

TOWNSHIP OF UNION PUBLIC SCHOOLS



6-12 Dance Styles and Techniques

August 20, 2019

Mission Statement

The mission of the Township of Union Public Schools is to build on the foundations of honesty, excellence, integrity, strong family, and community partnerships. We promote a supportive learning environment where every student is challenged, inspired, empowered, and respected as diverse learners. Through cultivation of students' intellectual curiosity, skills and knowledge, our students can achieve academically and socially, and contribute as responsible and productive citizens of our global community.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Course Description

In grades 6-8, students are introduced to beginner ballet, jazz, tap, world dance, and hip hop. Students are also reminded of the overall structure of a dance class and classroom etiquette. Concepts such as strength, flexibility, coordination, control, confidence, and respecting others in the dance space are emphasized. Each class is taught at the introductory level, introducing beginner movement and technique in each of the distinguished styles of dance. Basic dance vocabulary, performance skills, creating and learning choreography, and dance history skills are presented.

In grades 9-12, students complete a more in-depth study of introductory dance styles and technique, and have the opportunity to continue their studies after the prerequisite Beginner/Introductory course. All levels focus on dance technique, body and spatial awareness, dance history, studies of choreographers, guided improvisation, and dance performance through beginner/intermediate/advanced choreography and dance performance skills.

Suggested Modifications/Accommodations/Extension Activities		
<p>English Language Learners (ELL) When possible, provide links to specific samples/ documents/ assignments/etc.</p> <ul style="list-style-type: none"> - simplify language used in instruction - repeat, reword, clarify - utilize demonstration as a main instructional tool - allow for peer tutoring - provide visual aids to enhance key concepts - provide photocopies of notes - provide student with diagrams where applicable - utilize resources in the student's first language when possible - provide frequent checks for comprehension - extended time as necessary - provide word bank for assessments 	<p>Special Education / 504 When possible, provide links to specific samples/ documents/ assignments/etc.</p> <ul style="list-style-type: none"> - create visual aids and diagrams - create a picture dictionary of terminology - provide alternative movement choices to kinesthetic movement tasks - modified written tests - additional time as needed - check for understanding - repeat, clarify directions - redirect to task - review and repetition - provide study guide - encourage participation - read test questions aloud - multiple modalities - provide notes - collaborative work - allow breaks if needed - be sensitive to fine gross motor skills - establish non verbal cues - coach/guide student 	<p>Gifted and Talented When possible, provide links to specific samples/ documents/ assignments/etc.</p> <ul style="list-style-type: none"> - student centered curriculum - encourage student to engage in independent projects - student to student engagement and mentoring - give student opportunity to design and/or lead class exercises

Course Connections	
<p>NJSLS - Technology</p> <p>8.1.12.A.1 - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources</p> <p>8.1.12.A.2 - Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p> <p>8.1.12.B.2 - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.</p> <p>9.4.1 - Demonstrate knowledge of a real world problem using digital</p>	<p>21st Century Skills</p> <p>9.2.12.C.1 - Review career goals and determine steps necessary for attainment</p> <p>9.2.12.C.3 - Identify transferable career skills and design alternate career plans</p> <p>9.4.12.C.(4).1 - Demonstrate an awareness of the role of dance in various cultures to build an understanding of the nature and scope of dance in society</p>

<p>tools</p> <p>8.1.8.D.5 - Understand appropriate uses for social media and the negative consequences of misuse</p> <p>8.1.12.C.1 - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.</p> <p>8.1.12.D.1 - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.</p> <p>8.1.12.D.3 - Compare and contrast policies on filtering and censorship both locally and globally.</p> <p>8.1.12.F.1 - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.</p>	<p>9.4.12.C.(4).2 - Compare and contrast the roles of choreographers, dancers, and others involved in the production and presentation of dance performances to build an understanding of career opportunities in the pathway</p> <p>9.4.12.C.(4).5 - Demonstrate basic dance movement and analyze basic skills needed for performing to build an understanding of career demands in the pathway</p> <p>9.4.12.C.(4).6 - Demonstrate complex steps and patterns from various dance styles and traditions to convey an understanding of techniques, principles, and processes used in the pathway</p>
<p style="text-align: center;">Career Readiness Practices</p>	<p style="text-align: center;">Interdisciplinary Connections</p>
<ul style="list-style-type: none"> - CRP1 Act as a responsible and contributing citizen and employee - CRP2 Apply appropriate academic and technical skills - CRP3 Attend to personal health - CRP5 Consider the environmental, social and economic impacts of decisions - CRP6 Demonstrate creativity and innovation - CRP12 Work productively in teams while using cultural global competence 	<p>Physical Education: Students critique and improve movement skills; discuss physical health, body alignment, strengthening</p> <p>History: Students study historical and influential dance companies/dancers, as well as world culture and folkloric dance</p> <p>Language Arts: Students write, interpret, and analyze dance terminology. Students compare and contrast dance works, using descriptive language to express critique responses</p> <p>Visual Art: Students take visual inventory of their alignment and perform choreography that is technically accurate and visually expressive</p> <p>Math: Students count sequences, music, and rhythmic patterns.</p> <p>Music: Students perform to various musical genres and discuss how the evolution of music and dance are interrelated</p> <p>World Languages: Students learn a variety of terms and techniques traditionally spoken in other languages</p>

6-8 Curriculum Units/Pacing Guide

Unit # / Title	Number of Days
Grade 6 cycle - Knowing Your Instrument - Introduction to Ballet	Approx 3 weeks Approx 3 weeks
Grade 7 cycle - Introduction to Jazz Dance - Introduction to World Dance	Approx 3 weeks Approx 3 weeks
Grade 8 cycle - Introduction to Tap Dance - Introduction to Hip Hop Party Dances	Approx 3 weeks Approx 3 weeks

Unit Standards Overview		
Overview	Standards	Unit Skills Focus
Grade 6, six week cycle Knowing Your Instrument Introduction to Ballet	1.1 The Creative Process - 1.1.8.A.4 1.3 Performing - 1.3.5.A.4 - 1.3.8.A.1 1.4 Aesthetic Responses and Critique Methodologies - 1.4.8.A.1 - 1.4.8.A.3	I. Class structure II. Warm-up routine III. Core vocabulary IV. Viewing/observation of performances V. Basic steps
Suggested Resources <i>Provide links to specific resources/activities</i>	McCutchen, B.P. (2006). <i>Teaching Dance as Art in Education</i> . Champaign, IL: Human Kinetics. Jacob's Pillow Dance Interactive - https://danceinteractive.jacobspillow.org/themes-essays/what-is-dance/ballet-is-it-of-isnt-it/ Richardson, D. and Parkinson, G. (n.d.) American Ballet Theatre Ballet Dictionary. Retrieved from http://www.abt.org/education/dictionary/index.html Scheff, H.	

	<p>Ganeri, Anita. <i>The Young Person's Guide to the Ballet, with Music on CD from the Nutcracker, Swan Lake, and Sleeping Beauty</i>. London: Harcourt Brace and Company, 1998.</p>	<p>I. Class structure II. History III. Basic vocabulary IV. Viewing and analysis of performances</p>
<p>Grade 7, six week cycle Introduction to Jazz Dance Introduction to World Dance</p>	<p>1.1 Creative Process - 1.1.8.A.3 - 1.1.8.A.4 1.2 History of the Arts and Culture - 1.2.8.A.2 - 1.2.8.A.3 1.3 Performing - 1.3.8.A.1 1.4 Aesthetic Responses - 1.4.8.A.1 - 1.4.8.A.3</p>	<p>Kraines, M.G. and Proyor, E. (1983). <i>Jump into Jazz</i>. New York: McGraw Hill</p> <p>Stearns, Marshall, and Jean Stearns. <i>Jazz Dance: The Story of American Vernacular Dance</i>. New York: DaCapo Press, 1994.</p> <p>Jonas, Gerald. <i>Dancing: The Power of Dance Around the World</i>. New York: Abrams, 1992.</p>
<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<p>Multicultural Folk Dance Treasure Chest, Volume I and Volume II, 1998.</p> <p>1.1 Creative Process - 1.1.8.A.3 - 1.1.8.A.4 1.2 History of the Arts and Culture - 1.2.8.A.2 - 1.2.8.A.3 1.3 Performing - 1.3.8.A.1 1.4 Aesthetic Responses - 1.4.8.A.1 - 1.4.8.A.3</p>	<p>I. History, traditions, and culture II. Class structure III. Basic vocabulary IV. Performance of steps V. Viewing and analysis of performances</p>
<p>Grade 8, six week cycle Introduction to Tap Dance Introduction to Hip Hop Party Dances</p>	<p>- http://mentalfloss.com/article/80384/celebrate-tap-dance-day-12-famous-routines - https://www.youtube.com/watch?v=XihAOf2yCJc - https://dance.lovetoknow.com/History_of_Hip_Hop_Dance - http://www.hiphopinternational.com/living-legend/</p>	
<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>		

Grade 6
Knowing Your Instrument
Introduction to Ballet

Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples When possible, provide links to specific samples/ documents/ assignments/etc.
<p>1.1.8.A.4 - Integrate a variety of isolated and coordinated movements in dance compositions and performances, making use of all major muscle groups, proper body mechanics, body patterning, balance, and range of motion</p> <p>1.3.5.A.4 - Demonstrate developmentally appropriate kinesthetic awareness of basic anatomical principles, using flexibility, balance, strength, focus, concentration, and coordination</p> <p>1.3.8.A.1 - Incorporate a broad range of dynamics and movement qualities in planned and improvised solo and group works by manipulating aspects of time, space, and energy</p> <p>1.4.8.A.1 - Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art</p> <p>1.4.8.A.3 - Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras</p>	<p>Student Learning Outcomes/Objectives (SLO):</p> <ul style="list-style-type: none"> - demonstrate a foundational awareness of proper alignment, use of breath, and body awareness by establishing healthy and safe routines in the dance class. - demonstrate correct alignment, awareness of using breath to connect and support their movement. - perform the warm-up without help from the teacher - communicate the importance of warming up - identify and perform basic ballet movements and vocabulary - name, recognize and discuss ballet pioneers - perform ballet choreography sequences - identify core principles of ballet 	<p>Vocabulary:</p> <p>downward dog, cat/cow, cobra, spinal twist, upward dog, child's pose, plie, releve, tendu, degage, rond de jambe, chasse, arm positions, port de bras, passe, body facings</p> <p>Skills</p> <ul style="list-style-type: none"> - Ballet barre, includes plie, battement tendu, rond de jambe, frappe and grand battement - Center floor adagio combinations designed to enhance balance and line. May include promenade and arabesque - Center floor allegro combinations designed to develop elevation and articulation of the feet. May include changement and jete - Movement patterns designed to develop coordination and directional awareness. May include grand tour jete, pique and pirouette <p>Essential Questions:</p> <ul style="list-style-type: none"> - Why should we warm up? - How do we warm up our bodies for dancing? - What does a proper warm up consist of? - What is proper alignment? - How do we use breath to support and connect our movement? - What are the core principles of ballet? - Who are the influential figures in ballet? - What is the history of ballet? 	<p>Posture Checklist</p> <p>https://www.youtube.com/watch?v=8lC_G1d7Bis</p> <p>https://www.youtube.com/watch?v=9rJoB7V6NCS</p> <p>Legends in Dance - History of ballet (packet)</p>

Grade 6 Cycle Assessment Plan

Formative Assessment

When possible, provide links to specific samples/ documents/ assignments/etc.

- Warm up Skills test - students will be graded on their ability to perform the warm-up correctly
- Peer assessment: Students will use a checklist to assess alignment of one of their classmates
- Performance of barre work and five positions
- Discussion of readings

Summative Assessment

When possible, provide links to specific samples/ documents/ assignments/etc.

- Assessment of all Introductory terms concepts
- Written quiz identifying five ballet positions
- Demonstration of ballet choreography

Grade 7

Introduction to Jazz and World Dance

Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples When possible, provide links to specific samples/ documents/ assignments etc.
<p>1.1.8.A.3 - Examine how dance compositions are influenced by various social themes and arts media</p> <p>1.1.8.A.4 - Integrate a variety of isolated and coordinated movements in dance compositions and performances, making use of all major muscle groups, proper body mechanics, body patterning, balance, and range of motion</p> <p>1.2.8.A.2 - Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures</p> <p>1.2.8.A.3 - Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts</p> <p>1.3.8.A.1 - Incorporate a broad range of dynamics and movement qualities in planned and improvised solo and group works by manipulating aspects of time, space, and energy</p> <p>1.4.8.A.1 - Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art</p> <p>1.4.8.A.3 - Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras</p>	<p>Student Learning Outcomes/Objectives (SLO):</p> <ul style="list-style-type: none"> - identify and perform basic Jazz movements - name, recognize and discuss Jazz legends - perform Jazz choreography - identify core principles of Jazz dance - discuss the history and purpose of the selected world dances - demonstrate basic dance steps from the selected world dances - observe and discuss video footage of selected world dances - compare and contrast movement from the dances of at least two different cultures 	<p>Vocabulary: pile, releve, tendu, chasse, passe, grapevine, cross touch, jazz hands, ball change, point, flex, isolation</p> <p>Jazz Legends: Luigi, Jerome Robbins, Chita Rivera, Bob Fosse, Gwen Verdon, Frank Hatchet</p> <p>Skills</p> <ul style="list-style-type: none"> - Basic jazz positions - Basic steps of world dances, may include two-step, schottische, polka, and promenade - Dances from Asia, Africa, Europe, North America, and South America <p>Essential Questions:</p> <ul style="list-style-type: none"> - What are some similarities and differences between two world dances? - What observations can we make about various world dances? - What are the cultural influences and purposes related to the world dance? 	<p>https://hobbylark.com/performing-arts/Luigi-Jazz-dance</p> <p>https://dance.lovetoknow.com/History_of_Jazz_Dance</p> <p>https://dancingwithclass.org/programs/world-dance/</p> <p>https://www.youtube.com/channel/UCnTyfMoZmjS4tdS9gzNWPg</p> <p>Legends in Dance - History of American Jazz Dance (packet)</p>

Grade 7 Cycle Assessment Plan

Formative Assessment

When possible, provide links to specific samples/ documents/ assignments/etc.

- Memorization and performance of jazz warm-up
- Responses to readings
- Participation in class discussion of video footage
- World dance research assignment

Summative Assessment

When possible, provide links to specific samples/ documents/ assignments/etc.

- Demonstration of completed jazz routine
- Quiz on vocabulary and types of world dances
- Demonstration and performance of world dance choreography

Grade 8

Introduction to Tap and Hip-Hop

Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples When possible, provide links to specific samples/ documents/ assignments/etc.
<p>1.1.8.A.3 - Examine how dance compositions are influenced by various social themes and arts media</p> <p>1.1.8.A.4 - Integrate a variety of isolated and coordinated movements in dance compositions and performances, making use of all major muscle groups, proper body mechanics, body patterning, balance, and range of motion</p> <p>1.2.8.A.2 - Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures</p> <p>1.2.8.A.3 - Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts</p> <p>1.3.8.A.1 - Incorporate a broad range of dynamics and movement qualities in planned and improvised solo and group works by manipulating aspects of time, space, and energy</p> <p>1.4.8.A.1 - Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art</p> <p>1.4.8.A.3 - Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras</p>	<p>Student Learning Outcomes/Objectives (SLO):</p> <ul style="list-style-type: none"> - identify and perform basic Tap vocabulary and dance steps - name, recognize figures of Tap - perform Tap choreography - identify core principles of Tap - explain the characteristics of the hip-hop genre - demonstrate popular hip-hop moves - create and perform a choreographed dance 	<p>Vocabulary: (Tap) marches, heel slaps, flap, shuffle, stomp, Suzy Q, step ball change, Irish, Waltz Clog, hope and jump, strike, step chug, step brush, strut, time step, heel tap, paddle, roll, cramproll, crawl, rhythm, syncopation</p> <p>(Hip Hop) breaking, locking, party, popping, rocking, b-boy, b-girl, uprocking, chair freeze, grapevine, hip flicks, shoulder isolations, slide, 8-count, walk across, canon</p> <p>Tap Legends: Bil "Bojangles" Robinson, Henry "Juba" Lane, Nicholas Brothers, Fred Astaire, Gene Kelly, Charles "Honi" Coles, Eleanor Powell, Gregory Hines</p> <p>Hip-Hop Legends: DJ Cool Herc, Rock Steady Crew, Grandmaster Flash, Boogaloo Sam, MC Hammer, Don Campbell</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> - What are the core principles of Tap dance? - Who are the historical figures in Tap dance? - What is the history of Tap dance? 	<p>https://www.youtube.com/watch?v=WkD60wab3n4</p> <p>https://www.youtube.com/watch?v=wtHvetGnOdM</p> <p>https://www.youtube.com/watch?v=tjmpl8gktOY</p> <p>https://www.youtube.com/watch?v=0-2kUSSzKwi&t=261s</p> <p>https://www.youtube.com/watch?v=_RbEBR0a_TY&t=3s</p> <p>https://www.youtube.com/watch?v=_UmaFTEIZ84</p> <p>Legends in Dance - History of American Tap Dance (packet)</p> <p>https://www.youtube.com/watch?v=y_uw_rSA2Q</p> <p>https://www.youtube.com/watch?v=wwVUKBdkkd8&feature=youtu.be</p> <p>Legends in Dance - History of American Hip-Hop (packet)</p>

Grade 8 Cycle Assessment Plan

Formative Assessment

When possible, provide links to specific samples/ documents/ assignments/etc.

- Responses to readings/video footage
- Presentation and accuracy of student-created Tap phrase
- Students will choreograph various 8-counts using learned Hip-Hop steps

Summative Assessment

When possible, provide links to specific samples/ documents/ assignments/etc.

- Demonstration of completed tap routine
- Performance of completed hip-hop routine
- Written quizzes on the history and prominent figures elements in Tap and Hip-Hop

9-12 Curriculum Units/Pacing Guide Introduction to Dance Styles and Technique (half year course)

Unit # / Title	Number of Days
Unit 1: Knowing Your Instrument	Approx. 20
Unit 2: Beginning Ballet	Approx. 20
Unit 3: Beginner Jazz	Approx. 20
Unit 4: Beginner Theatre Dance	Approx. 20

Unit Standards Overview		
Overview	Standards	Unit Skills Focus
Unit 1 Knowing Your Instrument	1.3 Performing <ul style="list-style-type: none"> - 1.3.5.A.4 - 1.3.5.A.5 - 1.3.12.A.3 1.4 Aesthetic Responses and Critique Methodologies <ul style="list-style-type: none"> - 1.4.5.B.4 - 1.4.5.B.1 	VI. Purpose of warming up VII. Learn warm-up routine VIII. Basic dance vocabulary IX. Connection of breath to movement X. Basic Laban vocabulary
Suggested Resources <i>Provide links to specific resources/activities</i>	McCutchen, B.P. (2006). <i>Teaching Dance as Art in Education</i> . Champaign, IL: Human Kinetics.	
Unit 2 Beginning Ballet	1.1 Creative Process <ul style="list-style-type: none"> - 1.1.8.A.4 - 1.1.12.A.2 - 1.1.12.A.4 1.2 History of the Arts and Culture <ul style="list-style-type: none"> - 1.2.12.A.1 1.3 Performing <ul style="list-style-type: none"> - 1.3.5.A.4 - 1.3.5.A.5 - 1.3.12.A.3 	V. Beginning ballet dance vocabulary and technique VI. Body conditioning and strengthening VII. History of ballet schools/genres VIII. Choreographic exercises in ballet technique
Suggested Resources <i>Provide links to specific resources/activities</i>	The Nutcracker footage <ul style="list-style-type: none"> - https://www.youtube.com/watch?v=ZkjFEq1tqHw - https://www.youtube.com/watch?v=2DIL3p98eJE 	

	<p>- https://www.youtube.com/watch?v=jGyH3mBodgg</p> <p>Jacob's Pillow Dance Interactive</p> <p>- https://danceinteractive.jacobspillow.org/themes-essays/what-is-dance/ballet-is-it-or-isnt-it/</p> <p>Richardson, D. and Parkinson, G. (n.d.) American Ballet Theatre Ballet Dictionary. Retrieved from http://www.abt.org/education/dictionary/index.html Scheff, H.</p>
<p>Unit 3 Beginner Jazz</p>	<p>1.1 Creative Process</p> <ul style="list-style-type: none"> - 1.1.8.A.4 - 1.1.12.A.2 - 1.1.12.A.4 <p>1.2 History of the Arts and Culture</p> <ul style="list-style-type: none"> - 1.2.12.A.1 <p>1.3 Performing</p> <ul style="list-style-type: none"> - 1.3.5.A.4 - 1.3.5.A.5 - 1.3.12.A.3 <p>VI. Beginner jazz dance vocabulary and technique</p> <p>VII. Similarities and differences between jazz and ballet dance steps</p> <p>VIII. History of jazz dance technique</p> <p>IX. Body conditioning and strengthening</p> <p>X. Historical jazz dance works</p> <p>XI. Choreographic exercises/choreography in jazz dance technique</p>
<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<p>Kraines, M.G. and Proyor, E. (1983). <i>Jump into Jazz</i>. New York: McGraw Hill</p> <p>Various video examples</p> <ul style="list-style-type: none"> - https://www.youtube.com/watch?v=AE8Kd74KbgE - https://www.youtube.com/watch?v=qQeB7mH1FOw - https://www.youtube.com/watch?v=hWZgpCismVU - https://www.youtube.com/watch?v=W1xsNfvp0Eg
<p>Unit 4 Beginner Theatre Dance</p>	<p>1.2 History of the Arts and Culture</p> <ul style="list-style-type: none"> - 1.2.12.A.1 <p>1.3 Performing</p> <ul style="list-style-type: none"> - 1.3.12.A.2 - 1.3.12.A.3 <p>1.4 Aesthetic Responses and Critique Methodologies</p> <ul style="list-style-type: none"> - 1.4.5.B.1 - 1.4.12.A.1 <p>I. Beginner musical theatre dance vocabulary and technique</p> <p>II. History of Broadway/dance in musical theatre - 1920s to 1940s</p> <p>III. Body conditioning and strengthening</p> <p>IV. Learn basic/original steps from a chosen musical (1920s - 1940s)</p> <p>V. Observation and analysis of video footage/discuss historical influences</p>
<p>Suggested Resources <i>Provide links to specific resources/activities</i></p>	<p>Kenrick, John. <i>Musical Theatre: A History</i>. New York: Continuum, 2008. Print</p> <p>https://www.nyfa.edu/student-resources/the-best-broadway-shows-from-the-1940s/</p>

Curricular Units

Unit 1: Knowing Your Instrument

Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples When possible, provide links to specific samples/ documents/ assignments/etc.
<p>1.3.12.A.3: Demonstrate dance artistry with technical proficiency, musicality, stylistic nuance, clarity of choreographic intent, and efficiency of movement through the application of proper body mechanics.</p> <p>1.3.5.A.5: Perform basic sequences of movement from different styles or traditions accurately, demonstrating proper alignment, balance, initiation of movement, and direction of focus.</p> <p>1.3.5.A.4: Demonstrate developmentally appropriate kinesthetic awareness of basic anatomical principles, using flexibility, balance, strength, focus, concentration, and coordination.</p> <p>1.4.5.B.4: Define technical proficiency, using elements of the arts and principles of design.</p> <p>1.4.5.B.1: Assess the application of the elements of arts and principles of design in dance using observable, objective criteria</p>	<p>Student Learning Outcomes/Objectives (SLO):</p> <ul style="list-style-type: none"> - demonstrate a foundational awareness of proper alignment, use of breath, and body awareness by establishing healthy and safe routines in the dance class. - demonstrate correct alignment, awareness of using breath to connect and support their movement. - perform the warm-up without help from the teacher - communicate the importance of warming up - perform basic steps individually and in a combination with proper technique 	<p>Basic Vocabulary: plie, tendue, positions of the feet, parallel, turnout, chasse, pivot, degage, roll down, flatback, pointe, flex, flatback, ball-change, first and second position, vertebrae, core, pelvis, straddle</p> <p>Yoga Vocabulary: downward dog, cat/cow, cobra, spinal twist, upward dog, child's pose</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> - Why should we warm up? - How do we warm up our bodies for dancing? - What does a proper warm up consist of? - What is proper alignment? - How do we use breath to support and connect our movement? 	<p><u>Posture Checklist</u> https://www.youtube.com/watch?v=8C_G1d7Bis</p>

Unit 1 Assessment Plan

Formative Assessment

When possible, provide links to specific samples/ documents/ assignments/etc.

Warm up Skills test - students will be graded on their ability to perform the warm-up correctly
Peer assessment: Students will use a checklist to assess alignment of one of their classmates

Summative Assessment

When possible, provide links to specific samples/ documents/ assignments/etc.

Assessment of all Unit 1 terms and basic concepts

Unit 2: Beginning Ballet

Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples When possible, provide links to specific samples/ documents/ assignments/etc.
<p>1.1.8.A.4 - Integrate a variety of isolated and coordinated movements in dance compositions and performances, making use of all major muscle groups, proper body mechanics, body patterning, balance, and range of motion</p> <p>1.1.12.A.2 - Categorize the elements, principles, and choreographic structures of dance masterworks</p> <p>1.1.12.A.4 - Synthesize knowledge of anatomical principles related to body alignment, body patterning, balance, strength, and coordination in composition and performances</p> <p>1.2.12.A.1 - Determine how dance, music, theatre, and visual art have influenced world cultures throughout history</p> <p>1.3.12.A.3: Demonstrate dance artistry with technical proficiency, musicality, stylistic nuance, clarity of choreographic intent, and efficiency of movement through the application of proper body mechanics.</p> <p>1.3.5.A.4: Demonstrate developmentally appropriate kinesthetic awareness of basic anatomical principles, using flexibility, balance, strength, focus, concentration, and coordination.</p> <p>1.3.5.A.5: Perform basic sequences of movement from different styles or traditions accurately, demonstrating proper alignment, balance, initiation of movement, and direction of focus.</p>	<p>Student Learning Outcomes/Objectives (SLO):</p> <ul style="list-style-type: none"> - demonstrate the foundational principles and vocabulary in ballet technique and understand the history of ballet. - identify and perform beginner ballet technique and vocabulary. - recognize and discuss ballet legends - perform foundational ballet movements in sequence 	<p>Vocabulary: ballet positions of the feet, plie, releve, tendu, degage, rond de jambe, chasse, arm positions, port de bras, passe, body facings</p> <p>Ballet Legends: Balanchine, Peter Martins, The Nutcracker, New York City Ballet</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> - What are the foundational principles of ballet? - Who are the historical and iconic influences in ballet? 	<p>The Nutcracker</p> <ul style="list-style-type: none"> - https://www.youtube.com/watch?v=ZkjFEq1tqHw - https://www.youtube.com/watch?v=2DiL3p98eJE - https://www.youtube.com/watch?v=iGyH3mBodgg

Unit 2 Assessment Plan

Formative Assessment

When possible, provide links to specific samples/ documents/ assignments/etc.

- Performance of barre work and five positions
- Written quiz to identify five foundational positions
- Demonstration of ballet sequences

Summative Assessment

When possible, provide links to specific samples/ documents/ assignments/etc.

- Response to video footage of ballet repertoire (The Nutcracker)
 - i. <https://www.youtube.com/watch?v=ZkjFEq1tqHw>
 - ii. <https://www.youtube.com/watch?v=2DiL3p98ejE>
 - iii. <https://www.youtube.com/watch?v=jGyH3mBodqg>

Unit 3: Beginner Jazz			
Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples When possible, provide links to specific samples/ documents/ assignments/etc.
<p>1.1.8.A.4 - Integrate a variety of isolated and coordinated movements in dance compositions and performances, making use of all major muscle groups, proper body mechanics, body patterning, balance, and range of motion</p> <p>1.1.12.A.2 - Categorize the elements, principles, and choreographic structures of dance masterworks</p> <p>1.1.12.A.4 - Synthesize knowledge of anatomical principles related to body alignment, body patterning, balance, strength, and coordination in composition and performances</p> <p>1.2.12.A.1 - Determine how dance, music, theatre, and visual art have influenced world cultures throughout history</p> <p>1.3.12.A.3: Demonstrate dance artistry with technical proficiency, musicality, stylistic nuance, clarity of choreographic intent, and efficiency of movement through the application of proper body mechanics.</p> <p>1.3.5.A.5: Perform basic sequences of movement from different styles or traditions accurately, demonstrating proper alignment, balance, initiation of movement, and direction of focus.</p> <p>1.3.5.A.4: Demonstrate developmentally appropriate kinesthetic awareness of basic anatomical principles, using flexibility, balance, strength, focus, concentration, and coordination.</p>	<p>Student Learning Outcomes/Objectives (SLO):</p> <ul style="list-style-type: none"> - demonstrate the foundational principles and vocabulary in beginner jazz dance technique and identify the history of Jazz dance - identify and perform basic Jazz steps - identify the differences and similarities between ballet and jazz technique - name and recognize jazz masters - perform basic jazz sequences and choreography 	<p>Basic positions: parallel 1st, parallel 2nd, turned out 1st, turned out 2nd</p> <p>Vocabulary: plie, releve, chasse, passe, grapevine, cross touch, jazz walks, jazz hands, ball-change, point, flex, isolations, step touch</p> <p>Jazz Legends: Luigi, Jerome Robbins, Matt Mattox, Frank Hatchet</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> - What are the foundational principles of Jazz dance? - Who are the jazz dance masters and legends? 	<ul style="list-style-type: none"> - https://www.youtube.com/watch?v=AE8Kd74KbqE - https://www.youtube.com/watch?v=qQeB7mH1FOw - https://www.youtube.com/watch?v=hWZgpCjismVU - https://www.youtube.com/watch?v=W1xsNfvp0Eg

Unit 3 Assessment Plan

Formative Assessment

When possible, provide links to specific samples/ documents/ assignments/etc.

- Memorization and demonstration of jazz warm-up
- Responses to video footage and readings

Summative Assessment

When possible, provide links to specific samples/ documents/ assignments/etc.

- Performance of jazz choreography sequences

Unit 4: Beginner Theatre Dance			
Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples When possible, provide links to specific samples/ documents/ assignments/etc.
<p>1.2.12.A.1 - Determine how dance, music, theatre, and visual art have influenced world cultures throughout history</p> <p>1.3.12.A.2 - Create theme-based solo and ensemble dances that have unity of form and content, conceptual coherence, and aesthetic unity</p> <p>1.3.12.A.3 - Demonstrate dance artistry with technical proficiency, musicality, stylistic nuance, clarity of choreographic intent, and efficiency of movement through the application of proper body mechanics.</p> <p>1.4.5.B.1 - Assess the application of the elements of arts and principles of design in dance using observable, objective criteria</p> <p>1.4.12.A.1 - Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art</p>	<p>Student Learning Outcomes/Objectives (SLO):</p> <ul style="list-style-type: none"> - demonstrate foundational principles, vocabulary, and dance skills in beginner Musical Theatre dance - apply their understanding to the analysis of repertory works from the 1920s-1940s - identify and perform basic musical theatre dance steps - perform dance steps particular to the style - perform introductory musical theatre dance choreography and sequences - observe and analyze video footage of original Broadway choreography - discuss cultural and historical influences on the dance style 	<p>Content Focus: Dance steps, movement principles, and selected dance figures and repertory pieces in the 1920's - 1940's style</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> - What are the foundational principles of musical theatre dance? - What other styles of dance are demonstrated in musical theatre dance? 	<p>https://www.nyfa.edu/student-resources/the-best-broadway-shows-from-the-1940s/</p>

Unit 4 Assessment Plan

Formative Assessment

When possible, provide links to specific samples/ documents/ assignments/etc.

- Demonstration and memorization of theatre dance warm-up and across floor combination
- Written analysis of two original pieces of choreography seen in class

Summative Assessment

When possible, provide links to specific samples/ documents/ assignments/etc.

- performed vocabulary test

9-12 Curriculum Units/Pacing Guide Intermediate Dance (half year course)

Unit # / Title	Number of Days
Unit 1: Reviewing Basic Dance Principles	Approx. 20
Unit 2: Intermediate Ballet	Approx. 20
Unit 3: Intermediate Jazz	Approx. 20
Unit 4: Intermediate Theatre Dance	Approx. 20

Unit Standards Overview		
Overview	Standards	Unit Skills Focus
Unit 1 Reviewing Basic Dance Principles	1.3 Performance 1.4 Aesthetic Responses	I. Warm-up routine II. Review basic dance vocabulary III. Intermediate dance strength and conditioning IV. Locomotor dance progressions through Laban movement vocabulary
Suggested Resources <i>Provide links to specific resources/activities</i>	McCutchen, B.P. (2006). <i>Teaching Dance as Art in Education</i> . Champaign, IL: Human Kinetics.	
Unit 2 Intermediate Ballet	1.1 Creative Process 1.2 History of the Arts and Culture 1.3 Performance 1.4 Aesthetic Responses	I. Intermediate steps and vocabulary II. Choreographic exercises III. Learn a ballet work IV. Observation and analysis of video footage
Suggested Resources <i>Provide links to specific resources/activities</i>	Richardson, D. and Parkinson, G. (n.d.) American Ballet Theatre Ballet Dictionary. Retrieved from http://www.abt.org/education/dictionary/index.html Scheff, H. Video Resources - https://www.youtube.com/watch?v=KYFGUKowBNc - https://www.youtube.com/watch?v=8xjuwzb7Olg - https://www.youtube.com/watch?v=suB23m9nRcg	

	<p>- https://www.youtube.com/watch?v=eoCHwYkBJIM</p> <p>1.1 Creative Process</p> <ul style="list-style-type: none"> - 1.1.1.8.A.4 - 1.1.12.A.2 - 1.1.12.A.4 <p>1.2 History of the Arts and Culture</p> <ul style="list-style-type: none"> - 1.2.12.A.1 <p>1.3 Performing</p> <ul style="list-style-type: none"> - 1.3.5.A.4 - 1.3.5.A.5 - 1.3.12.A.3 	<p>I. Intermediate vocabulary and technique</p> <p>II. Intermediate choreographic exercises</p> <p>III. Jazz dance legends</p> <p>IV. Learn master work from chosen style of jazz</p>
<p>Suggested Resources Provide links to specific resources/activities</p>	<p>Performance of jazz choreography sequences. Kraines, M.G. and Proyor, E. (1983). <i>Jump into Jazz</i>. New York: McGraw Hill</p> <p>Beddow, Margery. <i>Bob Fosse's Broadway</i>. Portsmouth, NH: Heinemann, 1996. Print.</p>	
<p>Unit 4 Intermediate Theatre Dance</p>	<p>1.2 History of the Arts and Culture</p> <ul style="list-style-type: none"> - 1.2.12.A.1 <p>1.3 Performing</p> <ul style="list-style-type: none"> - 1.3.12.A.2 - 1.3.12.A.3 <p>1.4 Aesthetic Responses and Critique Methodologies</p> <ul style="list-style-type: none"> - 1.4.5.B.1 - 1.4.12.A.1 	<p>I. Intermediate steps and vocabulary</p> <p>II. Choreographic exercises</p> <p>III. Learn a ballet work</p> <p>IV. Observation and analysis of video footage</p>
<p>Suggested Resources Provide links to specific resources/activities</p>	<p>Kenrick, John. <i>Musical Theatre: A History</i>. New York: Continuum, 2008. Print</p> <p>Carter, David, and Brooks McNamara. <i>Gower Champion Dance and American Musical Theatre</i>. Westport, Conn.: Greenwood, 1999. Print</p>	

Unit 1 : Reviewing Basic Dance Class Principles

Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples When possible, provide links to specific samples/ documents/ assignments/etc.
<p>1.3.12.A.3: Demonstrate dance artistry with technical proficiency, musicality, stylistic nuance, clarity of choreographic intent, and efficiency of movement through the application of proper body mechanics.</p> <p>1.3.5.A.5: Perform basic sequences of movement from different styles or traditions accurately, demonstrating proper alignment, balance, initiation of movement, and direction of focus.</p> <p>1.3.5.A.4: Demonstrate developmentally appropriate kinesthetic awareness of basic anatomical principles, using flexibility, balance, strength, focus, concentration, and coordination.</p> <p>1.4.5.B.4: Define technical proficiency, using elements of the arts and principles of design.</p> <p>1.4.5.B.1: Assess the application of the elements of arts and principles of design in dance using observable, objective criteria</p>	<p>Student Learning Outcomes/Objectives (SLO):</p> <ul style="list-style-type: none"> - renew their foundational awareness of proper alignment, proprioception, and mind-body connection - develop a strong, fundamental use of breath and body awareness by re-establishing healthy and safe routines in the dance class - identify basic anatomical components of the core - demonstrate correct alignment and increased core strength, and awareness of using breath to connect and support movement - identify their major joints and demonstrate range of motion - perform the warm-up taking turns as the warm-up leader without aid from the teacher - identify and perform locomotor progressions through Laban movement vocabulary 	<p>Laban Movement Vocabulary: body, space, dynamics (energy), relationships</p> <p>Yoga/Pilates Vocabulary: Warrior 1/2/3, sun salutation, pigeon pose, triangle pose, chaturanga, chair pose, V-up, hollow body, hundreds</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> - How does strengthening the core benefit a dancer? - How do we use breath to connect our movements? - What is Laban movement vocabulary? 	<p>https://www.verywellfit.com/essential-yoga-poses-for-beginners-3566747</p> <p>https://www.whyiexercise.com/pilates-sample-exercises.html</p>

Unit 1 Assessment Plan

Formative Assessment

When possible, provide links to specific samples/ documents/ assignments/etc.

- Warm up skills test: students will be graded on ability to lead the warm-up correctly with minimal help from the teacher
- Peer assessment: students will use checklist to assess the engagement of core/use of breath during pilates exercises

Summative Assessment

When possible, provide links to specific samples/ documents/ assignments/etc.

- Quiz: basic Laban movement vocabulary definitions and identification
- Self reflection:
 - Which exercises do you feel that you understand and perform well?
 - Which exercises do you need to improve upon?
 - What do you find challenging about these exercises?
 - What have you noticed in your ability to perform the strengthening exercises?

Unit 2: Intermediate Ballet

Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples When possible, provide links to specific samples/ documents/ assignments/etc.
<p>1.3.12.A.3: Demonstrate dance artistry with technical proficiency, musicality, stylistic nuance, clarity of choreographic intent, and efficiency of movement through the application of proper body mechanics.</p> <p>1.3.5.A.5: Perform basic sequences of movement from different styles or traditions accurately, demonstrating proper alignment, balance, initiation of movement, and direction of focus.</p> <p>1.3.5.A.4: Demonstrate developmentally appropriate kinesthetic awareness of basic anatomical principles, using flexibility, balance, strength, focus, concentration, and coordination.</p> <p>1.4.5.B.4: Define technical proficiency, using elements of the arts and principles of design.</p> <p>1.4.5.B.1: Assess the application of the elements of arts and principles of design in dance using observable, objective criteria</p>	<p>Student Learning Outcomes/Objectives (SLO):</p> <ul style="list-style-type: none"> - demonstrate knowledge of skills and vocabulary of intermediate ballet technique - compare the classical and contemporary ballet styles - identify and perform intermediate ballet vocabulary steps individually and in sequence - identify and compare the characteristics of ballet genres - choreograph short phrases using intermediate ballet terms - perform an intermediate ballet piece 	<p>Vocabulary: plie, tendu, releve, degage, battement, rond de jambe, coupe, passe, pirouette, developpe, chane, pique, balance, attitude, arabesque, fondu, changement, glissade, saute, assemble, fete, pas de bouree, pas de chat, tombe, allegro, adagio</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> - What is the difference between classical and contemporary ballet genres? - How has ballet progressed? - How do we perform ballet movements with proper technique and precision? 	<p>https://www.verywellfit.com/essential-yoga-poses-for-beginners-3566747</p> <p>https://www.whyiexercise.com/pilates-sample-exercises.html</p> <p>https://www.abt.org/explore/learn/ballet-dictionary/</p>

Unit 2 Assessment Plan

Formative Assessment

When possible, provide links to specific samples/ documents/ assignments/etc.

- Ballet skills test (barre, adagio (center), across the floor)
- Discussion of video footage

Summative Assessment

When possible, provide links to specific samples/ documents/ assignments/etc.

- Performance of teacher created choreography
- Student created choreography

Unit 3: Intermediate Jazz

Content Standards	Critical Knowledge & Skills (“Unpacked” Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples When possible, provide links to specific samples/ documents/ assignments/etc.
<p>1.3.12.A.3: Demonstrate dance artistry with technical proficiency, musicality, stylistic nuance, clarity of choreographic intent, and efficiency of movement through the application of proper body mechanics.</p> <p>1.3.5.A.5: Perform basic sequences of movement from different styles or traditions accurately, demonstrating proper alignment, balance, initiation of movement, and direction of focus.</p> <p>1.3.5.A.4: Demonstrate developmentally appropriate kinesthetic awareness of basic anatomical principles, using flexibility, balance, strength, focus, concentration, and coordination.</p> <p>1.4.5.B.4: Define technical proficiency, using elements of the arts and principles of design.</p> <p>1.4.5.B.1: Assess the application of the elements of arts and principles of design in dance using observable, objective criteria</p>	<p>Student Learning Outcomes/Objectives (SLO):</p> <ul style="list-style-type: none"> - develop kinesthetic knowledge of intermediate jazz dance technique - demonstrate intermediate jazz dance vocabulary and technique through performance and analysis of style - identify and explain intermediate technique vocabulary - perform intermediate choreographic sequences and master work from chosen style of jazz - recognize and discuss jazz dance legends 	<p>Intermediate Jazz Positions: parallel 1st, parallel 2nd, turned out 1st, turned out 2nd, turned out 4th position lunge</p> <p>Vocabulary: pile, releve, chasse, passe, drag stef, pencil turn, jazz runs, pirouette, switch leap, isolations, ball-change variety (kick-ball change), jazz pas de bourre, hitch kick</p> <p>Jazz Legends: Chita Rivera, Bob Fosse, Gwen Verdon</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> - What are the intermediate technique terms in jazz dance - Who are some jazz dance masters and icons? 	<p>https://www.youtube.com/watch?v=ZuPKwCYxKLU</p> <p>https://www.broadwaybox.com/daily-scoop/12-essential-bob-fosse-gwen-verdon-videos-to-see-before-fosseverdon/</p>

Unit 3 Assessment Plan

Formative Assessment

When possible, provide links to specific samples/ documents/ assignments/etc.

- Memorization and demonstration of intermediate jazz warm-up, across-floor, and choreography
- Responses to video footage and readings

Summative Assessment

When possible, provide links to specific samples/ documents/ assignments/etc.

- Performance of jazz choreography sequences

Unit 4: Intermediate Theatre Dance

Content Standards	Critical Knowledge & Skills ("Unpacked" Standards)	Content-Specific Practices (when applicable)	Standard Mastery Examples When possible, provide links to specific samples/ documents/ assignments etc.
<p>1.3.12.A.3: Demonstrate dance artistry with technical proficiency, musicality, stylistic nuance, clarity of choreographic intent, and efficiency of movement through the application of proper body mechanics.</p> <p>1.3.5.A.5: Perform basic sequences of movement from different styles or traditions accurately, demonstrating proper alignment, balance, initiation of movement, and direction of focus.</p> <p>1.3.5.A.4: Demonstrate developmentally appropriate kinesthetic awareness of basic anatomical principles, using flexibility, balance, strength, focus, concentration, and coordination.</p> <p>1.4.5.B.4: Define technical proficiency, using elements of the arts and principles of design.</p> <p>1.4.5.B.1: Assess the application of the elements of arts and principles of design in dance using observable, objective criteria</p>	<p>Student Learning Outcomes/Objectives (SLO):</p> <ul style="list-style-type: none"> - demonstrate intermediate principles, vocabulary, and dance skills - apply their understanding to the analysis of repertory works from the 1950s - 1980s - identify and perform intermediate musical theatre dance steps individually and in combination - observe and analyze video footage of original Broadway choreography - discuss cultural and historical influences on the dance style 	<p>Content Focus: Dance steps, movement principles, and selected dance figures and repertory pieces in the 1950's - 1980's style Applying understanding to analysis of repertory works</p> <p>Essential Questions:</p> <ul style="list-style-type: none"> - What are the characteristics of a musical theatre dance piece? - What other styles of dance are demonstrated in this genre of musical theatre dance? 	<p>http://broadwayscene.com/broadway-scenes-remembered-the-sexual-cynical-styling-of-bob-fosse/</p> <p>https://vimeo.com/119467485</p> <p>https://www.youtube.com/watch?v=p3pAfc75myg</p> <p>https://www.youtube.com/watch?v=AU7dvkRwGlc</p>

Unit 4 Assessment Plan

Formative Assessment

When possible, provide links to specific samples/ documents/ assignments/etc.

- Memorization and demonstration of theatre dance warm-up and across the floor combinations
- Written analysis of two original pieces of choreography seen in class

Summative Assessment

When possible, provide links to specific samples/ documents/ assignments/etc.

- Performed vocabulary test