

Introduction to Codified Dance Forms 9-12

Content Area: **Music**
Course(s):
Time Period: **Marking Period 1**
Length: **30 Days**
Status: **Published**

Summary

ELD standards: <https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EstZXo0uiFYv1Nu4/edit>

The unit is an introduction to codified movement forms of ballet, jazz and modern dance. This will include technique, choreography and historical perspectives on each form.

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DA.K-2.1.1.2.Cr1	Generating and conceptualizing ideas.
DA.K-2.1.1.2.Cr2	Organizing and developing ideas.
DA.K-2.1.1.2.Cr3	Refining and completing products.
DA.K-2.1.1.2.Pr4	Selecting, analyzing, and interpreting work.
DA.K-2.1.1.2.Pr5	Developing and refining techniques and models or steps needed to create products.
DA.K-2.1.1.2.Pr6	Conveying meaning through art.
DA.K-2.1.1.2.Re7	Perceiving and analyzing products.
DA.K-2.1.1.2.Re8	Interpreting intent and meaning.
DA.K-2.1.1.2.Re9	Applying criteria to evaluate products.
DA.K-2.1.1.2.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
DA.K-2.1.1.2.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
DA.K-2.1.1.2.Cr1a	Demonstrate movement in response to a variety of sensory stimuli (e.g., music, imagery, objects) and suggest additional sources for movement ideas.
DA.K-2.1.1.2.Cr1b	Combine movements using the elements of dance to solve a movement problem.
DA.K-2.1.1.2.Cr2a	Create a movement sequence with a beginning, middle and end. Incorporate the use of a choreographic device.
DA.K-2.1.1.2.Cr2b	Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates nonverbally.
DA.K-2.1.1.2.Cr3a	Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.
DA.K-2.1.1.2.Cr3b	Document a dance-making experience through drawing, painting, writing, symbols, mapping, collaging, photo sequencing, photo captioning, video captioning, etc.
DA.K-2.1.1.2.Pr4a	Perform planned and improvised movement sequences, with variations in direction (e.g., forward/backward, up/down, big/small, sideways, right/left, diagonal), spatial level (e.g., low, middle, high), and spatial pathways (e.g., straight, curved, circular, zigzag), alone and

in small groups.

DA.K-2.1.1.2.Pr4b	Perform planned and improvised movement sequences, with variations in tempo, meter, and rhythm, alone and in small groups.
DA.K-2.1.1.2.Pr4c	Demonstrate contrasting dynamics and energy with accuracy (e.g., loose/tight, light/heavy, sharp/smooth).
DA.K-2.1.1.2.Pr5a	Identify personal and general space to share space safely with other dancers. Categorize healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) essential for the dancer.
DA.K-2.1.1.2.Pr5b	Identify basic body parts and joints (e.g., limb, bone) and joint actions (e.g., bend, rotate). Examine how basic body organs (e.g., brain, lungs, heart) relate and respond to dance movements.
DA.K-2.1.1.2.Pr5c	Explore the use of spine and pursue use of elongated spine. Demonstrate body organization (e.g., core/distal, head/tail, upper/lower half lateral) and explore cross-lateral body organization. Demonstrate holding a shape in the body while traveling through space.
DA.K-2.1.1.2.Pr5d	Explore a variety of body positions requiring a range of strength, flexibility and core support.
DA.K-2.1.1.2.Pr5e	Explore locomotor action vocabulary (e.g., gallop, hop, slide, skip) and non-locomotor action vocabulary (e.g., bending, stretching, twisting) and execute codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition (e.g., breath control, body part initiations, body sequencing).
DA.K-2.1.1.2.Pr6a	Explore how visualization, motor imagery and breath can enhance body mechanics and the quality of a movement skill.
DA.K-2.1.1.2.Pr6b	Rehearse a simple dance using full body movement. Demonstrate the ability to recall the sequence and spatial elements.
DA.K-2.1.1.2.Pr6c	Dance for and with others in a designated space identifying a distinct area for audience and performers.
DA.K-2.1.1.2.Pr6d	Use simple production elements (e.g., hand props, scenery, media projections) in a dance work.
DA.K-2.1.1.2.Re7a	Demonstrate movements in a dance that develop patterns.
DA.K-2.1.1.2.Re7b	Observe and describe performed dance movements from a specific genre or culture.
DA.K-2.1.1.2.Re8a	Observe a movement from a dance or phrase and explain how the movement captures a meaning or intent using simple dance terminology.
DA.K-2.1.1.2.Re9a	Describe the characteristics that make several movements in a dance interesting. Use basic dance terminology.
DA.K-2.1.1.2.Cn10a	Examine how certain movements are used to express an emotion or experience in a dance that is observed or performed.
DA.K-2.1.1.2.Cn10b	Using an inquiry-based set of questions examine global issues, including climate change as a topic for dance.
DA.K-2.1.1.2.Cn11a	Observe a dance and relate the movement to the people or environment in which the dance was created and performed.
WRK.9.2.12.CAP.4	Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.
WRK.9.2.12.CAP.5	Assess and modify a personal plan to support current interests and post-secondary plans.
WRK.9.2.12.CAP.6	Identify transferable skills in career choices and design alternative career plans based on those skills.
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.

WRK.9.2.12.CAP.8

Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

Essential Questions

EQ:

How have dance forms become codified and why?

What is the value of learning specific dance techniques?

How have codified dance forms evolved over time?

What is the role of codified dance techniques in the 21st Century?

EU:

Codified dance forms are important and serve the overall art of dance expression and creation.

Appreciation for movement and the various ways in which it can enhance artistic expression is important for human growth and development.

Students Will Know/Students Will be Skilled at

Students will know the various technical terms of ballet, jazz and modern dance.

Students will be skilled at identifying key elements and choreographers of ballet, jazz and modern dance.

Students will be skilled at drawing comparisons among ballet, jazz and modern dance.

Students will know how to execute movement sequences in ballet, jazz and modern dance

Learning Plan

Students will discuss the essential questions and reflect on their prior knowledge of codified dance forms.

Students will be introduced to the basics of ballet, modern and jazz technique, including proper terminology and placement.

Students will take part in individual or group research to present an overview of a choreographer or dancer within ballet, modern or jazz dance. The project will be a broad introduction highlighting the main contributions to the form such as any codified techniques, famous pieces of choreography, written work, etc.

Students will be instructed in codified dance forms; including technical work and creative phrases.

Students will take part in solo, partner and small group phrase work in ballet, jazz and modern with self and peer analysis.

Evidence/Performance Tasks

Demonstrate the ability to execute specific codified dance forms.

Demonstrate the ability to discuss the historical, social and political aspects of ballet, jazz and modern techniques.

Demonstrate the ability to perform phrase-work in ballet, jazz and modern techniques.

Materials

Internet for research

Music

Class set of dance publications

Google Classroom/Docs

iPad/Video Camera

Suggested Strategies for Modification

Represent information in multiple formats and media.

Provide multiple pathways for students' actions and expressions.

Provide multiple ways to engage students' interests and motivation

Each student will be on their own individualized path learning codified dance techniques. One on one assistance, peer to peer feedback and video and writing assignments will help students who are struggling.

Injured students are expected to observe and write daily reflections on what they see. If they are in a small group they will give direction to the rest of the group and aid in any research or presentation process. If a student's injury is isolated to one part of the body, the student is expected to participate in the movement

portion of the assignment and not use that body part.

https://docs.google.com/spreadsheets/d/1C3OhNA0rFVsYDNpj7fv8ZXdli34ZrSC3mEU91_uQWYo/edit#gid=1426178898