

High School Ballet I Curriculum Map

2011-2012 School Year

First Semester

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<ul style="list-style-type: none"> -Positions of the feet -Positions of the arms -Alignment -Demi pli� (1st, 2nd) -Relev� (1st, 2nd) -Tendu (side) -Reverence -Preparatory jumps/skips -Chass� (side) -Dance class etiquette 	<ul style="list-style-type: none"> -Continue to refine technique from previous material -Demi-pli� (3rd, 4th, 5th) -Relev� (3rd, 4th, 5th) -Sous-sus/Sus-sous -Grand pli� (1st, 2nd) -Tendu (front and back) -Tendu w/ demi pli� -Tendu (from 3rd, 5th) -En croix pattern w/ various movements -Battement jet� (d�gag�) -Positions cou de pied (devant/ derri�re) -Sur le cou de pied -Port de bras -Pas de bourr�e -Saut� (1st, 2nd, 5th) -Chass� side 	<ul style="list-style-type: none"> -Continue to refine technique from previous material -Grand pli� (from 3rd, 4th and 5th) -Retir� (devant and derri�re) -Pass� -Demi rond de jambe (par terre) -Retir� (devant and derri�re) -D�tourn�/Soutenu -Cambr� (all directions) -Frapp� -Balances in various positions -Tomb� pas de bourr�e -Balanc� (side to side) -Glissade (side) -History (primitive rituals) 	<ul style="list-style-type: none"> -Continue to refine technique from previous material -Rond de jambe par terre (en dehors/en dedans) -Battement tendu (w/fondu) -D�velopp� -Attitude positions -Pass� (with relev�) -Arabesque positions -Changement de pieds -�chapp� saut� 	<ul style="list-style-type: none"> -Continue to refine technique from previous material -Petit battement piqu� -Petit battement -Grand battement -Saut� arabesque -Chass� (from 5th) -Assembl� -Petit jet� -Dance videos/ live performances 	<ul style="list-style-type: none"> -Continue to refine technique from previous material -Stage directions -Half pirouettes (en dehors) from 5th -Balanc� en tournant -Sissonne -Pas de chat
<p>Essential Questions</p> <ol style="list-style-type: none"> 1. What is correct body alignment for ballet? 2. Why is correct placement important? 3. What is appropriate dance class etiquette? 	<p>Essential Questions</p> <ol style="list-style-type: none"> 1. What is the proper way to stretch and strengthen the feet? 2. Why is it important to combine movements? 	<p>Essential Questions</p> <ol style="list-style-type: none"> 1. How does correct alignment affect balance? 2. What are some of the different ways to transfer body weight? 	<p>Essential Questions</p> <ol style="list-style-type: none"> 1. What is the correct way to roll through your feet to execute a jump? 2. Which muscles are used to raise the leg in various positions? 	<p>Essential Questions</p> <ol style="list-style-type: none"> 1. How does strength affect the dancer's ability to execute movement? 2. How does the dancer acquire strength? 	<p>Essential Questions</p> <ol style="list-style-type: none"> 1. What role does control play in the dancer's ability to change directions? 2. Why is correct alignment important in turns and jumps?

Course: Ballet I	1st Nine Weeks	Instructional Guide
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Unit 1 – Body Alignment	Estimated Time : 3 weeks
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Course Level Expectations:

- 1.1 Demonstrate appropriate technique through skeletal and muscular alignment.
- 1.2 Demonstrate appropriate technique through body part articulation.
- 1.3 Demonstrate strength, flexibility, agility, endurance, and coordination.
- 1.4 Identify and demonstrate locomotor and nonlocomotor/axial movements.
- 1.5 Demonstrate rhythmic acuity and musicality.
- 1.6 Refine technique through teacher-directed corrections and self-evaluations/self-corrections.
- 1.8 Identify and use appropriate dance terminology.
- 1.9 Identify and use correct studio and performance etiquette.
- 3.1 Use dance as a medium to develop self-awareness and self-confidence.
- 4.2 Apply technical critique given in a class/rehearsal setting.
- 5.4 Understand the similarities and differences of various dance genres.
- 6.1 Discuss how healthful/unhealthful living choices affect the dancer.
- 6.3 Employ proper safety measures in the studio and theatre.
- 7.3 Identify principles of other academic areas as they occur in dance.

Prerequisite Skills:

None

Essential Questions:

- 1. What is correct body alignment for ballet?
- 2. Why is correct placement important?
- 3. What is appropriate dance class etiquette?

Unit Vocabulary:

alignment, demi, plié, relevé, tendu, reverence, chassé, à la seconde, barre, choreographer

Checks for Understanding	Student Performance Indicators	Assessments	Instructional Resources	Connections
<p>1.1 Perform a demi-plié in parallel first, turned out first, parallel second, and turned out second with proper body alignment.</p> <p>1.3 Perform center floor or traveling exercises in proper form.</p> <p>1.4 Perform triplets (chassé) traveling down the floor.</p> <p>1.4 Perform twisting and bending in place.</p> <p>1.5 Execute a combination using appropriate counts and proper accents with the musical accompaniment.</p> <p>1.5 Dance to contrasting tempos and meters.</p> <p>1.6 Correct technical element identified by the teacher.</p> <p>1.6 Self-correct a technical element given to the class by the teacher.</p> <p>1.8 Identify steps demonstrated using correct terminology.</p> <p>1.8 Perform steps, physically, following verbal instructions in dance terminology given by the teacher.</p> <p>1.9 Perform in a dance class adhering to proper etiquette.</p> <p>1.9 Participate as an audience member with appropriate etiquette.</p> <p>3.1 Perform movements with the appropriate eye contact, expression, projection, posture, and energy to exhibit self-confidence.</p> <p>4.2 Demonstrate a specified technical correction given by the teacher in class/rehearsal.</p> <p>4.2 Work with a partner to determine correct vs. incorrect execution of a specified technical movement.</p> <p>6.3 Design a guide listing and defining studio and theatre safety measures.</p>	<p>1.1.1 Demonstrate an awareness of proper alignment from a standing position.</p> <p>1.2.1 Recognize how to perform movements by muscular articulation.</p> <p>1.3.1 Demonstrate basic strength, flexibility, agility, endurance, and coordination in simple movements.</p> <p>1.4.1 Demonstrate locomotor and nonlocomotor/axial movements.</p> <p>1.5.1 Demonstrate the connection between music and movement.</p> <p>1.6.1 Demonstrate improvement in performing movement combinations through application of demonstrated corrections.</p> <p>1.8.1 Recognize and verbalize basic dance vocabulary.</p> <p>1.9.1 Identify and discuss the value of proper etiquette for the studio, performance, audition, and audience.</p> <p>3.1.1 Identify self-awareness and self-confidence in the dance studio.</p> <p>4.2.1 Apply critique given by teacher to refine technique.</p> <p>5.4.1 Identify the different genres of dance.</p> <p>6.1.1 Identify healthful living choices.</p> <p>6.3.1 Identify important safety measures that should be taken in the dance studio and theatre.</p> <p>7.3.1 Identify ideas from other academic areas that appear in dance.</p>	<p>Identify the positions of the feet and arms.</p> <p>Demonstrate demi-pliés and relevés in 1st and 2nd positions.</p> <p>Demonstrate chassé across the floor.</p> <p>Complete a written test over dance class etiquette.</p>	<p>- Gail Grant: <i>Technical Manual and Dictionary of Classical Ballet</i></p> <p>- Horst Koepler: <i>The Concise Oxford Dictionary of Ballet</i></p> <p>- Anna Paskevaska: <i>Ballet from the First Plié to Mastery</i></p> <p>- Gretchen Ward Warren: <i>Classical Ballet Technique</i></p> <p>- Vera Kostrovitskaya and Alexei Pisarev: <i>School of Classical Dance</i></p> <p>- Sandra Noll Hammond: <i>Ballet Basics, Third Edition</i></p> <p>- Anna Paskevaska: <i>Both Sides of the Mirror: The Science and Art of Ballet</i></p> <p>- Richard Kraus, Sarah Chapman Hilsendager, and Brenda Dixon: <i>History of the Dance in Art and Education, Third Edition</i></p> <p>- George Balanchine and Francis Mason: <i>101 Stories of the Great Ballets</i></p>	<p>Anatomy</p> <p>Mathematics</p> <p>Geometry</p> <p>Foreign Language</p> <p>Physics</p> <p>Music</p> <p>English</p> <p>History</p> <p>Art</p> <p>Physical Education</p> <p>Theatre</p> <p>Critical Thinking</p>

Unit 2 – Footwork	Estimated Time : 3 weeks
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Course Level Expectations:

- 1.1 Demonstrate appropriate technique through skeletal and muscular alignment.
- 1.2 Demonstrate appropriate technique through body part articulation.
- 1.3 Demonstrate strength, flexibility, agility, endurance, and coordination.
- 1.4 Identify and demonstrate locomotor and nonlocomotor/axial movements.
- 1.5 Demonstrate rhythmic acuity and musicality.
- 1.6 Refine technique through teacher-directed corrections and self-evaluations/self-corrections.
- 1.7 Analyze dance movement according to the basic elements of dance (i.e., space, shape, time, and energy)
- 1.8 Identify and use appropriate dance terminology.
- 1.9 Identify and use correct studio and performance etiquette.
- 3.1 Use dance as a medium to develop self-awareness and self-confidence.
- 3.2 Analyze how dance can communicate meaning and broaden perceptions.
- 4.2 Apply technical critique given in a class/rehearsal setting.
- 5.1 Recognize the diversity of dance expression throughout the world.
- 5.4 Understand the similarities and differences of various dance genres.
- 6.1 Discuss how healthful/unhealthful living choices affect the dancer.
- 6.2 Understand how anatomy, physiology, and kinesiology relate to dance.
- 6.3 Employ proper safety measures in the studio and theatre.
- 7.3 Identify principles of other academic areas as they occur in dance.

Prerequisite Skills:

Skills learned in Unit 1

Essential Questions:

- 1. What is the proper way to stretch and strengthen the feet?
- 2. Why is it important to combine movements?

Unit Vocabulary:

sous-sus/sus-sous, grand plié, en croix, battement jeté (dégagé), cou-de-pied, sur le cou-de-pied, devant, derrière, port de bras, pas de bourrée, temps levé sauté, metatarsal

Checks for Understanding	Student Performance Indicators	Assessments	Instructional Resources	Connections
<p>1.1 Perform a demi-plié in parallel first, turned out first, parallel second, and turned out second with proper body alignment.</p> <p>1.2 Demonstrate a tendu articulating through the metatarsals.</p> <p>1.3 Perform center floor or traveling exercises in proper form.</p> <p>1.4 Perform triplets (chassé) traveling down the floor.</p> <p>1.4 Perform twisting and bending in place.</p> <p>1.5 Execute a combination using appropriate counts and proper accents with the musical accompaniment.</p> <p>1.5 Dance to contrasting tempos and meters.</p> <p>1.6 Correct technical element identified by the teacher.</p> <p>1.6 Self-correct a technical element given to the class by the teacher.</p> <p>1.7 Create movements properly using space, shape, time, and energy as directed and specified by teacher.</p> <p>1.8 Identify steps demonstrated using correct terminology.</p> <p>1.8 Perform steps, physically, following verbal instructions in dance terminology given by the teacher.</p> <p>1.9 Perform in a dance class adhering to proper etiquette.</p> <p>1.9 Participate as an audience member with appropriate etiquette.</p> <p>3.1 Perform movements with the appropriate eye contact, expression, projection, posture, and energy to exhibit self-confidence.</p> <p>4.2 Demonstrate a specified technical correction given by the teacher in class/rehearsal.</p> <p>4.2 Work with a partner to determine correct vs. incorrect execution of a specified technical movement.</p> <p>5.4 Compare two genres of dance and identify their unique characteristics (e.g., modern vs. ballet).</p> <p>6.2 Identify specified muscles and skeletal structures used in specific dance technique.</p>	<p>1.1.1 Demonstrate an awareness of proper alignment from a standing position.</p> <p>1.2.1 Recognize how to perform movement by muscular articulation.</p> <p>1.3.1 Demonstrate basic strength, flexibility, agility, endurance, and coordination in simple movements.</p> <p>1.4.1 Demonstrate locomotor and nonlocomotor/axial movements.</p> <p>1.5.1 Demonstrate the connection between music and movement.</p> <p>1.6.1 Demonstrate improvement in performing movement combinations through application of demonstrated corrections.</p> <p>1.7.1 Identify basic terminology of the elements of dance (e.g., space, shape, time, and energy) in a visual presentation.</p> <p>1.8.1 Recognize and verbalize basic dance vocabulary.</p> <p>1.9.1 Identify and discuss the value of proper etiquette for the studio, performance, audition, and audience.</p> <p>3.1.1 Identify self-awareness and self-confidence in the dance studio.</p> <p>3.2.1 Identify how an idea, thought, and/or feeling communicates meaning through dance.</p> <p>4.2.1 Apply critique given by teacher to refine technique.</p> <p>5.1.1 Identify diverse forms of dance throughout the world.</p> <p>5.4.1 Identify the different genres of dance.</p> <p>6.1.1 Identify healthful living choices.</p> <p>6.2.1 Define selected principles of anatomy, physiology and kinesiology related to dance.</p> <p>6.3.1 Identify important safety measures that should be taken in the dance studio and theatre.</p> <p>7.3.1 Identify ideas from other academic areas that appear in dance.</p>	<p>Perform battement tendu en croix.</p> <p>Perform simple port de bras.</p>	<p>- Gail Grant: <i>Technical Manual and Dictionary of Classical Ballet</i></p> <p>- Horst Koezler: <i>The Concise Oxford Dictionary of Ballet</i></p> <p>- Anna Paskevka: <i>Ballet from the First Plié to Mastery</i></p> <p>- Gretchen Ward Warren: <i>Classical Ballet Technique</i></p> <p>- Vera Kostrovitskaya and Alexei Pisarev: <i>School of Classical Dance</i></p> <p>- Sandra Noll Hammond: <i>Ballet Basics, Third Edition</i></p> <p>- Anna Paskevka: <i>Both Sides of the Mirror: The Science and Art of Ballet</i></p> <p>- Richard Kraus, Sarah Chapman Hilsendager, and Brenda Dixon: <i>History of the Dance in Art and Education, Third Edition</i></p> <p>- George Balanchine and Francis Mason: <i>101 Stories of the Great Ballets</i></p>	<p>Anatomy</p> <p>Mathematics</p> <p>Geometry</p> <p>Foreign Language</p> <p>Physics</p> <p>Music</p> <p>English</p> <p>History</p> <p>Art</p> <p>Physical Education</p> <p>Theatre</p> <p>Critical Thinking</p>

Unit 3 – Balance	Estimated Time : 3 weeks
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Course Level Expectations:

- 1.1 Demonstrate appropriate technique through skeletal and muscular alignment.
- 1.2 Demonstrate appropriate technique through body part articulation.
- 1.3 Demonstrate strength, flexibility, agility, endurance, and coordination.
- 1.4 Identify and demonstrate locomotor and nonlocomotor/axial movements.
- 1.5 Demonstrate rhythmic acuity and musicality.
- 1.6 Refine technique through teacher-directed corrections and self-evaluations/self-corrections.
- 1.7 Analyze dance movement according to the basic elements of dance (i.e., space, shape, time, and energy)
- 1.8 Identify and use appropriate dance terminology.
- 1.9 Identify and use correct studio and performance etiquette.
- 3.1 Use dance as a medium to develop self-awareness and self-confidence.
- 3.2 Analyze how dance can communicate meaning and broaden perceptions.
- 4.2 Apply technical critique given in a class/rehearsal setting.
- 4.3 Compare and analyze student and professional performances.
- 5.1 Recognize the diversity of dance expression throughout the world.
- 5.2 Understand that dance has its roots in rituals.
- 5.3 Understand the historical background of classical, theatrical, and contemporary forms of dance.
- 5.4 Understand the similarities and differences of various dance genres.
- 6.1 Discuss how healthful/unhealthful living choices affect the dancer.
- 6.2 Understand how anatomy, physiology, and kinesiology relate to dance.
- 6.3 Employ proper safety measures in the studio and theatre.
- 7.3 Identify principles of other academic areas as they occur in dance.

Prerequisite Skills:

Skills learned in Units 1 and 2

Essential Questions:

- 1. How does correct alignment affect balance?
- 2. What are some of the different ways to transfer body weight?

Unit Vocabulary:

retiré (devant and derrière), passé, rond de jambe par terre, détourné/soutenu, cambré, frappé, tombé, balancé, glissade, marley, tutu

Checks for Understanding	Student Performance Indicators	Assessments	Instructional Resources	Connections
<p>1.1 Perform a demi-plié in parallel first, turned out first, parallel second, and turned out second with proper body alignment.</p> <p>1.1 Balance for an extended period in various positions.</p> <p>1.2 Demonstrate a tendu articulating through the metatarsals.</p> <p>1.3 Execute the warm-up in its entirety.</p> <p>1.3 Perform center floor or traveling exercises in proper form.</p> <p>1.4 Perform triplets traveling down the floor.</p> <p>1.4 Perform twisting and bending in place.</p> <p>1.5 Execute a combination using appropriate counts and proper accents with the musical accompaniment.</p> <p>1.5 Dance to contrasting tempos and meters.</p> <p>1.6 Correct technical element identified by the teacher.</p> <p>1.6 Self-correct a technical element given to the class by the teacher.</p> <p>1.8 Identify steps demonstrated using correct terminology.</p> <p>1.8 Perform steps, physically, following verbal instructions in dance terminology given by the teacher.</p> <p>1.9 Perform in a dance class adhering to proper etiquette.</p> <p>1.9 Participate as an audience member with appropriate etiquette.</p> <p>3.1 Perform movements with the appropriate eye contact, expression, projection, posture, and energy to exhibit self-confidence.</p> <p>4.2 Demonstrate a specified technical correction given by the teacher in class/rehearsal.</p> <p>4.2 Work with a partner to determine correct vs. incorrect execution of a specified technical movement.</p> <p>4.3 View two or more works and critique the dancers' technique and artistry.</p> <p>5.2 Identify historic rituals, and identify and list the purpose of these rituals (e.g., religion, fertility, harvest, hunting).</p> <p>5.3 Create a timeline of the evolution of a specific genre of dance.</p> <p>5.4 Compare two genres of dance and identify their unique characteristics.</p> <p>6.2 Identify specified muscles and skeletal structures used in specific dance technique.</p>	<p>1.1.1 Demonstrate an awareness of proper alignment from a standing position.</p> <p>1.2.1 Recognize how to perform movement by muscular articulation.</p> <p>1.3.1 Demonstrate basic strength, flexibility, agility, endurance, and coordination in simple movements.</p> <p>1.4.1 Demonstrate locomotor and nonlocomotor/axial movements.</p> <p>1.5.1 Demonstrate the connection between music and movement.</p> <p>1.6.1 Demonstrate improvement in performing movement combinations through application of demonstrated corrections.</p> <p>1.7.1 Identify basic terminology of the elements of dance (e.g., space, shape, time, and energy) in a visual presentation.</p> <p>1.8.1 Recognize and verbalize basic dance vocabulary.</p> <p>1.9.1 Identify and discuss the value of proper etiquette for the studio, performance, audition, and audience.</p> <p>3.1.1 Identify self-awareness and self-confidence in the dance studio.</p> <p>3.2.1 Identify how an idea, thought, and/or feeling communicates meaning through dance.</p> <p>4.2.1 Apply critique given by teacher to refine technique.</p> <p>4.3.1 Identify the elements of a dance critique.</p> <p>5.1.1 Identify diverse forms of dance throughout the world.</p> <p>5.2.1 Identify primitive rituals.</p> <p>5.3.1 Discover the origins of classical, theatrical, and contemporary forms of dance.</p> <p>5.4.1 Identify the different genres of dance.</p> <p>6.1.1 Identify healthful living choices.</p> <p>6.2.1 Define selected principles of anatomy, physiology and kinesiology related to dance.</p> <p>6.3.1 Identify important safety measures that should be taken in the dance studio and theatre.</p> <p>7.3.1 Identify ideas from other academic areas that appear in dance.</p>	<p>Perform rond de jambe par terre.</p> <p>Demonstrate glissade across the floor.</p> <p>Explain the difference between retiré and passé.</p> <p>Identify primitive rituals.</p> <p>Complete a written test covering vocabulary learned during this quarter.</p>	<p>- Gail Grant: <i>Technical Manual and Dictionary of Classical Ballet</i></p> <p>- Horst Koepler: <i>The Concise Oxford Dictionary of Ballet</i></p> <p>- Anna Paskevka: <i>Ballet from the First Plié to Mastery</i></p> <p>- Gretchen Ward Warren: <i>Classical Ballet Technique</i></p> <p>- Vera Kostrovitskaya and Alexei Pisarev: <i>School of Classical Dance</i></p> <p>- Sandra Noll Hammond: <i>Ballet Basics, Third Edition</i></p> <p>- Anna Paskevka: <i>Both Sides of the Mirror: The Science and Art of Ballet</i></p> <p>- Richard Kraus, Sarah Chapman Hilsendager, and Brenda Dixon: <i>History of the Dance in Art and Education, Third Edition</i></p> <p>- George Balanchine and Francis Mason: <i>101 Stories of the Great Ballets</i></p>	<p>Anatomy</p> <p>Mathematics</p> <p>Geometry</p> <p>Foreign Language</p> <p>Physics</p> <p>Music</p> <p>English</p> <p>History</p> <p>Art</p> <p>Physical Education</p> <p>Theatre</p> <p>Critical Thinking</p>

Unit 4 – Extensions	Estimated Time : 3 weeks
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Course Level Expectations:

- 1.1 Demonstrate appropriate technique through skeletal and muscular alignment.
- 1.2 Demonstrate appropriate technique through body part articulation.
- 1.3 Demonstrate strength, flexibility, agility, endurance, and coordination.
- 1.4 Identify and demonstrate locomotor and nonlocomotor/axial movements.
- 1.5 Demonstrate rhythmic acuity and musicality.
- 1.6 Refine technique through teacher-directed corrections and self-evaluations/self-corrections.
- 1.7 Analyze dance movement according to the basic elements of dance (i.e., space, shape, time, and energy)
- 1.8 Identify and use appropriate dance terminology.
- 1.9 Identify and use correct studio and performance etiquette.
- 3.1 Use dance as a medium to develop self-awareness and self-confidence.
- 3.2 Analyze how dance can communicate meaning and broaden perceptions.
- 4.2 Apply technical critique given in a class/rehearsal setting.
- 5.3 Understand the historical background of classical, theatrical, and contemporary forms of dance.
- 5.4 Understand the similarities and differences of various dance genres.
- 6.1 Discuss how healthful/unhealthful living choices affect the dancer.
- 6.2 Understand how anatomy, physiology, and kinesiology relate to dance.
- 6.3 Employ proper safety measures in the studio and theatre.
- 7.3 Identify principles of other academic areas as they occur in dance.

Prerequisite Skills:

Skills learned in Units 1, 2 and 3

Essential Questions:

- 1. What is the correct way to roll through your feet to execute a jump?
- 2. Which muscles are used to raise the leg in various positions?

Unit Vocabulary:

en dehors, en dedans, fondu, développé, attitude, arabesque, changement de pieds, échappé sauté

Checks for Understanding	Student Performance Indicators	Assessments	Instructional Resources	Connections
<p>1.1 Perform a demi-plié in parallel first, turned out first, parallel second, and turned out second with proper body alignment.</p> <p>1.1 Balance for an extended period in various positions.</p> <p>1.2 Demonstrate a tendu articulating through the metatarsals.</p> <p>1.3 Execute the warm-up in its entirety.</p> <p>1.3 Perform center floor or traveling exercises in proper form.</p> <p>1.4 Perform triplets traveling down the floor.</p> <p>1.4 Perform twisting and bending in place.</p> <p>1.5 Execute a combination using appropriate counts and proper accents with the musical accompaniment.</p> <p>1.5 Dance to contrasting tempos and meters.</p> <p>1.6 Correct technical element identified by the teacher.</p> <p>1.6 Self-correct a technical element given to the class by the teacher.</p> <p>1.7 Create movements properly using space, shape, time, and energy as directed and specified by teacher.</p> <p>1.8 Identify steps demonstrated using correct terminology.</p> <p>1.8 Perform steps, physically, following verbal instructions in dance terminology given by the teacher.</p> <p>1.9 Perform in a dance class adhering to proper etiquette.</p> <p>1.9 Participate as an audience member with appropriate etiquette.</p> <p>3.1 Perform movements with the appropriate eye contact, expression, projection, posture, and energy to exhibit self-confidence.</p> <p>4.2 Demonstrate a specified technical correction given by the teacher in class/rehearsal.</p> <p>4.2 Work with a partner to determine correct vs. incorrect execution of a specified technical movement.</p> <p>5.3 Create a timeline of the evolution of a specific genre of dance.</p> <p>5.4 Compare two genres of dance and identify their unique characteristics (e.g., modern vs. ballet).</p> <p>6.2 Identify specified muscles and skeletal structures used in specific dance technique.</p>	<p>1.1.1 Demonstrate an awareness of proper alignment from a standing position.</p> <p>1.2.1 Recognize how to perform movement by muscular articulation.</p> <p>1.3.1 Demonstrate basic strength, flexibility, agility, endurance, and coordination in simple movements.</p> <p>1.4.1 Demonstrate locomotor and nonlocomotor/axial movements.</p> <p>1.5.1 Demonstrate the connection between music and movement.</p> <p>1.6.1 Demonstrate improvement in performing movement combinations through application of demonstrated corrections.</p> <p>1.7.1 Identify basic terminology of the elements of dance (e.g., space, shape, time, and energy) in a visual presentation.</p> <p>1.8.1 Recognize and verbalize basic dance vocabulary.</p> <p>1.9.1 Identify and discuss the value of proper etiquette for the studio, performance, audition, and audience.</p> <p>3.1.1 Identify self-awareness and self-confidence in the dance studio.</p> <p>3.2.1 Identify how an idea, thought, and/or feeling communicates meaning through dance.</p> <p>4.2.1 Apply critique given by teacher to refine technique.</p> <p>5.3.1 Discover the origins of classical, theatrical, and contemporary forms of dance.</p> <p>5.4.1 Identify the different genres of dance.</p> <p>6.1.1 Identify healthful living choices.</p> <p>6.2.1 Define selected principles of anatomy, physiology and kinesiology related to dance.</p> <p>6.3.1 Identify important safety measures that should be taken in the dance studio and theatre.</p> <p>7.3.1 Identify ideas from other academic areas that appear in dance.</p>	<p>Perform sauté in 1st and 2nd positions.</p> <p>Demonstrate and identify the 4 arabesque positions.</p>	<p>- Gail Grant: <i>Technical Manual and Dictionary of Classical Ballet</i></p> <p>- Horst Koegler: <i>The Concise Oxford Dictionary of Ballet</i></p> <p>- Anna Paskevaska: <i>Ballet from the First Plié to Mastery</i></p> <p>- Gretchen Ward Warren: <i>Classical Ballet Technique</i></p> <p>- Vera Kostrovitskaya and Alexei Pisarev: <i>School of Classical Dance</i></p> <p>- Sandra Noll Hammond: <i>Ballet Basics, Third Edition</i></p> <p>- Anna Paskevaska: <i>Both Sides of the Mirror: The Science and Art of Ballet</i></p> <p>- Richard Kraus, Sarah Chapman Hilsendager, and Brenda Dixon: <i>History of the Dance in Art and Education, Third Edition</i></p> <p>- George Balanchine and Francis Mason: <i>101 Stories of the Great Ballets</i></p>	<p>Anatomy</p> <p>Mathematics</p> <p>Geometry</p> <p>Foreign Language</p> <p>Physics</p> <p>Music</p> <p>English</p> <p>History</p> <p>Art</p> <p>Physical Education</p> <p>Theatre</p> <p>Critical Thinking</p>

Unit 5 – Strength	Estimated Time : 3 weeks
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Course Level Expectations:

- 1.1 Demonstrate appropriate technique through skeletal and muscular alignment.
- 1.2 Demonstrate appropriate technique through body part articulation.
- 1.3 Demonstrate strength, flexibility, agility, endurance, and coordination.
- 1.4 Identify and demonstrate locomotor and nonlocomotor/axial movements.
- 1.5 Demonstrate rhythmic acuity and musicality.
- 1.6 Refine technique through teacher-directed corrections and self-evaluations/self-corrections.
- 1.7 Analyze dance movement according to the basic elements of dance (i.e., space, shape, time, and energy)
- 1.8 Identify and use appropriate dance terminology.
- 1.9 Identify and use correct studio and performance etiquette.
- 1.10 Identify and understand the basic elements of dance performance and production.
- 3.1 Use dance as a medium to develop self-awareness and self-confidence.
- 3.2 Analyze how dance can communicate meaning and broaden perceptions.
- 4.2 Apply technical critique given in a class/rehearsal setting.
- 5.3 Understand the historical background of classical, theatrical, and contemporary forms of dance.
- 5.4 Understand the similarities and differences of various dance genres.
- 6.1 Discuss how healthful/unhealthful living choices affect the dancer.
- 6.2 Understand how anatomy, physiology, and kinesiology relate to dance.
- 6.3 Employ proper safety measures in the studio and theatre.
- 7.1 Understand how the same idea can be expressed in dance and other art forms.
- 7.3 Identify principles of other academic areas as they occur in dance.

Prerequisite Skills:

Skills learned in Units 1 - 4

Essential Questions:

- 1. How does strength affect the dancer’s ability to execute movement?
- 2. How does the dancer acquire strength?

Unit Vocabulary:

petit battement piqué, petit battement, grand battement, sauté arabesque, assemblé, petit jeté

Checks for Understanding	Student Performance Indicators	Assessments	Instructional Resources	Connections
<p>1.1 Perform a demi-plié in parallel first, turned out first, parallel second, and turned out second with proper body alignment.</p> <p>1.1 Balance for an extended period in various positions.</p> <p>1.2 Demonstrate a tendu articulating through the metatarsals.</p> <p>1.3 Execute the warm-up in its entirety.</p> <p>1.3 Perform center floor or traveling exercises in proper form.</p> <p>1.4 Perform triplets traveling down the floor.</p> <p>1.4 Perform twisting and bending in place.</p> <p>1.5 Execute a combination using appropriate counts and proper accents with the musical accompaniment.</p> <p>1.5 Dance to contrasting tempos and meters.</p> <p>1.6 Correct technical element identified by the teacher.</p> <p>1.6 Self-correct a technical element given to the class by the teacher.</p> <p>1.7 Create movements properly using space, shape, time, and energy as directed and specified by teacher.</p> <p>1.8 Identify steps demonstrated using correct terminology.</p> <p>1.8 Perform steps, physically, following verbal instructions in dance terminology given by the teacher.</p> <p>1.9 Perform in a dance class adhering to proper etiquette.</p> <p>1.9 Participate as an audience member with appropriate etiquette.</p> <p>1.10 Assist and/or perform in a dance production.</p> <p>3.1 Perform movements with the appropriate eye contact, expression, projection, posture, and energy to exhibit self-confidence.</p> <p>4.2 Demonstrate a specified technical correction given by the teacher in class/rehearsal.</p> <p>4.2 Work with a partner to determine correct vs. incorrect execution of a specified technical movement.</p> <p>5.3 Create a timeline of the evolution of a specific genre of dance.</p> <p>5.4 Compare two genres of dance and identify their unique characteristics.</p> <p>6.2 Identify specified muscles and skeletal structures used in specific dance technique.</p>	<p>1.1.1 Demonstrate an awareness of proper alignment from a standing position.</p> <p>1.2.1 Recognize how to perform movement by muscular articulation.</p> <p>1.3.1 Demonstrate basic strength, flexibility, agility, endurance, and coordination in simple movements.</p> <p>1.4.1 Demonstrate locomotor and nonlocomotor/axial movements.</p> <p>1.5.1 Demonstrate the connection between music and movement.</p> <p>1.6.1 Demonstrate improvement in performing movement combinations through application of demonstrated corrections.</p> <p>1.7.1 Identify basic terminology of the elements of dance (e.g., space, shape, time, and energy) in a visual presentation.</p> <p>1.8.1 Recognize and verbalize basic dance vocabulary.</p> <p>1.9.1 Identify and discuss the value of proper etiquette for the studio, performance, audition, and audience.</p> <p>1.10.1 Recognize the basic elements of a dance production via a live or recorded concert.</p> <p>3.1.1 Identify self-awareness and self-confidence in the dance studio.</p> <p>3.2.1 Identify how an idea, thought, and/or feeling communicates meaning through dance.</p> <p>4.2.1 Apply critique given by teacher to refine technique.</p> <p>5.3.1 Discover the origins of classical, theatrical, and contemporary forms of dance.</p> <p>5.4.1 Identify the different genres of dance.</p> <p>6.1.1 Identify healthful living choices.</p> <p>6.2.1 Define selected principles of anatomy, physiology and kinesiology related to dance.</p> <p>6.3.1 Identify important safety measures that should be taken in the dance studio and theatre.</p> <p>7.1.1 Discuss how the same idea is expressed in dance and in other art forms.</p> <p>7.3.1 Identify ideas from other academic areas that appear in dance.</p>	<p>Perform sauté arabesque combined with chassé across the floor.</p> <p>Balance for an extended period in 1st and 2nd positions on demi-pointe.</p> <p>Analyze a dance performance.</p>	<p>- Gail Grant: <i>Technical Manual and Dictionary of Classical Ballet</i></p> <p>- Horst Koegler: <i>The Concise Oxford Dictionary of Ballet</i></p> <p>- Anna Paskevaska: <i>Ballet from the First Plié to Mastery</i></p> <p>- Gretchen Ward Warren: <i>Classical Ballet Technique</i></p> <p>- Vera Kostrovitskaya and Alexei Pisarev: <i>School of Classical Dance</i></p> <p>- Sandra Noll Hammond: <i>Ballet Basics, Third Edition</i></p> <p>- Anna Paskevaska: <i>Both Sides of the Mirror: The Science and Art of Ballet</i></p> <p>- Richard Kraus, Sarah Chapman Hilsendager, and Brenda Dixon: <i>History of the Dance in Art and Education, Third Edition</i></p> <p>- George Balanchine and Francis Mason: <i>101 Stories of the Great Ballets</i></p>	<p>Anatomy</p> <p>Mathematics</p> <p>Geometry</p> <p>Foreign Language</p> <p>Physics</p> <p>Music</p> <p>English</p> <p>History</p> <p>Art</p> <p>Physical Education</p> <p>Theatre</p> <p>Critical Thinking</p>

Unit 6 – Control	Estimated Time : 3 weeks
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Course Level Expectations:

- 1.1 Demonstrate appropriate technique through skeletal and muscular alignment.
- 1.2 Demonstrate appropriate technique through body part articulation.
- 1.3 Demonstrate strength, flexibility, agility, endurance, and coordination.
- 1.4 Identify and demonstrate locomotor and nonlocomotor/axial movements.
- 1.5 Demonstrate rhythmic acuity and musicality.
- 1.6 Refine technique through teacher-directed corrections and self-evaluations/self-corrections.
- 1.7 Analyze dance movement according to the basic elements of dance (i.e., space, shape, time, and energy)
- 1.8 Identify and use appropriate dance terminology.
- 1.9 Identify and use correct studio and performance etiquette.
- 1.10 Identify and understand the basic elements of dance performance and production.
- 2.3 Understand the differences in choreography as relative to specific genres of dance.
- 3.1 Use dance as a medium to develop self-awareness and self-confidence.
- 3.2 Analyze how dance can communicate meaning and broaden perceptions.
- 4.2 Apply technical critique given in a class/rehearsal setting.
- 4.3 Compare and analyze student and professional performances.
- 4.4 Analyze the choreographic intent in performances.
- 5.1 Recognize the diversity of dance expression throughout the world.
- 5.2 Understand that dance has its roots in rituals.
- 5.3 Understand the historical background of classical, theatrical, and contemporary forms of dance.
- 5.4 Understand the similarities and differences of various dance genres.
- 6.1 Discuss how healthful/unhealthful living choices affect the dancer.
- 6.2 Understand how anatomy, physiology, and kinesiology relate to dance.
- 6.3 Employ proper safety measures in the studio and theatre.
- 7.1 Understand how the same idea can be expressed in dance and other art forms.
- 7.2 Examine how technology can be used in dance.
- 7.3 Identify principles of other academic areas as they occur in dance.

Prerequisite Skills:

Skills learned in Units 1 – 5

Essential Questions:

- 1. What role does control play in the dancer’s ability to change directions?
- 2. Why is correct alignment important in turns and jumps?

Unit Vocabulary:

stage right, stage left, downstage, upstage, points of the room, pirouette, balancé en tournant, sissonne, pas de chat, waltz

Checks for Understanding	Student Performance Indicators	Assessments	Instructional Resources	Connections
<p>1.1 Perform a demi-plié in parallel first, turned out first, parallel second, and turned out second with proper body alignment.</p> <p>1.1 Balance for an extended period in various positions.</p> <p>1.2 Demonstrate a tendu articulating through the metatarsals.</p> <p>1.3 Execute the warm-up in its entirety.</p> <p>1.3 Perform center floor or traveling exercises in proper form.</p> <p>1.4 Perform triplets traveling down the floor.</p> <p>1.4 Perform twisting and bending in place.</p> <p>1.5 Execute a combination using appropriate counts and proper accents with the musical accompaniment.</p> <p>1.5 Dance to contrasting tempos and meters.</p> <p>1.6 Correct technical element identified by the teacher.</p> <p>1.6 Self-correct a technical element given to the class by the teacher.</p> <p>1.7 Create movements properly using space, shape, time, and energy as directed and specified by teacher.</p> <p>1.8 Identify steps demonstrated using correct terminology.</p> <p>1.8 Perform steps, physically, following verbal instructions in dance terminology given by the teacher.</p> <p>1.9 Perform in a rehearsal adhering to proper etiquette.</p> <p>1.9 Perform in a dance class adhering to proper etiquette.</p> <p>1.9 Participate as an audience member with appropriate etiquette.</p> <p>1.10 Assist and/or perform in a dance production.</p> <p>2.3 View two or more pieces of choreography from different genres and articulate their contrasting characteristics.</p> <p>3.1 Perform movements with the</p>	<p>1.1.1 Demonstrate an awareness of proper alignment from a standing position.</p> <p>1.2.1 Recognize how to perform movement by muscular articulation.</p> <p>1.3.1 Demonstrate basic strength, flexibility, agility, endurance, and coordination in simple movements.</p> <p>1.4.1 Demonstrate locomotor and nonlocomotor/axial movements.</p> <p>1.5.1 Demonstrate the connection between music and movement.</p> <p>1.6.1 Demonstrate improvement in performing movement combinations through application of demonstrated corrections.</p> <p>1.7.1 Identify basic terminology of the elements of dance (e.g., space, shape, time, and energy) in a visual presentation.</p> <p>1.8.1 Recognize and verbalize basic dance vocabulary.</p> <p>1.9.1 Identify and discuss the value of proper etiquette for the studio, performance, audition, and audience.</p> <p>1.10.1 Recognize the basic elements of a dance production via a live or recorded concert.</p> <p>2.3.1 Identify similarities and differences of the genres of dance.</p> <p>3.1.1 Identify self-awareness and self-confidence in the dance studio.</p> <p>3.2.1 Identify how an idea, thought, and/or feeling communicates meaning through dance.</p> <p>4.2.1 Apply critique given by teacher to refine technique.</p> <p>4.3.1 Identify the elements of a dance critique.</p> <p>4.4.1 Identify intent in specified choreographic works.</p>	<p>Identify the points of the room.</p> <p>Demonstrate correct alignment in basic turns.</p> <p>Perform, in the classroom setting, a solo which includes all of the skills learned during semester one.</p> <p>Complete a written exam which includes information learned in semester one.</p>	<p>- Gail Grant: <i>Technical Manual and Dictionary of Classical Ballet</i></p> <p>- Horst Koegler: <i>The Concise Oxford Dictionary of Ballet</i></p> <p>- Anna Paskevaska: <i>Ballet from the First Plié to Mastery</i></p> <p>- Gretchen Ward Warren: <i>Classical Ballet Technique</i></p> <p>- Vera Kostrovitskaya and Alexei Pisarev: <i>School of Classical Dance</i></p> <p>- Sandra Noll Hammond: <i>Ballet Basics, Third Edition</i></p> <p>- Anna Paskevaska: <i>Both Sides of the Mirror: The Science and Art of Ballet</i></p> <p>- Richard Kraus, Sarah Chapman Hilsendager, and Brenda Dixon: <i>History of the Dance in Art and Education, Third Edition</i></p> <p>- George Balanchine and Francis Mason: <i>101 Stories of the Great Ballets</i></p>	<p>Anatomy</p> <p>Mathematics</p> <p>Geometry</p> <p>Foreign Language</p> <p>Physics</p> <p>Music</p> <p>English</p> <p>History</p> <p>Art</p> <p>Physical Education</p> <p>Theatre</p> <p>Critical Thinking</p>

<p>appropriate eye contact, expression, projection, posture, and energy to exhibit self-confidence.</p> <p>4.2 Demonstrate a specified technical correction given by the teacher in class/rehearsal.</p> <p>4.2 Work with a partner to determine correct vs. incorrect execution of a specified technical movement.</p> <p>4.3 View two or more works and critique the dancers' performance (technique and artistry).</p> <p>4.4 Write a formal critique determining the choreographic intent of a given piece.</p> <p>5.2 Identify historic rituals, and identify and list the purpose of these rituals (e.g., religion, fertility, harvest, hunting).</p> <p>5.3 Create a timeline of the evolution of a specific genre of dance.</p> <p>5.4 Compare two genres of dance and identify their unique characteristics (e.g., modern vs. ballet).</p> <p>6.2 Identify specified muscles and skeletal structures used in specific dance technique.</p> <p>6.3 Design a guide listing and defining studio and theatre safety measures.</p> <p>7.2 Research innovative uses for technology in dance and share examples with class.</p>	<p>5.1.1 Identify diverse forms of dance throughout the world.</p> <p>5.2.1 Identify primitive rituals.</p> <p>5.3.1 Discover the origins of classical, theatrical, and contemporary forms of dance.</p> <p>5.4.1 Identify the different genres of dance.</p> <p>6.1.1 Identify healthful living choices.</p> <p>6.2.1 Define selected principles of anatomy, physiology and kinesiology related to dance.</p> <p>6.3.1 Identify important safety measures that should be taken in the dance studio and theatre.</p> <p>7.1.1 Discuss how the same idea is expressed in dance and in other art forms.</p> <p>7.2.1 Identify ways technology can be used in dance.</p> <p>7.3.1 Identify ideas from other academic areas that appear in dance.</p>			
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