Unit I - Ballet Copied from: Dance Techniques, Copied on: 02/21/22

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Dance Techniques, 9-12,

Ballet - Beginner/Intermediate

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: Dance Educator, Deanna L. DeGraff

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Ms. LucyAnn Demikoff, Director of Curriculum and Instruction K-12

Ms. Nicole Shanklin, Director of Elementary Education

Mr. Joseph Lepo, Director of Secondary Education

Unit Overview

Students will demonstrate core principles and vocabulary in the Ballet technique and identify and discuss the history and context of Ballet.

Enduring Understanding

Without technique, there is no freedom in dance.

Essential Questions

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

Exit Skills

• Various styles of Ballet
• Musicality of Ballet
• Characteristics that distinguish Ballet from other dance forms
• Correct arrangement of exercises in a typical Ballet Class
• Proper language, vocabulary, and terminology that is used in Ballet.
• 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, epaulement, extension, flexibility, endurance, foot/leg work, and reverence.

New Jersey Student Learning Standards (NJSLS)

1.1.12acc.Cr	Creating
1.1.12acc.Cr1	Generating and conceptualizing ideas.
1.1.12acc.Cr1a	Synthesize content generated from stimulus materials to choreograph dance studies or dances using original or codified movement.
1.1.12acc.Cr1b	Manipulate movement vocabulary from various dance genres using the elements of dance to create new choreographic works.
1.1.12acc.Cr2	Organizing and developing ideas.
1.1.12acc.Cr2a	Work individually and collaboratively to design dance studies that integrate and recombine movement vocabulary, choreographic devices and dance structures drawn from a variety of dance genres. Explain how the dance vocabulary and structures clarify the artistic intent.
1.1.12acc.Cr3a	Clarify the artistic intent of a dance using established artistic criteria, self-reflection and the feedback of others. Analyze and evaluate the impact of choices made in the revision process. Justify the reasons for revisions.
1.1.12acc.Cr3b	Develop a strategy to record a dance using recognized systems of dance documentation (e.g., writing, a form of notation symbols, using media technologies).
1.1.12acc.Pr	Performing
1.1.12acc.Pr4	Selecting, analyzing, and interpreting work.
1.1.12acc.Pr4a	Expand partner and ensemble skills. Execute floor and air pathways while maintaining relationships with spatial focus and intentionality. Dance alone and with others with spatial intention.
1.1.12acc.Pr4c	Perform planned and improvised movement sequences and dance combinations while self-monitoring and adjusting dynamics and energy to the choreographic intent.
1.1.12acc.Pr5c	Maintain optimal alignment and adjust the placement and shifting energy of the body while traveling through space, both preceding and following jumps.
1.1.12acc.Pr5e	Execute clarity of movement intention during complex movement sequences. Use style/genre specific vocabulary and execute codified movements with style/genre specific alignment and characteristics, through focused practice and repetition.
1.1.12acc.Pr6c	Implement performance strategies to enhance projection. Demonstrate leadership

	qualities (e.g., commitment, dependability, responsibility, cooperation) and model performance etiquette and performance practices during class, rehearsal and performance. Accept notes from the choreographer and apply corrections to future performances. Document the rehearsal and performance process using dance and production terminology. Analyze and evaluate the success of a performance.
1.1.812acc.Pr6d	Select and organize, alone and with others, technical and production elements necessary to fulfill the artistic intent of dance works in alternative performance venues.
1.1.12acc.Re7a	Use genre-specific dance terminology to analyze dance works, recurring patterns of movement and their relationships that create structure and meaning in dance.
1.1.12acc.Re9a	Differentiate artistic criteria to determine what makes an effective performance and justify the point of view. Consider content, context, genre, style, and/or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.
1.1.12acc.Cn10a	Evaluate personal choreography and how personal experiences and exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to dance works.

Interdisciplinary Connections

LA.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
9.4.12.CT	Critical Thinking and Problem-solving
9.2.12.CAP.7	Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
LA.RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)
LA.RL.9-10.7	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
LA.RL.9-10.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare).
LA.W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
MA.G-MG.A.1	Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).
MA.G-MG.A.3	Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).
SOC.6.1.12.A.8.b	Compare and contrast the global marketing practices of United States factories and farms with American public opinion and government policies that favored isolationism.
SOC.6.1.12.D.1	History, Culture, and Perspectives

SOC.6.1.12.D.3	History, Culture, and Perspectives
SOC.6.1.12.D.5.d	Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.
9-12.HS-LS1-7.5.1	Energy cannot be created or destroyed—it only moves between one place and another place, between objects and/or fields, or between systems.

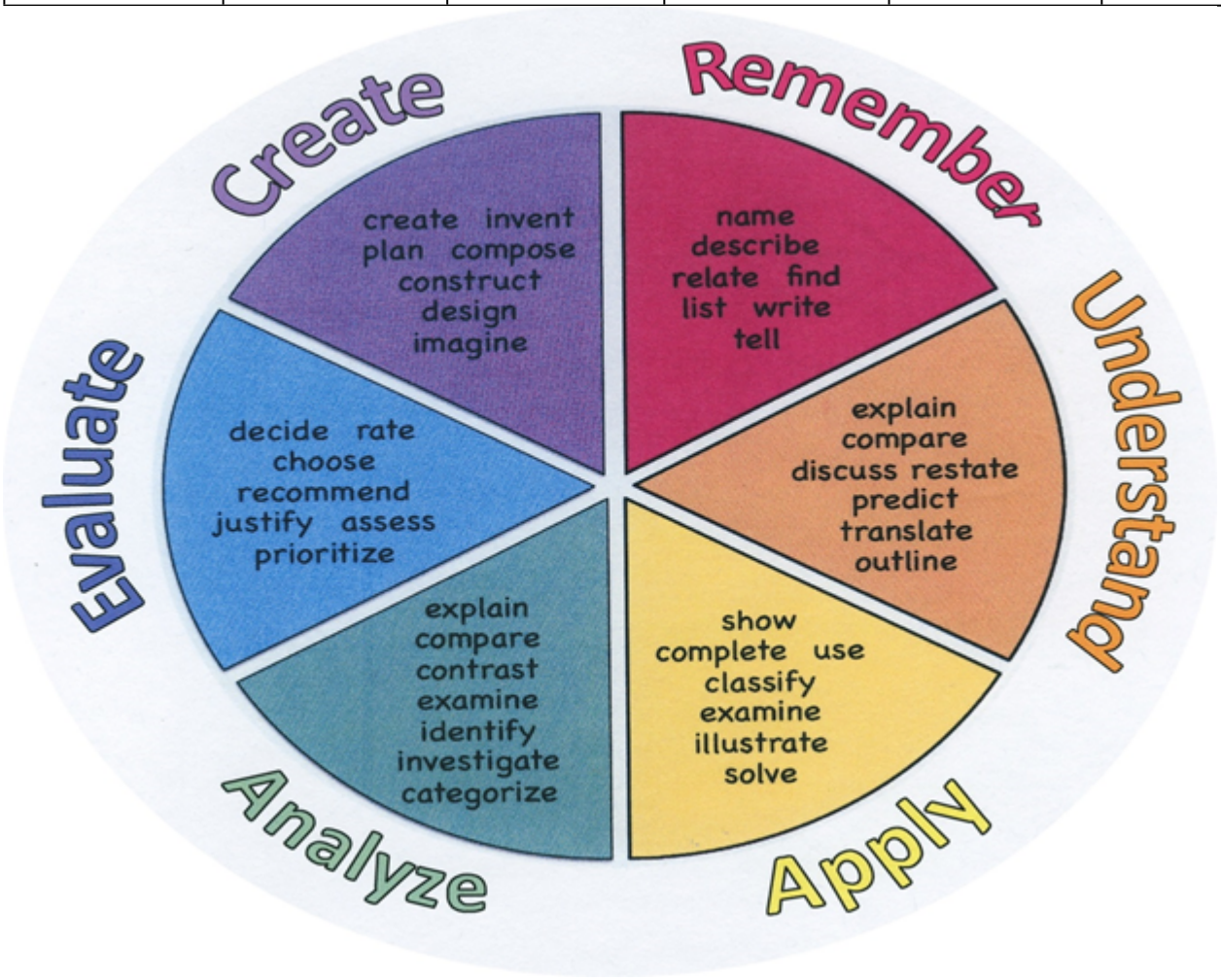
Learning Objectives

• 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, epaulement, momentum.
• Identify and execute 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, passe, ron de jambe en lair, developpe, arabesque, and grand battement.
• Identify and execute proper center exercises and techniques: adagio, balance, pirouette, petite allegro, glissade, sissone, assemble, pas de chat, pas de bouree, battements, and soutenu turns.
• Identify and execute proper traveling/across the floor exercises and techniques: chaine turns, pique turns, chasse, tour jete, grand jete, and saute arabesque.

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				

	Predict				



Suggested Activities & Best Practices

- Daily participation
- Skill improvement
- Ability to function as a cooperative member of a group
- Creative projects and choreography
- Memorization skills
- Problem solving
- Analyze one's own skills in creative thinking
- Movement theories and terminology

Assessment Evidence - Checking for Understanding (CFU)

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

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist

- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

Technical Manual and Dictionary of Classical Ballet by Gail Grant

Ancillary Resources

Basic Ballet: The Steps Defined - Joyce Mackie

Technology Infusion

• Digital stories

• Apps - Dance Maker, BarreNotes

• Movies

• Music

• Presentations

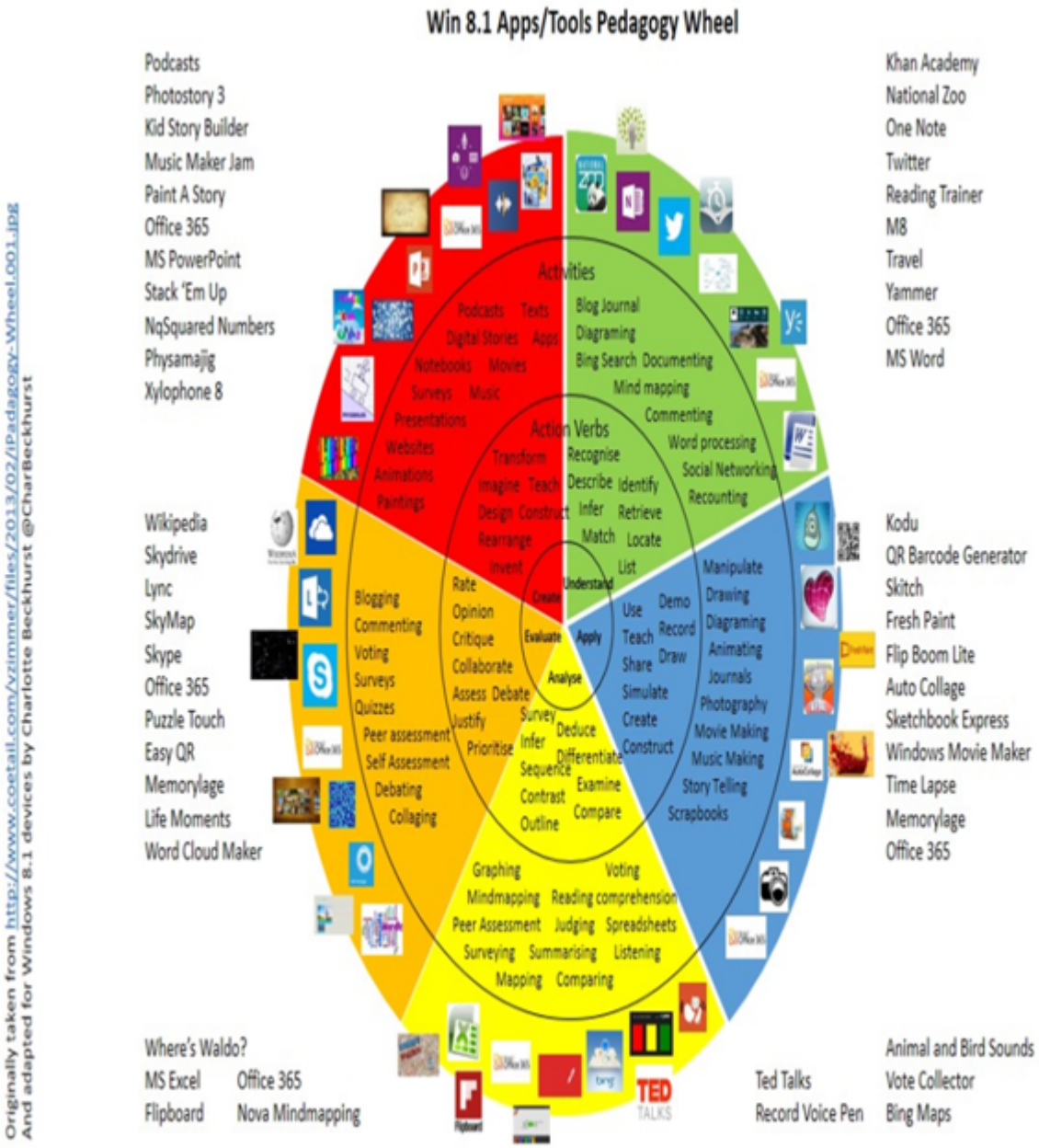
• Peer/Self Assessments

• Office 365

• MS Word

• Photography/Videotaping

• Technical Design in the Arts



Alignment to 21st Century Skills & Technology

VPA.1.1.12.A.4	Synthesize knowledge of anatomical principles related to body alignment, body patterning, balance, strength, and coordination in compositions and performances.
VPA.1.1.12.A.CS1	Creating master works in dance requires ability to comprehend, articulate, and manipulate time, space, and energy across and within a broad spectrum of choreographic structures and through the use of many choreographic devices.
VPA.1.1.12.A.CS4	Artistry in dance performance is accomplished through complete integration of anatomical principles and clear direction of intent and purpose.
VPA.1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
VPA.1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
VPA.1.2.12.A.CS2	Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.
VPA.1.3.12.A.4	Collaborate in the design and production of dances that use choreographic structures and incorporate various media and/or technologies.
VPA.1.3.12.A.CS2	Aesthetic quality results from conceptual coherence and from understanding and application of the principle unity of form and content.
VPA.1.3.12.A.CS3	Dance artistry is achieved through refined technique, musicality, clarity of choreographic intent, stylistic nuance, and application of proper body mechanics.
VPA.1.3.12.A.CS4	Dance production is collaborative and requires choreographic, technological, design, and performance skill.
VPA.1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
VPA.1.4.12.A.4	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
VPA.1.4.12.A.CS1	Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.
VPA.1.4.12.A.CS3	Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.
VPA.1.4.12.A.CS4	Criteria for assessing the historical significance, craftsmanship, cultural context, and originality of art are often expressed in qualitative, discipline-specific arts terminology.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness

Differentiation

Differentiations:

- Small group instruction
- Small group assignments
- Pairing oral instruction with visuals
- Repeat directions
- Teacher reads assessments aloud
- Scheduled breaks
- Rephrase written directions
- Additional time
- Preview vocabulary
- Preview content & concepts
- Behavior management plan
- Student(s) work with assigned partner
- Visual presentation
- Auditory presentations
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Group investigations
- Independent research and projects
- Multiple intelligence options
- Personal agendas
- Project-based learning
- Problem-based learning
- Tiered activities/assignments
- Varying organizers for instructions

Lo-Prep Differentiations

- Exploration by interest

- Flexible grouping
- Goal setting with students
- Open-ended activities
- Varied journal prompts

Special Education Learning (IEP's & 504's)

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Ballet

NJSLS: See above

Interdisciplinary Connection: Language Arts and Social Studies

Statement of Objective: Students will be able to synthesize new information and develop a presentation analyzing why it's important to continuously develop and maintain specific dance techniques. Students will also be able to practice and present proper dance form.

Anticipatory Set/Do Now: Watch a short clip from a dance film - as you watch, write down specific things you're noticing about the dance movements.

Learning Activity: Breaking down dance into specific movements and and creating a "how - to" guide (alone or with peers) to share with the class.

Student Assessment/CFU's: Sharing completed guide, walk and check.

Materials: You Tube, Chromebooks, materials needed for presentation (students can choose to do this online and create a Power Point or on poster board), paper, markers, index cards (for poster board presentation).

21st Century Themes and Skills: See above

Differentiation/Modifications: Adjust group size for work - smaller groups to allow for more interaction.

Integration of Technology: Utilize You Tube to share examples of movements being discussed. Allow

students to create their own representation and share with classmates via Google classroom. Allow students to use their Chromebooks to look up and share information.