

Unit 1: Introduction of Dance Fundamentals

Content Area: **Visual and Performing Arts**
Course(s): **Dance I**
Time Period: **1st Marking Period**
Length: **4 weeks**
Status: **Published**

Unit Overview

Students will demonstrate a foundational awareness of proper body alignment, importance of core, breath, and body action to establishing healthy and anatomically safe habits in the dance classroom.

Transfer

Students will apply and demonstrate these foundational skills to better understand their body as an instrument and dance with safe habits while performing. It is evident that these learning experiences would be applied in physically, analytical and through creative thinking targets for adequate achievable learning results.

Understandings

Students will be able to:

1. Identify and discuss basic anatomical components of the core and demonstrate correct alignment.
2. Demonstrate awareness of using breath to support their movement.
3. Execute warm-up sequence without the aid of the teacher.
4. Understand the importance of warming up body and evaluate the effectiveness of a warm-up.
5. Identify the major joints in the body and demonstrate their range of movements.
6. Correctly perform basic foundational steps both individually and within dance phrases/combinations applying these skills.

Essential Questions

1. Why should we warm up?
2. How do we warm up our bodies for dancing?

3. What does a proper warm-up consist of?
4. How does strengthening the core benefit a dancer?
5. What is proper alignment?
6. How do we use breath to support our movement?

Application of Knowledge and Skill

Students will be in the position to utilize all of the contents discussed and apply it physically in the body through the creative process.

Students will know...

1. How to use core muscles along with correct body alignment to aid the body to work efficiently and safely.
2. Perform the different sections of the warm-up with increasingly less prompting from the teacher.
3. Identify and perform basic exercises practicing the vocabulary learned in the unit.
4. Perform short combinations and phrases using the vocabulary from the unit.
5. Self correct without teacher prompting.
6. Their role within the balance of the class/ensemble.
7. How to practice to maximize advancement.

Students will be skilled at...

Students will be skilled in dance vocabularies so they can perform and articulate movement like professionals in the field.

Academic Vocabulary

-point

-flex

-pile

-releve

-tendú

-degage

-kick ballchange

-chasse

-pivot

-modern dance walks and runs (forward and backwards using back space)

-parallel

-turnout

-first and second position foot and arms positions

-roll down/roll up

-spine/vertebrae

-core

-pelvis

- Pilates/Yoga vocabulary (hundreds, cobra, single leg stretch, spine twist, downward dog)

-joint

-straddle

- Pas de bourree
- box step
- grapvine
- simple turns
- spotting
- isoloations
- splits

Learning Goals:

Students perform basic dance fundamentals and demonstrate a foundational awareness of proper body alignment, breath and body action by establishing healthy and anatomically safe habits in the dance classroom.

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.CS4	Artistry in dance performance is accomplished through complete integration of anatomical principles and clear direction of intent and purpose.
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.1.4.12.A	Aesthetic Responses
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

Target 1 – Level 1 Retrieval:

1. Students will be able to identify all major body parts and how they must be aligned for proper body placement.
2. Students will understand how the alignment of the foot directly affects body alignment.
3. Understand the importance of core strength that aids the body to fully express with full range of movement and freedom in the body.

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.

Target 2 – Level 2 Comprehension:

1. Students will be able to perform basic fundamental dance steps, warm ups and phrases while applying skills learned.
2. Students will begin to use breath to help the body release and recover through performance.

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.CS4

Artistry in dance performance is accomplished through complete integration of anatomical principles and clear direction of intent and purpose.

Target 3 – Analysis

1. Student will develop the ability to sustain concentration, focus and projection while dancing.
2. Students will begin to analyze their work and self correct during their process.
3. Learn how to communicate skills through technical proficiency by building safe habits.

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.CS4

Artistry in dance performance is accomplished through complete integration of anatomical principles and clear direction of intent and purpose.

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.

Target 4 – Knowledge Utilization

Students will be able to apply dance fundamental concepts in a healthy and anatomically safe way to improve as a dancer.

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.CS4

Artistry in dance performance is accomplished through complete integration of anatomical principles and clear direction of intent and purpose.

Summative Assessment

- Performance assessment (individual & group)
- Vocabulary written assessments
- Reflection on outstanding performances and setting the bar for higher expectations.

21st Century Life and Careers

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.

Formative Assessment and Performance Opportunities

- In-class listening & recalling activities.
- Class participation
- Practice activities
- Teacher observation
- Teacher- directed Q and A
- Individual performance
- Group performance
- Self-critique & video analysis of individual/group performance in class
- Written assessments
- Study and analysis of professional dancers and companies through video examples

Differentiation/Enrichment

Differentiation:

1. Strategic placement in classroom for reduced distraction, enabling better lesson focus.
2. Small-group, teacher-monitored/assessing learning activities.
3. Provision of vocabulary lists, note-taking techniques and devices.
4. Peer critique
5. Self-critique
6. Modify pace of teacher demonstration.
7. The assessment grade is based on effort, attempt at skill, and participation. Allowing all to succeed in the activity.

Enrichment:

1. Expand and extend concepts, ideas, relationships, and generalizations.
2. Students will be provided with additional resources on relative topics.
3. Provide students with supplemental resources to expand knowledge base.

4. Create experiences for deeper learning.

5. Teacher monitoring/assessing.

Unit Resources

- Posters and visual aids
- Handouts
- Teacher designed exercises
- Video examples
- Assessment Rubric
- Critique sheets
- Vocabulary worksheets

Interdisciplinary Connections

MU.K-12.1.3C.12nov.Pr4c	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
MU.K-12.1.3C.12nov.Pr6	Conveying meaning through art.
MU.K-12.1.3C.12nov.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
MU.K-12.1.3C.12nov.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
WL.NM.7.1.NM.IPERS.1	Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases.
WL.NM.7.1.NM.IPERS.3	Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals.

WL.NM.7.1.NM.IPRET.1

Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes.

WL.NM.7.1.NM.IPRET.2

Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics.

9-12.HS-PS1-4.5.1

Changes of energy and matter in a system can be described in terms of energy and matter flows into, out of, and within that system.

9-12.HS-PS1-6.7.1

students understand much of science deals with constructing explanations of how things change and how they remain stable. They quantify and model changes in systems over very short or very long periods of time. They see some changes are irreversible, and negative feedback can stabilize a system, while positive feedback can destabilize it. They recognize systems can be designed for greater or lesser stability.

Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.