

# Alignment and Anatomy through Dance Technique 9-12

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

## Summary

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

This unit explores the enduring understanding of proper alignment and function of anatomy in dance technique. Students will learn about injury prevention and body awareness through an exploration of the muscular and skeletal systems via ballet and modern dance idioms.

Revised August 2019

DA.9-12.1.1.12acc.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
DA.9-12.1.1.1.12acc.Cr1a	Synthesize content generated from stimulus materials to choreograph dance studies or dances using original or codified movement.
DA.9-12.1.1.1.12acc.Cr1b	Manipulate movement vocabulary from various dance genres using the elements of dance to create new choreographic works.
DA.9-12.1.1.1.12acc.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.
DA.9-12.1.1.1.12acc.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.9-12.1.1.1.12acc.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.9-12.1.1.1.12acc.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.9-12.1.1.1.12acc.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.
DA.9-12.1.1.1.12acc.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.9-12.1.1.1.12acc.Pr4c	Perform planned and improvised movement sequences and dance combinations while self-monitoring and adjusting dynamics and energy to the choreographic intent.
DA.9-12.1.1.1.12acc.Pr5a	Research healthful strategies essential for dancers and modify personal practice based on

findings.

DA.9-12.1.1.12acc.Pr5b	Investigate how kinesthetic principles and various body systems relate to the dancing body. Examine how the muscles and bones animate the dancer's moving structure.
DA.9-12.1.1.12acc.Pr5c	Maintain optimal alignment and adjust the placement and shifting energy of the body while traveling through space, both preceding and following jumps.
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 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.Re8a	Analyze and discuss how the elements of dance, execution of dance movements and context contribute to artistic expression in a variety of genres, styles or cultural movement practices using genre specific terminology.
DA.9-12.1.1.812acc.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.
HE.9-12.2.2.12.LF.2	Develop a sense of openness and willingness when participating in physical fitness activity to share and learn experiences from your own and other cultures.
HE.9-12.2.2.12.LF.3	Examine building to a level of fitness to successfully participate in a range of different physical activities during a lifetime.
HE.9-12.2.2.12.LF.4	Exhibit responsible social behavior by including and cooperating with classmates of all skill levels, assisting when needed, and collaborating respectfully to solve problems in groups, teams, and in pairs during physical activity.
HE.9-12.2.2.12.LF.5	Describe the social benefits gained from participating in physical activity (e.g., meeting someone, making friends, team work, building trust, experiencing something new).
HE.9-12.2.2.12.MSC.3	Design, lead and critique rhythmic and physical activity that includes variations in time, space, force, flow, and relationships (e.g., creative, cultural, social, aerobics dance, fitness).
TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
TECH.9.4.12.TL.3	Analyze the effectiveness of the process and quality of collaborative environments.

## **Essential Questions**

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How can my body work most efficiently for movement and performance?

What do I need to know about alignment and anatomy in order to best serve my artistic expression?

How might the incorporation of somatic practice, body awareness and breathing techniques change my technique and artistry?

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Self-care and somatic practice enhance technical skills and performance quality.

Alignment of the body is important for long term dance careers

## **Students Will Know/Students Will be Skilled At**

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Students will know the basic muscular and skeletal structure of the body including proper alignment for dance technique.

Students will be skilled at observing and assessing themselves and their peers and provide feedback on how to move towards better alignment.

Students will be skilled at using ballet and modern techniques to function and perform with maximum efficiency.

Students will know their own strengths and weaknesses in terms of body awareness and anatomical alignment and have strategies for individual goal achievements.

## **Learning Plan**

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Students will discuss the essential questions

Students will be guided through dance techniques with explanations of the anatomical functions.

Students will partner up to observe and analyze one another's movement patterns and alignment.

Students will view various pictures, videos and read articles that give them information regarding anatomy and

body awareness.

Students will participate in various body work based on yoga, pilates, strength training and somatic practice.

### **Evidence/Performance Tasks**

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Self-assessments through journal writing and conversation.

Peer analysis and accountability through one on one assessments.

Performance work demonstrates a better understanding of proper alignment.

### **Materials**

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Appropriate space

Reading material supplied by teacher

Model skeleton

Weights and therabands

### **Suggested Strategies for Modification**

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Represent information in multiple formats and media. Provide multiple pathways for students' actions and expressions. Provide multiple ways to engage students' interests and motivation.

Injured students will write or record in class observations; read and analyze material based on the lessons and present some type of individual project to the class in order to receive participation credit. If they are in a small group they will give direction to the rest of the group and aid in the 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.

Long term injuries will be dealt with on a case by case basis.

[https://docs.google.com/spreadsheets/d/1C3OhNA0rFVsYDNpj7fv8ZXdli34ZrSC3mEU91\\_uQWYo/edit#gid=1426178898](https://docs.google.com/spreadsheets/d/1C3OhNA0rFVsYDNpj7fv8ZXdli34ZrSC3mEU91_uQWYo/edit#gid=1426178898)

