

# 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

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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

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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

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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

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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**

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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...**

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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. How to self correct and analyze their performance.
6. Their role within the balance of the class/ensemble.
7. How to practice to maximize advancement.

## **Students will be skilled at...**

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Students will be skilled in basic dance fundamental warm ups and activities while using dance vocabularies so they can perform and articulate movement in the body like professionals in the field.

## **Academic Vocabulary**

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-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
- isolations
- splits

## **Learning Goals:**

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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.

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| 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.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 Retrieval:**

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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 express with full range of movement and freedom in the body.

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| 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. |

## **Target 2 – Level 2 Comprehension:**

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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.

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| 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.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 3 – Analysis**

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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.
4. Learn and understand how to overcome and/or work through body limitations and disabilities to find ease during the learning process.

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| DA.9-12.1.1.12acc.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 |
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|                        | process. Justify the reasons for revisions.  |
| 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.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.Pr6a | Embody the use of the senses and create imagery to envision a particular outcome, projecting and completing movements to enhance dance performance.                  |

## **Target 4 – Knowledge Utilization**

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

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| DA.9-12.1.1.12acc.Pr4c | Perform planned and improvised movement sequences and dance combinations while self-monitoring and adjusting dynamics and energy to the choreographic intent. |
| DA.9-12.1.1.12acc.Pr5  | Developing and refining techniques and models or steps needed to create products.<br>Embody, Execute  |
| DA.9-12.1.1.12acc.Pr5a | Research healthful strategies essential for dancers and modify personal practice based on findings.   |

## **Summative Assessment**

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

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| 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**

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| CRP.K-12.CRP1 | Act as a responsible and contributing citizen and employee. |
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| 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**

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- 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

## **Differentiation/Enrichment**

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### **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

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- 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

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| 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. |