

Unit 2: Dance Elements, Terms and Techniques

Content Area: **Visual and Performing Arts**
Course(s): **Dance I**
Time Period: **Generic Time Period**
Length: **15 weeks**
Status: **Published**

Unit Overview

Students will develop and demonstrate applied principles of anatomy, dance terms, and technique to initiate movement at a beginner level. The students will be introduced to dance elements and apply to all main dance technique areas in Ballet, Jazz and Modern. Learning these principles and elements of each style is important for a student to be successful in dance and attaining 21st Century skills. Barre and floor exercises are taught. Students will perform short movement sequences to demonstrate technique and create phrases (patterns of dance sequences) in beginner improvisation and choreography skills. While in preparation for ongoing performances within the classroom, students will learn specific dance vocabulary related to the efficient and artful use of the body instrument. These skills are studied year long for ongoing training and are refined and reinforced in all upper level classes.

Transfer

Students will apply these foundational skills to deepen their understanding of their body as an instrument while performing more complex movement. Students will communicate using the language of the art and work independently and collaboratively to create their own artist voice and unique body vocabulary. Furthermore, students will begin to understand the intricacies of each dance style and techniques that will be taken further in Dance 2.

Understandings

Students will be able to:

1. Identify and implement the elements of dance BASTE: Body, action, space, time and energy.
2. Beginner warm up and techniques in Ballet.

3. Beginner warm up and techniques in Jazz and Hip Hop.
4. Beginner warm up and techniques in Modern.
5. Understand cultural and historical influences in dance and describe how each interacts.
6. Identify, translate and define dance terms as described in the specific beginner dance syllabus.
7. Demonstrate a proficiency in using dance terminology to communicate dance concepts.
8. Healthy living and proper food/nutrition.
9. Synthesize and relate knowledge and personal experiences to make art.

Essential Questions

1. What are the core principles in Ballet, Jazz & Modern Dance Techniques?
2. Who are some well-known Ballet, Jazz and Modern dancers and choreographers?
3. What is the time-line of Ballet, Jazz and Modern dance?
4. How can we apply the principles of beginner Ballet, Jazz and Modern to movement and choreography?
5. What criteria are used to evaluate dance?
6. How is dance interpreted?
7. What are the elements of dance?
8. What is the language of the art?
9. What must a dancer do to prepare the mind and body for artistic expression?
10. How is improvisation used to develop unique artistic choice and create meaningful movement?
11. How does knowing about societal, cultural, historical and community experiences expand dance literacy?

Application of Knowledge and Skill

Students will have the knowledge and skill to attain artistic literacy to perform authentically in dance. Students will have gained fluency in the language and apply skills to create, perform, respond, and connect to dance individually and within a group using 21st Century skills.

Students will know...

1. Beginner Ballet techniques, barre and center work.
2. Beginner Jazz and Hip Hop techniques, isolations and warm up.
3. Beginner Modern and Improvational techniques and warm up.
4. Apply and give feedback. How to apply anatomical principles and dance skills.
5. How to apply the elements of dance through the body, action, space, time and energy to movement, phrases and choreography.
6. How to apply and give feedback.
7. Demonstrate Dance Literacy.
8. Demonstrate knowledge of space, relationships and dance structures.
9. Healthy living and proper food/nutrition habits.

Students will be skilled at...

Students will:

1. Acquire observational and analysis skills.
2. Develop, select and apply a range of strategies for exploring/improvisation.
3. Apply and give feedback for revising choreography.

4. Gain knowledge and application of movement elements.
5. Replicate, recall and retain movement sequences.
6. Understand compositional knowledge such as sequencing and structuring.
7. Gain knowledge and application of anatomical principles and dance skills.
8. Demonstrate Dance Literacy.
9. Demonstrate knowledge of space, relationships and dance structures.
10. Communicate effectively within variable situations and for diverse audiences.
11. Navigating the intricacies of emerging digital and global environments.

Academic Vocabulary

Dance 1 Syllabus

Beginning Dance Terms

Turn Out / Parallel
Beat / Upbeat / Downbeat and Counts
Triplets
Alignment vs. Placement
Posture
Five Sections of Vertebrae
Pelvis
Choreographer
Choreography
Choreograph
Dynamics
Projection
Improvisations
Stage Directions
Pilates
Creative Visualization
Constructive Rest
Line
Mark / Full Out
Lyrical Dance
BASTE: Body, space, time & energy

Beginner Ballet Syllabus

(6) Basic foot positions
Adagio
Allegro

A'laseconde
A'terre
Arabesque 1st 2nd 3rd & 4th (French syllabus)
Battement
Changement
Chaine Turns
Chasse'
Coupe'
De'gage'
Demi
Derriere
Devant
Developpe'
Epaulement
Echappe'
Eleve'
En dedans
Endehors
Enl'air
Grande
Glissade
Jete
Pas De Chat
Pas de bourree
Passe'
Petite
Pique'
Plie'
Port de bras ? (6) positions in (French syllabus)
Releve'
Retire'
Rond de jambe
Saute'
Sous-su
Tendue

Beginner Jazz Syllabus

Kick ballchange
Pas de bourree (front, side, back & turn)
Chaine
Simple outside & inside turns
Drag slide
Pivot turns
Jazz Square
Pirouette basics - balance. quarter, half & full turns
Jazz walks
Jazz runs
Jete leaps
Developpe leaps

Beginning Modern

Modern Walks
 Modern Runs
 Triplets
 Fan Kicks
 Floor Fan Kicks
 Paddle Turns
 Single Modern Turn Inside
 Single Modern Turn Outside
 Hitch Kicks
 Modern Split To The Floor
 Fall release concepts
 Flat back
 Prance

Learning Goals:

1. Students will apply and perform basic dance fundamentals and demonstrate a foundational awareness in Ballet, Jazz and Modern techniques.
2. Apply BASTE- dance elements to warm ups, steps, phrases and choreography.
3. Speak the language of dance by identifying, recalling and applying in the body.
4. Deepen practice skills to achieve optimal proficiency in dance techniques.

DA.9-12.1.1.12acc.Cr1	Generating and conceptualizing ideas.
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.Pr5	Developing and refining techniques and models or steps needed to create products.
DA.9-12.1.1.12acc.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.Pr6b	Apply rehearsal strategies to refine ensemble skills, performance accuracy, consistency, and expressiveness. Develop personal rehearsal strategies to enhance artistry and achieve performance goals.
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

1. Students will be able to identify specific Ballet terms while applying technical skills learned in the body.
2. Students will be able to identify specific Jazz terms while applying technical skills learned in the body.
3. Students will be able to identify specific Modern terms while applying technical skills learned in the body.
4. Apply elements of dance in more complex floor patterns and direct/indirect pathways.

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.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.9-12.1.1.12acc.Pr5	Developing and refining techniques and models or steps needed to create products.
DA.9-12.1.1.12acc.Pr5a	Research healthful strategies essential for dancers and modify personal practice based on findings.
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.

Target 2 – Level 2 Comprehension:

1. Applying technical precision and refinement of shapes in the body to basic movement and more complex composition.
2. Apply the use of body, dance techniques, and context enhance meaning using genre specific dance terminology.
3. Execution of dance movement principles and context contribute to artistic expression across different genres, styles, or cultural movement practices.
4. Dance to a variety of rhythms generated from internal and external sources. Perform movement phrases

that show the ability to respond to changes in time.

DA.9-12.1.1.12acc.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.9-12.1.1.12acc.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.9-12.1.1.12acc.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.Pr5	Developing and refining techniques and models or steps needed to create products.
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.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.

Target 3 – Analysis

1. Students will collaborate with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance quality.
2. Students will use a variety of strategies to analyze and evaluate performances of self and others (for example, use video recordings of practice and performances to analyze the difference between the way movements look and how they feel to match performance with visual affect).
3. Apply feedback from others to establish personal performance goals.
4. Analyze and discuss dances from selected genres or styles and/or historical time periods, and formulate reasons for the similarities and differences between them in relation to the ideas and perspectives of the peoples from which the dances originated.
5. Articulate performance goals and justify reasons for selecting particular practice strategies.

6. Students will analysis personnal growth by demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) in classperformances.

7. LGBTQ Inclusive Curriculum Law Here: Dance content (artistic ideas, concepts, expression, relationships, partnering, etc.) that represents the LGBTQ community will be discussed in a safe and inclusive environment.

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.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.
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.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
DA.9-12.1.1.12acc.Cn10b	Collaboratively investigate global issues, including climate change, to inform the development of an original dance project. Evaluate and present ways in which critical concepts are communicated metaphorically through dance.
DA.9-12.1.1.12acc.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
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.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

Target 4 – Knowledge Utilization

1. Students will demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances.

2. Students will implement performance strategies to enhance projection.
3. Apply notes from self critiques, teacher and peers input to future performances.
4. Document the rehearsal and performance process and evaluate methods and strategies using 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.9-12.1.1.12acc.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.

Summative Assessment

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

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.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.

21st Century Life and Careers

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term

consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
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
- Written assessments
- Study and analysis of professional dancers and companies through video examples

Accommodations/Modifications

All accommodations/modifications for classified students will be followed pursuant to each student's IEP or 504 Plan.

Unit Resources

- Google Classroom to share information, links and support materials for class activities, discussion and

critiques.

- Handouts
- Teacher designed exercises
- Video examples from YouTube
- Assessment Rubric
- Critique sheets
- Vocabulary worksheets

Interdisciplinary Connections

MU.K-12.1.3C.12nov.Re7a	Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.
MU.K-12.1.3C.12nov.Re7b	Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.
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.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.
WL.K-12.1	Communicate
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-PS1-2.6	Constructing Explanations and Designing Solutions
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.