The role of formalized dance techniques on stage

Content Area: **Music**
Course(s):
Time Period: **Marking Period 1**
Length: **20 Weeks ongoing over the course**
Status: **Published**

BRIEF SUMMARY OF UNIT

In this unit, students will be exposed to a variety of formalized and codified dance techniques that are used for the stage. T
learn short combinations of movement as one might in an audition or a rehearsal process. Emphasis will be placed on rec
dance forms in musical theater history.

Revised: July 2026

ESSENTIAL QUESTIONS

- What are some dance techniques that can serve movement for the stage?
- What are some ways that formalized dance techniques are utilized in musical theater?
- Why does formalized dance technique and training matter for stage performers?

ESSENTIAL UNDERSTANDINGS

- Formalized dance technique training is an essential component of stage performance.
- Dance techniques are specific, intricate and challenging
- The language of dance techniques spans genres and is commonly an expectation of a dance audition.
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Formalized dance techniques hold historical and cultural significance in the world of theater

- Formalized dance techniques are infused in musical theater performances and must be understood at a basic level in order to be successful in performance.

STUDENTS WILL KNOW

- The definition and technical execution of basic dance techniques, including ballet, jazz and tap.
- How to perform commonly used technical dance combinations and phrases.
- The typical structure of a formalized dance technique class.
- The role of formalized dance technique in the history of stage performance and choreography.

STUDENTS WILL BE SKILLED AT

- Identifying and executing basic movement patterns in formalized dance techniques.
- Analyzing what technical skills are needed for auditions, rehearsals and performances, and working on achieving those skills.
- Recognizing the importance and influence of codified dance techniques in musical theater.

STANDARDS

This unit also reflects the goals of the Department of Education and the Amistad Commission including the infusion of the history of Africans and African-Americans into the curriculum in order to provide an accurate, complete, and inclusive history regarding the importance of of African-Americans to the growth and development of American society in a global context.

Information Literacy

This unit challenges students to locate, evaluate, and use information effectively. Information literacy includes, but is not limited to, digital, visual, media, textual, and technological literacy. Lessons may include the research process and how information is created and produced; critical thinking and using information resources; research methods, including the difference between primary and secondary sources; the difference between facts, points of view, and opinions, accessing peer-reviewed print and digital library resources; the economic, legal, social, and ethical issues surrounding the use of information.

ELD standards:https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

1.1.12prof.Cr1b	Analyze the elements of dance to expand personal movement vocabulary and ascertain new movement possibilities through the creation of choreographic works.
1.1.12prof.Cr2a	Manipulate a variety of choreographic devices and dance structures to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to explain how the dance structures clarify the artistic intent.
1.1.12prof.Cr2b	Choose a theme to develop a dance and create corresponding movements to communicate the theme. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.
1.1.12prof.Cr3a	Revise a movement study based on self-reflection and feedback of others to improve the quality of a planned movement sequence. Articulate movement choices and revisions. Analyze and evaluate the impact of choices made in the revision process.
1.1.12prof.Pr4a	Develop partner and ensemble skills that enable contrasting level changes while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases.
1.1.12prof.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.
1.1.12prof.Pr4c	Perform planned and improvised movement sequences and dance combinations with variations that accurately demonstrate contrasting dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose).
1.1.12prof.Pr5b	Demonstrate joint articulations and basic anatomical terms (e.g., muscles, bones, tendons, ligaments) as they relate to dance. Apply kinesthetic principles and various body systems.
1.1.12prof.Pr5c	Demonstrate body coordination while moving (e.g., elongated spine, vertical alignment, release of tension from shoulders; use of vertical, off center, non-vertical alignment) the body through space.

1.1.12prof.Pr5d	Explore movement that develops a wide range of motion, muscular flexibility, strength, and endurance. Explore different body conditioning techniques (e.g., yoga, weight training, aerobics, Pilates).
1.1.12prof.Pr5e	Demonstrate style/genre specific vocabulary and codified movements with style/genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing.
1.1.12prof.Pr6b	Rehearse a dance and apply specific feedback to refine performance accuracy, consistency, and expressiveness. Demonstrate group awareness and develop personal rehearsal strategies.
1.1.12prof.Pr6c	Adapt movements to performance area. Demonstrate 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.
1.1.12prof.Re7a	Use genre-specific terminology to analyze recurring patterns of movement and their relationships in dance in context of artistic intent.
1.1.12prof.Re7b	Analyze the use of elements of dance in a variety of genres, styles or cultural movement practices within the cultural context to communicate intent. Use genre-specific dance terminology to compare and contrast.
1.1.12prof.Re8a	Distinguish different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, execution of dance movements and context enhance meaning and support intent using genre specific dance techniques.
1.1.12prof.Re9a	Analyze artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, and/or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.
1.1.12prof.Cn10a	Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer impact personal interpretation. Consider how personal background and experiences influence responses to dance works.

LEARNING PLAN

- Provide students with a technical introduction to ballet, tap and jazz techniques.
- View works by famous choreographers within the musical theater genre, analyze and discuss
- Provide a technical movement experience that outlines commonly used vocabulary.
- Provide written and visual examples of dance technique’s influence on the musical theater world.
- Create opportunities for students to practice the specific technical form in class and/or performance.
- Assess student understanding through written reflection and observation of student work.

EVIDENCE/PERFORMANCE TASKS

- Demonstrate basic dance technical terms - including ballet leg and arm positions, directional postures and basic movements that are common (chaine turn, jete, battement)
- Demonstrate short movement phrases in warm up, across the floor and center work
- Reflect on how formalized dance techniques are utilized in stage movement.
- Demonstrate understanding of technique using peer feedback in class practice.
- Demonstrate self-awareness of technique by watching a video of classwork

MATERIALS

https://docs.google.com/document/d/1oy9t_EcIdEQB5Hpcjc2Iz7brpFvX2Gx66hWRi3kln0o/edit?usp=sharing

SUGGESTED STRATEGIES FOR MODIFICATIONS

https://docs.google.com/spreadsheets/d/1HvXfjaoPRlL7SbdyzXueAWOxWGFv9yGr6-nHn4iVtyM/edit?usp=sharing