

Visual & Performing Arts Department

Belleville Board of Education

Dance Studio ~ Course #902

CURRICULUM

GRADES 9 ~ 12

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

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Performing Arts Department

PHILOSOPHY

Today, with the renewed emphasis on the sciences, math and language arts in our schools, with their basis in rationality and objectivity, and the explosion in computer technology, there exists the risk of neglecting the sensory and subjective as experienced through the performing arts. Although science, math and language arts, as with other disciplines, provide the necessary objective means for man to know about themselves and their world, the performing arts are a basic way of knowing about reality through awareness of ourselves and of the world we know largely by feeling. Education in the performing arts is, in essence, a basic education in that they are one of the most basic forms of language, extending powerfully the range of human expression. Students grow in their ability to apprehend their world when they are exposed to the performing arts. As they create in the various acts of disciplines, they learn how to express themselves and how to communicate with others.

The performing arts have both intrinsic and instrumental value, i.e., they have worth in and of themselves and can also be used to achieve a multitude of purposes (e.g., to present issues and ideas, to teach or persuade, to entertain, to design, plan, and beautify, and to provide personal fulfillment, whether in vocational settings, a vocational pursuit, or leisure.)

The performing arts are indispensable to freedom of inquiry and expression. The modes of thinking and the performing arts disciplines can be used to illuminate situations in other disciplines that require creative solutions. Attributes such as self-discipline, the collaborative spirit, and perseverance, which are necessary to the performing arts, can transfer to the rest of life.

Music and Dance are particular art forms in which the aesthetic qualities contained therein give insights into human subjectivity. They provide unique forms of nonverbal symbols through which the noblest thoughts and feelings of human beings have been expressed and can be communicated. Music and Dance are expressive of the life of feeling: their movement symbolizes the movement of feeling alternating between struggle and fulfillment, intensity and release, rise and fall, and movement and repose. It is the function of the program to develop each student's aesthetic sensitivity, i.e., to develop his/her ability to perceive and understand the components by the artist, composer, choreographer, and the interrelationships among them. Once the student perceives and understands the aesthetic qualities of music and dance, he/she is then free to react with feeling to these qualities and their interrelationships.

Music and Dance help us to learn about ourselves, traditions, and our ways of thinking and acting. It also enables the citizens of a multi-cultural society to learn about, understand, and communicate with one another, and share in their traditions and their behavior.

Music and Dance serve a basic need in life and therefore they deserve a place in the school curriculum. Participation in the music or dance program's comprehensive and performance courses benefit the students in the following ways:

- a. It enables all students to develop their musical or dance talent to the highest possible level.
- b. It reveals to all students the richness and breadth of our musical and dance heritage.
- c. It also facilitates the preservation and transmission of that heritage.
- d. It provides all students with the opportunity to develop resources for a rewarding personal life and for positive social interaction and worthy use of leisure time.
- e. It provides a means for the development of self-confidence, self-esteem, and cooperative perseverance.
- f. It provides a focus for disciplined effort.
- g. It enables all students to cultivate their imaginative potential and enriches their lives through self-expression and response to the expression of others through the creative process.
- h. It enlivens the spirit of the students and the school as a whole.

Experiences in the programs are designed to develop in all pupils' music/dance appreciation, knowledge and skills which commensurate with their needs and abilities. The curriculum provides a variety of activities and opportunities for all students to develop their talents as intelligent listeners, skillful creators, and as participants in vocal, instrumental and dance performing groups. Provision is also made to identify talented students through small ensemble performing groups, solo experiences and creative music and dance courses.

The high school's philosophy and goals emphasize the education of the total individual through a diversified program which 1. exposes the students to a vast body of knowledge, 2. provides the students with the opportunity for skill development, 3. encourages critical thinking and 4. fosters the development of all phases of their potential. The performing arts department philosophies, goals, objectives and overall program comply with these philosophies and goals.

GOALS

1. To develop each student's esthetic sensitivity and ability to perceive music and dance's expressive qualities.
2. To cultivate good taste and intelligent discrimination.
3. To develop an appreciation for all types of media of music or dance and musical or dance expression.
4. To expose the students to various careers in music and dance.
5. To afford a means of recreation, pleasure and worthy use of leisure time.
6. To develop the personal character traits of self-confidence, self-reliance, leadership, poise and dependability.
7. To afford the student the opportunity to enjoy music or dance through active participation.
8. To develop the facility and independence to express oneself through music or dance.
9. To acquire the necessary skills and knowledge to become perceptive listeners.
10. To expose the students to a wide range of music or dance representative of a variety of styles, media and cultures through performance and comprehensive study.

The NJASCD Common Core Standards Curriculum Project
Curriculum Design Components

Content Area:	Dance Studio	Grade(s)	9-12
Unit Plan Title:	Ballet (Intermediate/Advanced)		
Anchor Standard Visual & Performing Arts			
<ul style="list-style-type: none"> • The various styles of Ballet • The musicality of Ballet • The characteristics that distinguish Ballet from other dance forms • The correct arrangement of exercises in a typical Ballet Class • The proper language, vocabulary, and terminology that is used in Ballet • The positions of the body, feet, legs, arms, hands, torso, center, chest, sternum, and head • Proper barre and center techniques: alignment, balance, stretch, turn-out, port de bras, epaulment, extension, flexibility, endurance, foot/leg work, and reverence. 			
Overview/Rationale			
Students will demonstrate core principles and vocabulary in the Ballet technique and identify and discuss the history and context of Ballet.			
Standard(s) NJCCCS:			
<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 compositions 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.1 Integrate and recombine movement vocabulary drawn from a variety of dance genres, using improvisation as a choreographic tool to create solo and ensemble compositions.</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>1.4.12.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>1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.</p> <p>1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p>			

1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

Technology Standard(s)

- 9.1.12.E.1** Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.
- 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.
- 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.
- 9.4.12.C.(4).9** Compare and contrast the roles of playwrights, actors, and others involved in the production and presentation of theatrical performances to build a perspective regarding individual roles involved in the pathway.
- 9.4.12.C.(4).10** Summarize and explain commercial aspects of the dramatic arts to demonstrate knowledge of the external and internal influences on the pathway.
- 9.4.12.C.(4).3** Demonstrate basic dance movement and analyze basic skills needed for performing to build an understanding of career demands in the pathway.
- 9.4.12.C.(4).4** Demonstrate complex steps and patterns from various dance styles and traditions to convey an understanding of techniques, principles, and processes used in the pathway.
- 9.4.12.C.(4).15** Analyze and explain how specific elements of technical design (e.g., lighting, sound, costumes, make-up, etc.) each contribute to arts performances in order to build a broad understanding of the role of technical design in arts productions.
- 9.4.12.C.(4).16** Research past and present productions and analyze the stage sets, costumes, lighting, and other technical effects that supported various performances in order to build a broad understanding of the role of technical design in arts productions.
- 9.4.12.C.(4).17** Demonstrate how technology may be used to reinforce, enhance, or alter performances to convey a broad understanding of the role of technical design in arts productions.

Interdisciplinary Standard(s)

- 9.1.12.A.1** Apply critical thinking and problem-solving strategies during structured learning experiences
- 9.1.12.B.1** Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
- 9.1.12.C.5** Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.
- 9.1.12.D.1** Interpret spoken and written communication within the appropriate cultural context.
- 9.1.12.F.2** Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.
- 9.2.12.A.1** Analyze the relationship between various careers and personal earning goals.
- 9.2.12.A.2** Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.
- 9.3.12.C.1-10** Career preparation requires purposeful planning based on research, self-knowledge, and informed choices.

Essential Question(s)

- Why is it important to continuously develop and maintain good ballet technique?
- How can proper technique help you in other forms of dance?

Enduring Understandings

- Without technique, there is no freedom in dance.

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i> 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
<input checked="" type="checkbox"/>	Global Awareness	E, T, A	<input checked="" type="checkbox"/> Creativity and Innovation
<input checked="" type="checkbox"/>	Environmental Literacy	E, T	<input checked="" type="checkbox"/> Critical Thinking and Problem Solving
<input checked="" type="checkbox"/>	Health Literacy	E, T, A	<input checked="" type="checkbox"/> Communication
<input checked="" type="checkbox"/>	Civic Literacy	E, T	<input checked="" type="checkbox"/> Collaboration
<input type="checkbox"/>	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives

- Identify and differentiate between Romantic, Classical, Contemporary and Lyrical styles of Ballet.
- Identify and integrate specific musicality that is used in Ballet dance: adagio (slow and sustained), petite allegro (small and brisk), grand allegro (large and strong), triplets, suspension, epaulment, momentum.
- Identify and execute the proper positions of the body; 1st, 2nd, 3rd, 4th, & 5th positions de pied; legs (arabesque) and port de bras (arms).
- Identify and execute proper barre exercises and techniques: plie, releve, tendu, degage, fondu, frappe, coupe, ron de jambe a terre, passé, ron de jambe en l'air, developpe, arabesque, grand battement.
- Identify and execute proper center exercises and techniques: adagio, balance, pirouette, petite allegro, glissade, sissone, assembles, pas de chat, pas de bouree, battements, soutenu turn.
- Identify and execute proper traveling/across the floor exercises and techniques: chaine turns, pique turns, chasse, tour jete, grand jete, sauté arabesque.

Assessments

- Teacher Observation
- Self and peer evaluation
- Videotaping
- Classroom performances of learned material

- Weekly journal
- Creative projects
- Tests/quizzes on vocabulary & terminology
- Dance history and movement theories
- Written/oral critiques of dance performances
- Rubrics for daily class/journals and choreography projects

Teaching and Learning Actions

<i>D</i>	<i>Instructional Strategies</i>	Knowledge of movement theories and terminology Understanding of aesthetic principles Development of memorization skills
<i>D</i>	<i>Activities</i>	Daily participation Skill improvement Ability to function as a cooperative member of a group
<i>D</i>	<i>Experiences</i>	Ability to synthesize knowledge through creative projects and choreography Ability to solve problems Ability to analyze one's own skills in creative thinking
Resources		
<ul style="list-style-type: none"> • <i>Technical Manual and Dictionary of Classical Ballet</i> by Gail Grant • <i>Basic Ballet: The Steps Defined</i> – Joyce Mackie 		
Suggested Time Frame:	All year (September – June)	

D- Indicates differentiation at the Lesson Level.

The NJASCD Common Core Standards Curriculum Project Curriculum Design Components

Content Area:	Dance Studio	Grade(s)	9-12
Unit Plan Title:	Tap (Intermediate/Advanced)		
Anchor Standard Visual & Performing Arts			
<ul style="list-style-type: none"> • Identify and perform basic Tap dance steps • The Characteristics that distinguish Tap from other dance forms • The correct arrangement of exercises in a typical Tap Class • The proper vocabulary and terminology that is used in Tap • Name recognize and discuss historical figures of Tap dance • Perform Tap choreography • Identify core principles of Tap dance 			
Overview/Rationale			
<p>Students will demonstrate core principles and vocabulary in a variety of styles of Tap dance and identify and discuss the history and context of Tap dance.</p>			
Standard(s)			
<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 compositions 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.1 Integrate and recombine movement vocabulary drawn from a variety of dance genres, using improvisation as a choreographic tool to create solo and ensemble compositions.</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>1.4.12.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>1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.</p> <p>1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p>			

1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing and multimedia arts for consumers, creators, and performers around the world.

Technology Standard(s)

9.1.12.E.1 Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.

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.

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.

9.4.12.C.(4).9 Compare and contrast the roles of playwrights, actors, and others involved in the production and presentation of theatrical performances to build a perspective regarding individual roles involved in the pathway.

9.4.12.C.(4).10 Summarize and explain commercial aspects of the dramatic arts to demonstrate knowledge of the external and internal influences on the pathway.

9.4.12.C.(4).3 Demonstrate basic dance movement and analyze basic skills needed for performing to build an understanding of career demands in the pathway.

9.4.12.C.(4).4 Demonstrate complex steps and patterns from various dance styles and traditions to convey an understanding of techniques, principles, and processes used in the pathway.

9.4.12.C.(4).15 Analyze and explain how specific elements of technical design (e.g., lighting, sound, costumes, make-up, etc.) each contribute to arts performances in order to build a broad understanding of the role of technical design in arts productions.

9.4.12.C.(4).16 Research past and present productions and analyze the stage sets, costumes, lighting, and other technical effects that supported various performances in order to build a broad understanding of the role of technical design in arts productions.

9.4.12.C.(4).17 Demonstrate how technology may be used to reinforce, enhance, or alter performances to convey a broad understanding of the role of technical design in arts productions.

Interdisciplinary Standard(s)

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences

9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.

9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

9.2.12.A.1 Analyze the relationship between various careers and personal earning goals.

9.2.12.A.2 Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.

9.3.12.C.1-10 Career preparation requires purposeful planning based on research, self-knowledge, and informed choices.

Essential Question(s)

- Where does Tap dancing have its origins?
- What are the most important elements of Tap dancing?

Enduring Understandings

- A good Tap dancer will have a rhythmical co-ordination of mind and body.

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i> 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
X	Global Awareness	E, T, A	X
X	Environmental Literacy	E, T	X
X	Health Literacy	E, T, A	X
X	Civic Literacy	E, T	X
	Financial, Economic, Business, and Entrepreneurial Literacy		
			X

Student Learning Targets/Objectives

- Identify the various types of Tap dancing styles/routines: Waltz Clog, Military, Soft Shoe, Rhythm Tap, Buck & Wing, Eccentric Tap, Boogie Woogie and Close To the Floor.
- Identify specific musical terms used in Tap dance: Rhythm, Tempo, Timing, Pickup, Tacit, Tag, Upbeat, Stop Time, Introduction, Syncopation & Off-beat.
- Identify and execute proper barre warm-up exercises and techniques: shuffle, step, stamp, stomp, heel drop, chug, ball tap, heel tap, toe tap, brush, jump, hop, leap, lunge, scuff, ball-dig, heel-dig, heel step, toe stand & slam.
- Identify and execute progressive moves across the floor: step, stamp/step/step, step/heel drop, step/toe tap, heel step/ball drop, heel step/ball drop/step, heel step/ball drop/toe tap, flaps traveling forward/backward, flap/heel drop/toe tap, shuffle step, shuffle ball change, jumps/hops/leaps/lunge and turns.
- Identify and execute the proper center floor techniques: single front & back Irish, shuffle leap, back Cincinnati, simple or single buffalo, simple Maxie ford, simple Maxie ford break, cramp rolls, time steps, pas de bouree simple and turning en dehor, balance, side to side Susie Q's, and turns.

Assessments	
<ul style="list-style-type: none"> • Teacher Observation • Self and peer evaluation • Videotaping • Classroom performances of learned material • Weekly journals • Creative projects • Tests/quizzes on vocabulary & terminology • Dance history and movement theories • Written/oral critiques of dance performances • Rubrics for daily class/journals and choreography projects 	
Teaching and Learning Actions	
<i>D</i> Instructional Strategies	Knowledge of movement theories and terminology Understanding of aesthetic principles Development of memorization skills
<i>D</i> Activities	Daily participation Skill improvement Ability to function as a cooperative member of a group
<i>D</i> Experiences	Ability to synthesize knowledge through creative projects and choreography Ability to solve problems Ability to analyze one's own skills in creative thinking
Resources	
<ul style="list-style-type: none"> • <i>Tap Dancing America A Cultural History</i> by Constance Valis Hill • <i>Tap Works A Tap Dictionary and Reference Manual</i>, Second Edition by Beverly Fletcher 	
Suggested Time Frame:	All Year (September – June)

D- Indicates differentiation at the Lesson Level.

The NJASCD Common Core Standards Curriculum Project
Curriculum Design Components

Content Area:	Dance Studio	Grade(s)	9-12
Unit Plan Title:	Jazz (Intermediate/Advanced)		
Anchor Standard Visual & Performing Arts			
<ul style="list-style-type: none"> • The various styles and techniques of Jazz • The musicality of Jazz • The characteristics that distinguish Jazz from other dance forms • The correct arrangement of exercises in a typical Jazz class • The proper vocabulary and terminology that is used in Jazz • The distinction between parallel and turn-out • Proper center and traveling techniques: alignment, balance, stretch, turn-in, extension, flexibility, endurance, stamina, foot/leg work, precision, enthusiasm • Appropriate attire and footwear for class • The proper and sufficient warm-ups before and after a Jazz class 			
Overview/Rationale			
<p>Students will demonstrate core principles and vocabulary in the Jazz technique and identify and discuss the history and context of Jazz dance.</p>			
Standard(s)			
<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 compositions 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.1 Integrate and recombine movement vocabulary drawn from a variety of dance genres, using improvisation as a choreographic tool to create solo and ensemble compositions.</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>1.4.12.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>1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.</p>			

1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing and multimedia arts for consumers, creators, and performers around the world.

Technology Standard(s)

9.1.12.E.1 Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.

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.

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.

9.4.12.C.(4).9 Compare and contrast the roles of playwrights, actors, and others involved in the production and presentation of theatrical performances to build a perspective regarding individual roles involved in the pathway.

9.4.12.C.(4).10 Summarize and explain commercial aspects of the dramatic arts to demonstrate knowledge of the external and internal influences on the pathway.

9.4.12.C.(4).3 Demonstrate basic dance movement and analyze basic skills needed for performing to build an understanding of career demands in the pathway.

9.4.12.C.(4).4 Demonstrate complex steps and patterns from various dance styles and traditions to convey an understanding of techniques, principles, and processes used in the pathway.

9.4.12.C.(4).15 Analyze and explain how specific elements of technical design (e.g., lighting, sound, costumes, make-up, etc.) each contribute to arts performances in order to build a broad understanding of the role of technical design in arts productions.

9.4.12.C.(4).16 Research past and present productions and analyze the stage sets, costumes, lighting, and other technical effects that supported various performances in order to build a broad understanding of the role of technical design in arts productions.

Interdisciplinary Standard(s)

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences

9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.

9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

9.2.12.A.1 Analyze the relationship between various careers and personal earning goals.

9.2.12.A.2 Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.

9.3.12.C.1-10 Career preparation requires purposeful planning based on research, self-knowledge, and informed choices.

9.4.12.C.(4).17 Demonstrate how technology may be used to reinforce, enhance, or alter performances to convey a broad understanding of the role of technical design in arts productions.

Essential Question(s)

- How can you integrate your own personality into someone else's choreography?

Enduring Understandings

- A good Jazz dancer must evoke style and enthusiasm in their movement.

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i> 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
X	Global Awareness	E, T, A	X
X	Environmental Literacy	E, T	X
X	Health Literacy	E, T, A	X
X	Civic Literacy	E, T	X
	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives

- Identify and differentiate the evolution of Jazz dance styles from the past and present. African American vernacular dance, vaudeville, Tap dance, Cakewalk, Charleston, Jitterbug, Swing, Caribbean, Broadway, Musical Theatre, and Music videos.
- Identify and integrate specific musicality that is used in Jazz dance; syncopation, isolation, repetition, improvisation, enthusiasm, groove, swing and funk.
- Identify and execute the proper positions of the body: "Turned-In"/parallel positions of the feet and legs.
- Identify and execute proper center exercises and techniques: isolations of the head, neck, arms and shoulders, plie, tendu, releve, body rolls, point, flex, leg flicks, bent knee jumps, flat back, attitude, hop, jumps in 2nd, pivot, hinges, right/left/center splits.
- Identify and execute proper traveling/across the floor exercises and techniques; chaine turn, passé turn, jazz runs/walks, jazz leaps, switch leaps, jazz kicks, pas de bouree, chasse and layout.

Assessments

- Teacher Observation
- Self and peer evaluation
- Videotaping

- Classroom performances of learned material
- Weekly journals
- Creative projects
- Tests/quizzes on vocabulary & terminology
- Dance history and movement theories
- Written/oral critiques of dance performances
- Rubrics for daily class/journals and choreography projects

Teaching and Learning Actions

<i>D</i> <i>Instructional Strategies</i>	Knowledge of movement theories and terminology Understanding of aesthetic principles Development of memorization skills
<i>D</i> <i>Activities</i>	Daily participation Skill improvement Ability to function as a cooperative member of a group
<i>D</i> <i>Experiences</i>	Ability to synthesize knowledge through creative projects and choreography Ability to solve problems Ability to analyze one's own skills in creative thinking

Resources

- *American Jazz Dance* – Gus Giordano
- *Jazz Dance Class, Beginning-Advanced* – Gus Giordano
- *Frank Hatchett's Jazz Dance* – Frank Hatchett
- *Bob Fosse (Biography)* – A&E video

Suggested Time Frame:	All Year (September – June)
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D- Indicates differentiation at the Lesson Level.

The NJASCD Common Core Standards Curriculum Project
Curriculum Design Components

Content Area:	Dance Studio	Grade(s)	9-12
Unit Plan Title:	Dance History		
Anchor Standard Visual & Performing Arts			
<ul style="list-style-type: none"> • Significant choreographers throughout history and understand their social, political, and historical influence in Dance • Various movement and aesthetic styles of significant artists and artistic works in Dance that represent various historical periods, world cultures, and social/political influences • The relationship of philosophies and values of movement among various individuals and the societies in which they are created • The communication and understanding of movement ideas through the proper use of Dance vocabulary and terminology 			
Overview/Rationale			
<p>Students will demonstrate fluency in communicating concepts using beginning/intermediate dance terminology. Students will provide examples of cultural and historical influences in dance using Dance History. Students will compare and contrast the thematic content and feelings of several dance compositions.</p>			
Standard(s)			
<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 compositions 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.1 Integrate and recombine movement vocabulary drawn from a variety of dance genres, using improvisation as a choreographic tool to create solo and ensemble compositions.</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>1.4.12.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>1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.</p>			

1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing and multimedia arts for consumers, creators, and performers around the world.

Technology Standard(s)

9.1.12.E.1 Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.

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.

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.

9.4.12.C.(4).9 Compare and contrast the roles of playwrights, actors, and others involved in the production and presentation of theatrical performances to build a perspective regarding individual roles involved in the pathway.

9.4.12.C.(4).10 Summarize and explain commercial aspects of the dramatic arts to demonstrate knowledge of the external and internal influences on the pathway.

9.4.12.C.(4).3 Demonstrate basic dance movement and analyze basic skills needed for performing to build an understanding of career demands in the pathway.

9.4.12.C.(4).4 Demonstrate complex steps and patterns from various dance styles and traditions to convey an understanding of techniques, principles, and processes used in the pathway.

9.4.12.C.(4).15 Analyze and explain how specific elements of technical design (e.g., lighting, sound, costumes, make-up, etc.) each contribute to arts performances in order to build a broad understanding of the role of technical design in arts productions.

9.4.12.C.(4).16 Research past and present productions and analyze the stage sets, costumes, lighting, and other technical effects that supported various performances in order to build a broad understanding of the role of technical design in arts productions.

Interdisciplinary Standard(s)

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences

9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.

9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

9.2.12.A.1 Analyze the relationship between various careers and personal earning goals.

9.2.12.A.2 Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.

9.3.12.C.1-10 Career preparation requires purposeful planning based on research, self-knowledge, and informed choices.

9.4.12.C.(4).17 Demonstrate how technology may be used to reinforce, enhance, or alter performances to convey a broad understanding of the role of technical design in arts productions.

Essential Question(s)

- How are forms of Dance influenced by time, place and people?
- How have dancers today been influenced by dancers of the past?

Enduring Understandings

- An intelligent dancer is not only technical but also understands the roots of their art form
- Dance can influence or be influenced by society and the environment

In this unit plan, the following 21st Century themes and skills are addressed.

<i>Check all that apply.</i> 21st Century Themes		<i>Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.</i> 21st Century Skills	
X	Global Awareness	E, T, A	X
X	Environmental Literacy	E, T	X
X	Health Literacy	E, T, A	X
X	Civic Literacy	E, T	X
	Financial, Economic, Business, and Entrepreneurial Literacy		
			X

Student Learning Targets/Objectives

- Experience the styles of significant artists and artistic works in Dance that represent various historical periods, world cultures, and social/political influences.
- Explore and distinguish the origins and history of Ballet, Tap, Jazz, Improvisation, and various Ethnic Dance forms.
- Develop a vocabulary of words and symbols for Dance in various styles of movement.
- Explore and experience the interaction of artists and community cultural resources through performances in and out of school.
- Actively participate in Dance activities representing various historical periods and world cultures.
- Research, create, and produce a comprehensive presentation on a noteworthy choreographer.

Assessments

- Teacher Observation
- Self and peer evaluation
- Videotaping
- Classroom performances of learned material
- Weekly journals
- Creative projects
- Tests/quizzes on vocabulary & terminology
- Dance history and movement theories
- Written/oral critiques of dance performances
- Rubrics for daily class/journals and choreography projects

Teaching and Learning Actions

<i>D</i> <i>Instructional Strategies</i>	Knowledge of movement theories and terminology Understanding of aesthetic principles Development of memorization skills
<i>D</i> <i>Activities</i>	Daily participation Skill improvement Ability to function as a cooperative member of a group
<i>D</i> <i>Experiences</i>	Ability to synthesize knowledge through creative projects and choreography Ability to solve problems Ability to analyze one's own skills in creative thinking

Resources

- *Pre-Classic Dance Forms* – Louis Horst
- *Dance Classics: A Viewer's Guide to the Best Loved Ballets and Modern Dances* – Nancy Reynolds and Susan Reimer-Torn
- *World History of Dance* – Curt Sachs
- *The Dance Through the Ages* – Walter Sorell

Suggested Time Frame:

All Year (September – June)

D- Indicates differentiation at the Lesson Level.

The NJASCD Common Core Standards Curriculum Project Curriculum Design Components

Content Area:	Dance Studio	Grade(s)	9-12
Unit Plan Title:	Anatomy for the Dancer		
Anchor Standard Visual & Performing Arts			
<ul style="list-style-type: none"> • Movement concepts and skills that foster participation in physical activities\ties throughout life • Dance as an avocation: Fitness for life • Dance as a vocation: career choices • Health enhancing personal, interpersonal, and life skills 			
Overview/Rationale			
Students will develop and demonstrate applied principles of anatomy to initiate and insure safe use of the body.			
Standard(s) NJCCCS:			
<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 compositions 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.1 Integrate and recombine movement vocabulary drawn from a variety of dance genres, using improvisation as a choreographic tool to create solo and ensemble compositions.</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>1.4.12.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>1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.</p> <p>1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.</p> <p>1.4.12.B.3 Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.</p>			

Technology Standard(s)

9.1.12.E.1 Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.

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.

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.

9.4.12.C.(4).9 Compare and contrast the roles of playwrights, actors, and others involved in the production and presentation of theatrical performances to build a perspective regarding individual roles involved in the pathway.

9.4.12.C.(4).10 Summarize and explain commercial aspects of the dramatic arts to demonstrate knowledge of the external and internal influences on the pathway.

9.4.12.C.(4).3 Demonstrate basic dance movement and analyze basic skills needed for performing to build an understanding of career demands in the pathway.

9.4.12.C.(4).4 Demonstrate complex steps and patterns from various dance styles and traditions to convey an understanding of techniques, principles, and processes used in the pathway.

9.4.12.C.(4).15 Analyze and explain how specific elements of technical design (e.g., lighting, sound, costumes, make-up, etc.) each contribute to arts performances in order to build a broad understanding of the role of technical design in arts productions.

9.4.12.C.(4).16 Research past and present productions and analyze the stage sets, costumes, lighting, and other technical effects that supported various performances in order to build a broad understanding of the role of technical design in arts productions.

9.4.12.C.(4).17 Demonstrate how technology may be used to reinforce, enhance, or alter performances to convey a broad understanding of the role of technical design in arts productions.

Interdisciplinary Standard(s)

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences

9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.

9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

9.2.12.A.1 Analyze the relationship between various careers and personal earning goals.

9.2.12.A.2 Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.

9.3.12.C.1-10 Career preparation requires purposeful planning based on research, self-knowledge, and informed choices.

Essential Question(s)

- When does dance heal and when does dance hurt?
- How are the chances of injury reduced through proper physical and mental choice?

Enduring Understandings

The dancer uses the human body as an instrument for creation. Specific lifestyle choices and practices will determine the effectiveness of a dancer.

In this unit plan, the following 21st Century themes and skills are addressed.

Check all that apply. 21 st Century Themes		Indicate whether these skills are E-Encouraged, T-Taught, or A-Assessed in this unit by marking E, T, A on the line before the appropriate skill.	
			21 st Century Skills
X	Global Awareness	E, T, A	X Creativity and Innovation
X	Environmental Literacy	E, T	X Critical Thinking and Problem Solving
X	Health Literacy	E, T, A	X Communication
X	Civic Literacy	E, T	X Collaboration
	Financial, Economic, Business, and Entrepreneurial Literacy		

Student Learning Targets/Objectives

- Recognize injuries and injury prevention. Apply first-aid care for minor injuries; distinguish “good pain” from “bad pain,” prevention of blisters and splits on feet, proper wrapping and taping techniques.
- Experience and understand various training and conditioning techniques for dancers: strength, coordination, balance, flexibility, endurance, warming up, and cooling down properly and correct body alignment.
- Identify significant systems of the body in relation to movement: the circulatory system (heart), muscle structure (strength and toning), the skeletal system (posture, alignment and healthy bones), the nervous system (energy, focus, high productivity, mind/body connection, relaxation/stress reduction).
- Identify the anatomy of the foot, ankle positions, pronation/supination, anatomy of the knee, positions of the knee, anatomy of the hip, turn out/turn-in, flexion/extension, abduction/adduction, anatomy of the pelvis, positions of the pelvis, anatomy of the spine, shoulder posture, anatomy of the scapula, positions of the scapula, rotation of the scapula, rotation of the arm and positions of the head.
- Identify and understand the importance of self awareness, confidence and a healthy mind: depression, self-esteem, stress management, relationships and communication.

Assessments

- Teacher Observation
- Self and peer evaluation
- Videotaping
- Classroom performances of learned material
- Weekly journal
- Creative projects/anatomy worksheets
- Tests/quizzes on vocabulary & terminology
- Dance history and movement theories
- Written/oral critiques of dance performances
- Rubrics for daily class/journals and choreography projects

Teaching and Learning Actions

<i>D</i> <i>Instructional Strategies</i>	Knowledge of movement theories and terminology Understanding of aesthetic principles Development of memorization skills
<i>D</i> <i>Activities</i>	Daily participation Skill improvement Ability to function as a cooperative member of a group
<i>D</i> <i>Experiences</i>	Ability to synthesize knowledge through creative projects and choreography Ability to solve problems Ability to analyze one's own skills in creative thinking
Resources	
<ul style="list-style-type: none"> • <i>Functional Anatomy For Dancers, Meet Your Body, Level I</i> – Deborah Vogel and Anneliese burns Wilson 	
Suggested Time Frame:	All year (September – June)

D- Indicates differentiation at the Lesson Level.