <li>• Ballet Vocabulary Quiz (Schoolology)</li> <li>• Arthur Mitchell Note Taking (Schoolology)</li> <li>• Daily progress</li> <li>• Journal entry</li> <li>• Movement execution</li> <li>• Self- and peer-assessment</li> <li>• Class Discussion</li> </ul>
<p><b>Modern</b></p>	<p>13-15 Lessons</p>	<p><b>MFA Dance Standards:</b></p> <p><u>Creating</u> Anchor Standard 1: Generate and conceptualize artistic ideas and work. Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p><u>Presenting</u> Anchor Standard 4: Analyze, interpret, and select artistic work for presentation.</p>	<ul style="list-style-type: none"> <li>• Modern dance is a form of dance that provides opportunities for students to explore movement that focuses on expression and motivation. Students will explore dance concepts through exercises that develop one’s strength, coordination, flexibility, and technique.</li> </ul>	<ul style="list-style-type: none"> <li>• Are simple, everyday movements considered dancing? Why or why not?</li> <li>• Does dance work when performed in non-traditional venues and when chance is a part of the performance? Why or why not?</li> <li>• How is modern dance tied to its family tree?</li> </ul>	<p><u>Summative Assessments should include:</u></p> <ul style="list-style-type: none"> <li>• Pedestrian Movement Pattern Study Assessment Task (Schoolology)</li> <li>• Chance Dance Assessment Task (Schoolology)</li> </ul> <p><u>Formative Assessments can include:</u></p> <ul style="list-style-type: none"> <li>• Modern Vocabulary Quiz (Schoolology)</li> </ul>

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		<p>Anchor Standard 5: Develop and refine artistic work for presentation.</p> <p><u>Responding</u> Anchor Standard 7: Perceive and analyze artistic work. Anchor Standard 9: Apply criteria to evaluate artistic work.</p> <p><u>Connecting:</u> Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p><b>Literacy:</b> Develop and identify movement intent Choreography in the style of a given choreography, genre, period, etc.</p> <p><b>P21 Life and Career Skills:</b> Deal positively with praise, setbacks, and criticism.</p>		<ul style="list-style-type: none"> <li>• How can we refine our understanding of the movements associated with modern dance?</li> </ul>	<ul style="list-style-type: none"> <li>• Modern Dance Family Tree Assessment (Schoolology)</li> <li>• Movement exploration: spirals</li> <li>• Movement exploration: pedestrian movements</li> <li>• Movement exploration: techniques of Modern Dance (Humphrey, Dunham, Limon, and Horton)</li> <li>• Contribution to and performance of a set class warm-up</li> <li>• Performance-based task assessment (Schoolology)</li> <li>• Daily progress</li> <li>• Journal entry</li> <li>• Exit ticket</li> </ul>
<b>Hip Hop</b>	13-15 Lessons	<p><b>MFA Dance Standards:</b></p> <p><u>Creating</u> Anchor Standard 1: Generate and conceptualize artistic ideas and work. Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p><u>Responding</u> Anchor Standard 7: Perceive and analyze artistic work. Anchor Standard 9: Apply criteria to evaluate artistic work.</p>	<ul style="list-style-type: none"> <li>• Hip Hop is a form of dance that provides students the opportunity to explore outlets of creativity, self-expression, and musicality.</li> <li>• Students will discover the diverse culture behind the origins of hip hop dance and its influences as it relates to art and other social forms.</li> </ul>	<ul style="list-style-type: none"> <li>• How does the media influence the general public's perception of hip hop dance?</li> <li>• What types of factors motivate or inspire you?</li> <li>• How do advertisements influence decision making?</li> <li>• Why are hip hop dance and ballet perceived differently?</li> </ul>	<p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> <li>• Hip Hop Dance Battle Movement Study Assessment Task (Schoolology)</li> <li>• Hip Hop Movement Tutorial Assessment Task (Schoolology)</li> </ul> <p><u>Formative Assessments can include:</u></p> <ul style="list-style-type: none"> <li>• Hip Hop Positive Advertisement (Schoolology)</li> </ul>

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		<p><b>Connecting:</b> Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art. Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p><b>Literacy:</b> Provide feedback to self and others.</p> <p><b>P21 Life and Career Skills:</b> Deal positively with praise, setbacks, and criticism.</p>	<ul style="list-style-type: none"> <li>• Muscular endurance, coordination, and methods of execution are infiltrated throughout the practical application of hip hop dance skills.</li> <li>• The study of Hip Hop as a cultural dance allows for rich connections to other disciplines and concepts related to history, culture, and society.</li> </ul>	<ul style="list-style-type: none"> <li>• How do you teach someone else a hip hop dance movement?</li> <li>• How can you create a dance battle using skills developed in this unit?</li> </ul>	<ul style="list-style-type: none"> <li>• Breakdance: 1970s vs 2000s Assessment (Schoolology)</li> <li>• Movement exploration: breakdancing</li> <li>• Movement exploration: popping and locking</li> <li>• Compare and contrast (Venn diagrams): old school versus new school break dance</li> <li>• Compare and contrast: commercial vs. mainstream hip hop</li> <li>• Daily progress</li> <li>• Journal entry</li> <li>• Class discussion</li> </ul>
<b>Jazz</b>	13-15 Lessons	<p><b>MFA Dance Standards</b></p> <p><b>Presenting</b> Anchor Standard 4: Analyze, interpret, and select artistic work for presentation. Anchor Standard 5: Develop and refine artistic work for presentation.</p> <p><b>Responding</b> Anchor Standard 7: Perceive and analyze artistic work. Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p><b>Connecting</b> Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p><b>Literacy:</b></p>	<ul style="list-style-type: none"> <li>• Students will develop the technical skills and vocabulary of Jazz dance, to identify and demonstrate the styles of the early jazz dance pioneers, and to develop an understanding of the origins, history and development of Jazz dance as an art form.</li> <li>• Through daily warmups and exercises students gain strength, flexibility, endurance, balance, and coordination.</li> <li>• Students will gain both musicality and performance skills that will be taught through a series of dance combinations.</li> </ul>	<ul style="list-style-type: none"> <li>• How do you know the difference between jazz dance and musical theater dance?</li> <li>• What performing arts genres are visible or utilized in musical theater productions?</li> <li>• Where do you see jazz or musical theater dance being performed?</li> <li>• How does personal style influence choreography?</li> </ul>	<p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Jazz/Musical Theater Stylized Tutorial Assessment Task (Schoolology)</li> <li>• Performance-based Assessment Task (Schoolology)</li> </ul> <p><b>Formative Assessments can include:</b></p> <ul style="list-style-type: none"> <li>• Broadway Resume (Schoolology)</li> <li>• Jazz Vocabulary Quiz (Schoolology)</li> <li>• Jazz History Reflection (Schoolology)</li> <li>• Jazz Dance Research (Schoolology)</li> <li>• Research famous musical theater choreographers representing a variety of cultures</li> </ul>

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		<p>Develop and identify movement intent. Demonstrate evidence of creativity, innovation, collaboration, problem-solving, and communication in created movement.</p>	<ul style="list-style-type: none"> <li>Students will learn the history and evolution of jazz dance from its African roots to the late-20th century.</li> </ul>		<ul style="list-style-type: none"> <li>Daily progress</li> <li>Journal entry</li> <li>Exit ticket</li> <li>Self and peer assessment</li> </ul>
<p><b>Composition/ Production/ Performance</b></p>	<p>20 Lessons</p>	<p><b>MFA Dance Standards</b></p> <p><u>Creating</u> Anchor Standard 2: Organize and develop artistic ideas and work.</p> <p><u>Presenting</u> Anchor Standard 4: Analyze, interpret, and select artistic work for presentation. Anchor Standard 5: Develop and refine artistic work for presentation. Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> <p><u>Connecting:</u> Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</p> <p><b>Literacy:</b> Create a movement study, phrase, or composition.</p> <p><b>P21 Life and Career Skills:</b> Create new and worthwhile ideas.</p>	<ul style="list-style-type: none"> <li>Understanding the design of a dance is essential to developing one's own composition.</li> <li>Students will explore the various compositional structures that one can utilize when creating choreography such as gestures, theme and variation, retrograde movement, partnering, and asymmetrical verses symmetrical.</li> <li>The students will prepare for and perform in the concert(s).</li> <li>Production is a collaborative effort and involves coordination with a production team that includes a sound technician, stage manager, lighting designer and operator, costume designer, etc.</li> </ul>	<ul style="list-style-type: none"> <li>What is the difference between asymmetrical and symmetrical movement?</li> <li>How can a dancer change a piece of choreography without losing its original phrase?</li> <li>How does the structure of a dance affect its meaning/intent?</li> <li>How do you evaluate a piece of choreography?</li> <li>How do you critique a piece of choreography?</li> </ul>	<p><u>Summative Assessments should include:</u></p> <ul style="list-style-type: none"> <li>Short Piece Assessment Task (Schoolology)</li> <li>Gesture Movement Study Assessment Task (Schoolology)</li> <li>Concert Performance and Reflection</li> </ul> <p><u>Formative Assessments can include:</u></p> <ul style="list-style-type: none"> <li>Concept Video (Schoolology)</li> <li>Asymmetrical and Symmetrical Shapes (Schoolology)</li> <li>Theme and variation Phrases (Schoolology)</li> <li>Peer feedback</li> <li>Self-reflection</li> <li>“Rough draft” showing</li> <li>Exit Ticket</li> <li>Evidence of contribution to the creative process</li> <li>Daily progress</li> <li>Class Discussion</li> <li>Journal Entry</li> </ul>

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### **Maryland Fine Arts Standards for Dance**

#### **Creating:**

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Anchor Standard 2: Organize and develop artistic ideas and work.

Anchor Standard 3: Refine and complete artistic work.

#### **Performing/Presenting:**

Anchor Standard 4: Analyze, interpret, and select artistic work for presentation.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation

Anchor Standard 6: Convey meaning through the presentation of artistic work.

#### **Responding:**

Anchor Standard 7: Perceive and analyze artistic work.

Anchor Standard 8: Interpret intent and meaning in artistic work.

Anchor Standard 9: Apply criteria to evaluate artistic work.

#### **Connecting:**

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

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