

Unit II - Basic Fosse Terminology Copied from: Jazz Fosse Style , Copied on: 02/21/22

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Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Jazz Fosse Style, 9-12

Basic Fosse Terminology

Belleville Board of Education

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Board Approved:

21st Century Skills/Interdisciplinary Themes

Unit Overview

Students will become familiar with the style by introducing some basic terminology.

Enduring Understanding

The biggest challenge of Fosse technique is the detailed movement.

Essential Questions

How can you keep from integrating your own personality into Fosse's choreography?

Exit Skills

- Know the style and technique of Fosse Jazz
- Know the musicality of Fosse Jazz
- Know the characteristics that distinguish Fosse Jazz from other dance forms
- Proper vocabulary and terminology that is used in Fosse Jazz
- Distinction between parallel and turn-out

New Jersey Student Learning Standards (NJSL-S)

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| DA.9-12.1.1.12acc.Cr1a | Synthesize content generated from stimulus materials to choreograph dance studies or dances using original or codified movement. |
| DA.9-12.1.1.12acc.Cr2b | Develop an artistic statement that reflects a personal aesthetic for an original dance study or dance. Select and demonstrate movements that support the artistic statement. |
| DA.9-12.1.1.12acc.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. |
| DA.9-12.1.1.12acc.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). |
| DA.9-12.1.1.12acc.Pr4b | Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing. |
| DA.9-12.1.1.12acc.Pr4c | Perform planned and improvised movement sequences and dance combinations while self-monitoring and adjusting dynamics and energy to the choreographic intent. |
| DA.9-12.1.1.12acc.Pr5d | Develop personal conditioning practices, using different body conditioning techniques, that improve range of motion, muscular flexibility, strength, and endurance to enhance performance. |
| DA.9-12.1.1.12acc.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. |
| DA.9-12.1.1.12acc.Pr6a | Embody the use of the senses and create imagery to envision a particular outcome, projecting and completing movements to enhance dance performance. |
| DA.9-12.1.1.12acc.Pr6b | Apply rehearsal strategies to refine ensemble skills, performance accuracy, consistency, and expressiveness. Develop personal rehearsal strategies to enhance artistry and achieve performance goals. |
| DA.9-12.1.1.12acc.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 |

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| | 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. |
| DA.9-12.1.1.12acc.Re7a | Use genre-specific dance terminology to analyze dance works, recurring patterns of movement and their relationships that create structure and meaning in dance. |
| DA.9-12.1.1.12acc.Re7b | Analyze and compare the movement patterns and their relationships in a variety of genres, styles, or cultural movement practices and explain how their differences impact communication and intent within a cultural context. Use genre-specific dance terminology. |
| DA.9-12.1.1.12acc.Cn10a | Evaluate personal choreography and how personal experiences and exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to dance works. |
| DA.9-12.1.1.12acc.Cn11a | Analyze how the role of dance in a global society has influenced various cultures, societies and historical periods throughout history. Examine how innovations in the arts have impacted dance-making in these communities in relation to the ideas and perspectives of the people from whom the dances originate. |

Interdisciplinary Connections

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| MA.G-CO.A.1 | Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc. |
| LA.RI.11-12.7 | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. |
| LA.W.11-12.2 | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. |
| 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.11-12.3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| LA.W.9-10.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LA.W.11-12.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LA.SL.9-10.1 | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. |
| SOC.6.1.12.D.2.a | Analyze contributions and perspectives of African Americans, Native Americans, and women during the American Revolution. |
| SOC.6.1.12.D.3.e | Determine the impact of religious and social movements on the development of American culture, literature, and art. |

WRK.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.

TECH.9.4.12.CT

Critical Thinking and Problem-solving

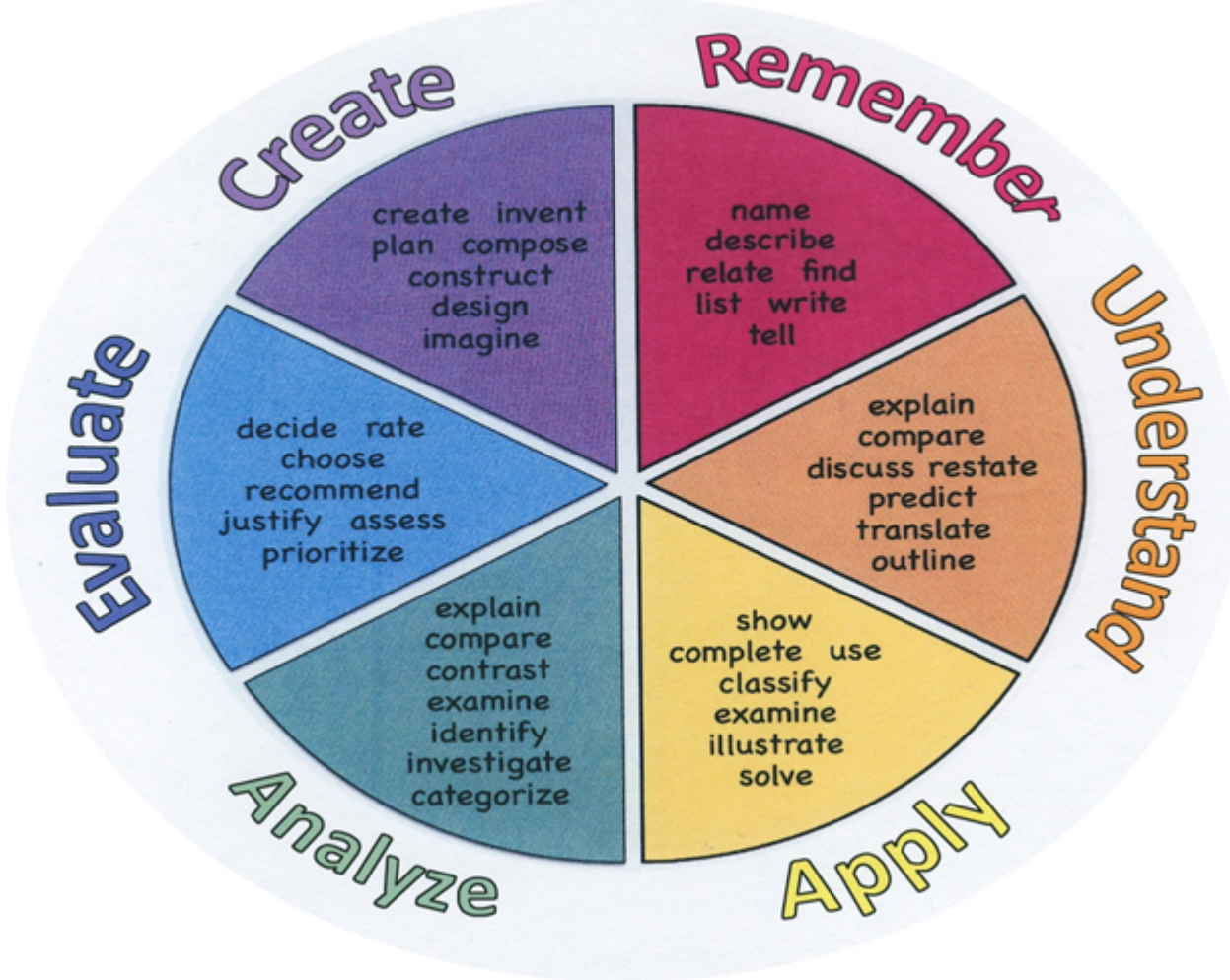
Learning Objectives

- Identify and differentiate the evolution of Fosse Jazz dance styles from other Jazz styles of 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 Fosse Jazz dance; sound effects, percussive rhythms, percussive sounds.
- Identify and execute Fosse Jazz stylistic features; derbies & white gloves, angular posturing, shoulder rolling, finger stretching, element of surprise, hip rolls, smooth finger snaps, turned-in pigeon toes and specific, detailed movements.
- Describe Fosse's contribution to American Jazz.
- Identify Fosse action words and specific examples; slow burn, broken doll walk, crescent jump, soft-boiled-egg hand.

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 |

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|--|--|---|----------------------------------|--|---|
| Recall Recognize Repeat Reproduce | Select Show Summarize Tell Translate Associate Compute Convert Discuss Estimate Extrapolate Generalize Predict | Complete Compute Discover Divide Examine Graph Interpolate Manipulate Modify Operate Subtract | Outline Point out Separate | | Prescribe Propose Reconstruct Revise Rewrite Transform |
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Suggested Activities & Best Practices

- Knowledge of movement theories and terminology

- Memorization skills
- Daily participation
- Skill improvement
- Ability to function as a cooperative member of a group
- Ability to synthesize knowledge through creative projects and choreography
- Solve problems
- Analyze one's own skills in creative thinking

Assessment Evidence - Checking for Understanding (CFU)

- 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

Bob Fosse (Biography) - A&E Video

<https://www.turton.uk.com/wp-content/uploads/sites/2/2018/08/Fosse-Knowledge-Organiser.pdf>

Ancillary Resources

Videos of selected Fosse shows at the discretion of the instructor

Technology Infusion

- Word Lists
- Poster Images
- Video Clips,
- Teacher Demonstrations
- Student Exploration

- Dance Apps
- Movies
- Music
- MS Word
- Photography/Videotaping
- Technical Design in the Arts

Alignment to 21st Century Skills & Technology

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| 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 |

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| | 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. |
| VPA.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. |
| VPA.1.4.12.B.CS1 | Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art. |
| VPA.1.4.12.B.CS2 | The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown. |
| VPA.1.4.12.B.CS3 | Art and art-making reflect and affect the role of technology in a global society. |

Differentiation

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Teacher reads assessments aloud
- Additional time
- Preview vocabulary
- Preview content & concepts

- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Independent research and projects
- Multiple intelligence options
- Project-based learning
- Problem-based learning

Lo-Prep Differentiations

- Flexible grouping
- Goal setting with students
- Think-Pair-Share
- Varied journal prompts
- Varied supplemental materials

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

- multiple test sessions
- multi-sensory presentation
- 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 clarify
- 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 work presented 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 work presented 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: Basic Fosse Terminology

NJSLS: See above

Interdisciplinary Connection: Language Arts

Statement of Objective: Students are divided into small groups. Each group will present visual images of basic terminology. Each group will recreate the image and present to other groups.

Anticipatory Set/Do Now: Students create a verbal description using terminology and their own imagery language.

Learning Activity: Each group will recreate the image and present to other groups.

Student Assessment/CFU's: Sharing completed work, observation 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