# Grade 6/Level I Dance Course at a Glance 2021-2022

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<th>Units (suggested order)</th>
<th>Duration</th>
<th>Assessed Standards</th>
<th>Big Ideas/Enduring Understandings</th>
<th>Essential Questions</th>
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<tr>
<td>Perspectives</td>
<td>10 Lessons</td>
<td>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. Presenting 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. Responding Anchor Standard 8: Interprets 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.</td>
<td>• 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. • Students evaluate how these connections and perspectives give create and change art forms. • The preservation of dance as an art form takes many forms and requires translation. • Multiple perspectives should be used to examine how and why people dance.</td>
<td>• Why do we dance? • How does dance deepen our understanding of ourselves, other knowledge, and events around us? • How does knowing about societal, cultural, historical and community experience expand dance literacy? • How do we preserve dance? • How do artists show care for the audience? • Is an artist responsible for how the dance is perceived? • How did Master Juba influence American culture and dance? • How did body percussion originate? • How can dancers use body percussion to interact with the movement and music on a new level?</td>
<td>Summative Assessments should include: • African Dance Venn Diagram Assessment Task (Schoology) • Movements Not Words Assessment Task (Schoology) • My Interest Assessment Task (Schoology) Formative Assessments can include: • Daily progress • “Rough draft” compositions • Collaborative and individual movement activities • Responses to movement activities • Class and small group discussions • Constructive critique and feedback • Self and peer evaluations • Self-reflections • Body percussion movement execution</td>
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<tr>
<td>Personal Development</td>
<td>10 Lessons</td>
<td>Anchor Standards: Creating</td>
<td>• In this unit, students will identify proper dance classroom etiquette.</td>
<td>• How do my personal decisions and choices impact my classmates?</td>
<td>Summative Assessments should include:</td>
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<td>Anchor Standard 1: Generate and conceptualize artistic ideas and work. Anchor Standard 2: Organize and develop artistic ideas and work.</td>
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<td>- Student expectations and daily class practices will be explained for a proficient learning experience. - Dancers set both short-term goals and long-term goals to enhance their success in class. - The study of dance supports a healthy lifestyle. Students should have the ability to make informed decisions about their body, their eating habits, and their daily habits in order to improve their quality of life and their technical proficiency in dance. - Understanding the design and composition of a dance allows the student to transition onto the role of choreographer. - The varied techniques in this unit encourage students to build connections between personal experience, history, culture, society, and community. Students evaluate how these connections and perspectives give create and change art forms.</td>
<td>- Why is dance etiquette necessary in the development of the structure of a class? - What are some ways you can move your body? - How can music change the way you move? - What can enhance or make a dance more interesting? - Why is nutrition important as it relates to dance? - What are some healthy eating choices you consistently make? - What are some changes you make to your personal eating habits? - What is the purpose of goal setting? - What is the difference between short term and long-term goals? - How long should it take to accomplish a short time goal? - How long should it take to accomplish a long-term goal?</td>
<td>Elements of Dance Quiz (Schoology) Goal Setting Assessment Task (Schoology) Formative Assessments can include: - Collaborative and individual movement activities - Daily progress - Responses to movement activities - Class and small group discussions - Self-reflections - Food Movement Experiment (Schoology) - Goals/Vision Board (Schoology)</td>
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<tr>
<td>Ballet</td>
<td>13 lessons</td>
<td>Creating</td>
<td>- In this unit, students will analyze the historical</td>
<td>What is the difference between ballet dance and dance?</td>
<td>Summative Assessments should include:</td>
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|                         |          | 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. | background of ballet dance. Students will analyze important dancers and choreographers.  
- Ballet is a form of dance that provides opportunities for students to demonstrate the technical aspect of dance through its movements, traditions, and vocabulary. 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. The study of ballet has direct applications to other styles of dance. Ballet is a codified dance form that is studied throughout the world.  
- Other dance forms including social dance?  
- How do we transcend the stereotypes that are associated with ballet dance?  
- How is ballet understood?  
- How does knowing about the origins of ballet enhance our understanding of ballet?  
- What do you already know about ballet dance? | other dance forms including social dance?  
- How do we transcend the stereotypes that are associated with ballet dance?  
- How is ballet understood?  
- How does knowing about the origins of ballet enhance our understanding of ballet?  
- What do you already know about ballet dance? | Court vs Classical Ballet Assessment Task (Schoology)  
Stationary or Plié Ballet Combination Assessment Task (Schoology)  
Formative Assessments can include:  
- Daily progress  
- Vocabulary Quiz  
- “Rough draft” compositions  
- Collaborative and individual movement activities  
- Responses to movement activities  
- Class and small group discussions  
- Constructive critique and feedback  
- Self and peer evaluations  
- Self-reflections  
- Choreography notes/written reflections |

|                       |          | Anchor Standard 4: Analyze, interpret, and select artistic work for presentation. Anchor Standard 5: Develop and refine artistic work for presentation. | Presenting  
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|                       |          | Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. | Connecting  
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| Modern                 | 13 Lessons | 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. | In this unit, students will explore story lines and meaning intended in movement. Students will explore dance concepts through exercises that develop one’s strength, coordination, flexibility, and technique.  
- Modern dance is a form of dance that provides | In this unit, students will explore story lines and meaning intended in movement. Students will explore dance concepts through exercises that develop one’s strength, coordination, flexibility, and technique.  
- Modern dance is a form of dance that provides | Modern Movement Study Assessment Task (Schoology) – can be used for stationary or traveling movement combinations at the teacher’s discretion  
Modern Dance Matching Vocabulary Quiz (Schoology)  
Storytelling Midterm Assessment Task (Schoology) |

|                       |          | Presenting  
- 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. | Presenting  
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<td>13 lessons</td>
<td>• 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. Modern dance is heavily influenced by the historical figures who made a lasting impression in the field. The study of modern dance must recognize the contributions of key figures in order to emphasize the philosophies behind the movement principles.</td>
<td>• What do you already know about modern dance? • How do the movements performed in modern dance help to develop strength, coordination, and flexibility? • Why did the founders of modern dance make such a lasting impression? • What is the difference between stationary and traveling movement? What are some examples of each? • How can stationary movement be incorporated into a traveling sequence?</td>
<td>Formative Assessments can include: • Daily progress • Modern Pioneer Presentation • “Rough draft” compositions • Collaborative and individual movement studies – traveling pathways and stationary exercises • Self-reflections and written journal entries • Class and small group discussions • Constructive critique and feedback • Self and peer evaluations</td>
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| **Hip Hop** | 13 lessons | **Anchor Standards:** Presenting Anchor Standard 4: Analyze, interpret, and select artistic work for presentation. Anchor Standard 5: Develop and refine artistic work for presentation. **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. | **Hip Hop** is a form of dance that provides students the opportunity to explore outlets of creativity, self-expression, and musicality. 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. The study of hip hop dance allows for rich connections to other disciplines and concepts | • How is creativity and self-expression portrayed by hip hop dancers? • Why does hip hop dance get a “bad rap”? • If you asked your grandparents how they view hip hop dance today, what would they say? • How has hip hop changed over the decades? • What other genres of dances are penetrated throughout hip hop dance? | Summative Assessments should include: • Hip Hop Graffiti Name Assessment Task (Schoology) • History of Hip Hop Assessment Task (Schoology) • Music Video Challenge Assessment Task (Schoology) **Formative Assessments can include:** • Old and New School Visual Collage Comparison (Schoology) • Breakdancing Combination (Schoology) • Vocabulary quiz • Daily progress
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| 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. | 10 Lessons | 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.  
Presenting  
Anchor Standard 5: Develop and refine artistic 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: Interprets intent and meaning in artistic work. | related to history, culture and society.  
- In this unit, students will review the historical components of break dance skills.  
- Students will compare and contrast breakdance sequences from the 1970s and the 2000s.  
- Create a movement sequence based on the hip hop movements through the decades.  
- Students will examine and identify the components of a dance battle. | - What is involved in creating a music video?  
Who must be present for the process?  
- What type of stories may a music video tell the viewers? | “Rough draft” compositions  
Class and small group discussions  
Constructive critique and feedback  
Self and peer evaluations  
Self-reflections and written responses  
Journal entries |

| Jazz | 10 Lessons | 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.  
Presenting  
Anchor Standard 5: Develop and refine artistic 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: Interprets intent and meaning in artistic work. | 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.  
Through daily warm-ups and exercises students gain strength, flexibility, endurance, balance, and coordination. Students will gain both musicality and performance skills that will be taught through a series of dance | - Where do you see jazz being performed?  
- How has jazz dance evolved?  
- Where do you see musical theater jazz in society?  
- What do you already know about jazz dance?  
- How are jazz dance and African dance related?  
- How did Bob Fosse influence jazz/musical theater performance? | Summative Assessments should include:  
- Jazz/Musical Theater Combination Assessment Task (Schoology)  
- Jazz/African Movement Assessment Task (Schoology)  
Formative Assessments can include:  
- Bob Fosse Notes Sheet (Schoology)  
- Bob Fosse Choreography (Schoology)  
- Vocabulary quiz (Schoology)  
- Unit reflection (Schoology)  
- “Rough draft” compositions  
- Daily progress  
- Collaborative and individual movement studies  
- Responses to movement activities  
- Class and small group discussions |
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<td><strong>Composition/Production/Performance</strong></td>
<td>20 Lessons</td>
<td>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. Presenting 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. Responding Anchor Standard 7: Perceive and analyze artistic work. Anchor Standard 8: Interprets intent and meaning in artistic work. Connecting Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</td>
<td>Understanding the design of a dance is essential to developing one's own composition. At the most basic level, students must be able to recognize what a choreographer's role is and how that relates to the choreography that is created. Improvisation is used as a tool for exploring compositional elements and developing a level of comfort and proficiency among students as they transition into the role of choreographer. Students are also empowered to create movement phrases and short studies that incorporate the elements and also reflect their own personal aesthetic as it develops. The students will prepare for and perform in the concert(s) using choreographic material from previous units or developed during this unit.</td>
<td>How do form and structure help give our dances meaning? How can we communicate with dance? Why is a choreographer necessary? How can we explore different movement elements?</td>
<td>• Constructive critique and feedback • Self and peer evaluations • Self-reflections Summative Assessments should include: • Components of the Stage Assessment Task (Schoology) • Elements of Dance Assessment Task (Schoology) • Cumulative Project (Schoology): o My World, Our World o Tik Tok and Dance o Storytelling o Jazz/Musical Theatre Combination o Jazz and African Movement o Modern Movement Study Formative Assessments can include: • TikTok Recording (Schoology) • “Rough draft” compositions • Daily progress • Constructive critique and feedback • Self and peer evaluations • Self-reflections • Choreography journal entries • Production checklist</td>
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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: Select, analyze, and interpret 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 for presentation.
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.

Diagnostic Tasks
Suggestions for diagnosing student learning and knowledge may consist of:
- Movement identification
- Identification and definition of dance elements (B.E.S.T.)
- Demonstration of movement terminology
- Understanding and selection of efficient choreographical strategies
- Identify and argue choreographer’s intent
- Layout and documentation of choreography
- Demonstrating proper technique
- Use of vocabulary terminology
- Identify and describe well known choreographers
- Proper execution of a variety of warm-ups and movement phrases
- Proper execution of self and group choreographic studies