

High School Ballet I Curriculum Map

2011-2012 School Year

Second Semester

Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
<ul style="list-style-type: none"> -Continue to refine technique from previous material -Rond de jambe en l'air -Détourné at barre -Battement tendu doublé -Pas de cheval -Balance in arabesque (flat and demi-pointe) -Grand battement with demi plié -Ballet history 	<ul style="list-style-type: none"> -Continue to refine technique from previous material -Poses (croisé, effacé, and écarté) -Chaînés -Quarter pirouettes en dedans -Single pirouette en dehors (from 5th position) -Piqué turns (en dedans) -Pas de bourrée suivi (bourrées) 	<ul style="list-style-type: none"> -Continue to refine technique from previous material -Pas de bourrée in retiré -Pas de bourrée en tournant -Pas de basque -Glissade (changing feet) -Balancé front and back -Single pirouette en dedans 	<ul style="list-style-type: none"> -Continue to refine technique from previous material -Balancé en tournant -Sissonne fermée -Sissonne ouverte -Various port de bras -Soubresaut -Échappé (sliding) -Rond de jambe en l'air -Piqué tour en dehors (lame duck) -Changement de pieds with quarter turns 	<ul style="list-style-type: none"> -Continue to refine technique from previous material -Pas de bourrée (over) -Combinations of barre work at accelerated tempos -Glissade forward and backward -Sissonne forward and backward -Assemblé forward and backward -Pas de bourrée with straight legs, in cou-de-pied, and retiré in combination -Dance videos/ live performances 	<ul style="list-style-type: none"> -Continue to refine technique from previous material -Combining sauté arabesque and chassé -Combinations of adagio movements done in the center of the room -Combinations of allegro movements done in the center of the room -Combinations of various movements done across the floor
<p>Essential Questions</p> <ol style="list-style-type: none"> 1. What are the benefits of barre work? 2. How does the dancer achieve balance in arabesque? 	<p>Essential Questions</p> <ol style="list-style-type: none"> 1. What is the correct foot placement for pirouettes? 2. How do body positions affect the dancer's line? 	<p>Essential Questions</p> <ol style="list-style-type: none"> 1. How does spotting help the dancer turn? 2. What is the difference between en dehors and en dedans? 	<p>Essential Questions</p> <ol style="list-style-type: none"> 1. What is the correct transition from one arm position to another? 2. What is the correct leg position in the air for sissonne and rond de jambe? 	<p>Essential Questions</p> <ol style="list-style-type: none"> 1. What are the differences between glissade, assemblé, and sissonne? 2. What is the benefit of practicing combinations at different tempos? 	<p>Essential Questions</p> <ol style="list-style-type: none"> 1. Which movements are considered adagio? 2. Which movements are considered allegro?

Unit 7 – Barre Work	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.
- 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.
- 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 – 6

Essential Questions:

- 1. What are the benefits of barre work?
- 2. How does the dancer achieve balance in arabesque?

Unit Vocabulary:

rond de jambe en l’air, battement tendu double, pas de cheval, demi-pointe

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 (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 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>a. View two or more pieces of choreography from different genres and articulate their contrasting characteristics.</p> <p>3.1 View and evaluate movement of</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>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>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>Perform a complete series of barre exercises.</p> <p>Write a self-assessment evaluating technique at the barre.</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>peers to determine personality trait being depicted.</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>6.3 Design a guide listing and defining studio and theatre safety measures.</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>			
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Unit 8 – Body Positions**Estimated Time : 3 weeks****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.
- 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.
- 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 – 7

Essential Questions:

1. What is the correct foot placement for pirouettes?
2. How do body positions affect the dancer's line?

Unit Vocabulary:

poses (croisé, effacé, and écarté), chaînés, piqué turns , pas de bourrée suivi (bourrées)

Checks for Understanding	Student Performance Indicators	Assessments	Instructional Resources	Connections
1.1 Perform a demi-plié in parallel first, turned out first, parallel second, and turned out second with proper body alignment.	1.1.1 Demonstrate an awareness of proper alignment from a standing position.	Match pictures of body positions to the correct terminology.	- Gail Grant: <i>Technical Manual and Dictionary of Classical Ballet</i>	Anatomy Mathematics Geometry Foreign Language Physics Music English History Art Physical Education Theatre Critical Thinking
1.1 Balance for an extended period in various positions.	1.2.1 Recognize how to perform movement by muscular articulation.	Perform pirouettes en dehors and en dedans.	- Horst Koegler: <i>The Concise Oxford Dictionary of Ballet</i>	
1.2 Demonstrate a tendu articulating through the metatarsals.	1.3.1 Demonstrate basic strength, flexibility, agility, endurance, and coordination in simple movements.		- Anna Paskevaska: <i>Ballet from the First Plié to Mastery</i>	
1.3 Execute the warm-up in its entirety.	1.4.1 Demonstrate locomotor and nonlocomotor/axial movements.		- Gretchen Ward Warren: <i>Classical Ballet Technique</i>	
1.3 Perform center floor or traveling exercises in proper form.	1.5.1 Demonstrate the connection between music and movement.		- Vera Kostrovitskaya and Alexei Pisarev: <i>School of Classical Dance</i>	
1.4 Perform triplets (chassé) traveling down the floor.	1.6.1 Demonstrate improvement in performing movement combinations through application of demonstrated corrections.		- Sandra Noll Hammond: <i>Ballet Basics, Third Edition</i>	
1.4 Perform twisting and bending in place.	1.7.1 Identify basic terminology of the elements of dance (e.g., space, shape, time, and energy) in a visual presentation.		- Anna Paskevaska: <i>Both Sides of the Mirror: The Science and Art of Ballet</i>	
1.5 Execute a combination using appropriate counts and proper accents with the musical accompaniment.	1.8.1 Recognize and verbalize basic dance vocabulary.		- Richard Kraus, Sarah Chapman Hilsendager, and Brenda Dixon: <i>History of the Dance in Art and Education, Third Edition</i>	
1.5 Dance to contrasting tempos and meters.	1.9.1 Identify and discuss the value of proper etiquette for the studio, performance, audition, and audience.		- George Balanchine and Francis Mason: <i>101 Stories of the Great Ballets</i>	
1.6 Correct technical element identified by the teacher.	2.3.1 Identify similarities and differences of the genres of dance.			
1.6 Self-correct a technical element given to the class by the teacher.	3.1.1 Identify self-awareness and self-confidence in the dance studio.			
1.7 Create movements properly using space, shape, time, and energy as directed and specified by teacher.	3.2.1 Identify how an idea, thought, and/or feeling communicates meaning through dance.			
1.8 Identify steps demonstrated using correct terminology.	4.2.1 Apply critique given by teacher to refine technique.			
1.8 Perform steps, physically, following verbal instructions in dance terminology given by the teacher.	5.3.1 Discover the origins of classical, theatrical, and contemporary forms of dance.			
1.9 Perform in a rehearsal adhering to proper etiquette.	5.4.1 Identify the different genres of dance.			
1.9 Perform in a dance class adhering to proper etiquette.	6.1.1 Identify healthful living choices.			
1.9 Participate as an audience member with appropriate etiquette.				
2.3 View two or more pieces of choreography from different genres and articulate their contrasting characteristics.				
3.1 View and evaluate movement of				

<p>peers to determine personality trait being depicted.</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>6.3 Design a guide listing and defining studio and theatre safety measures.</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>			
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Unit 9 – Traveling Movements**Estimated Time : 3 weeks****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.
- 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.
- 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 – 8

Essential Questions:

- 1. How does spotting help the dancer turn?
- 2. What is the difference between en dehors and en dedans?

Unit Vocabulary:

pas de bourrée en tournant, pas de basque, spotting

Checks for Understanding	Student Performance Indicators	Assessments	Instructional Resources	Connections
1.1 Perform a demi-plié in parallel first, turned out first, parallel second, and turned out second with proper body alignment.	1.1.1 Demonstrate an awareness of proper alignment from a standing position.	Explain and demonstrate en dehors and en dedans.	- Gail Grant: <i>Technical Manual and Dictionary of Classical Ballet</i>	Anatomy Mathematics Geometry Foreign Language Physics Music English History Art Physical Education Theatre Critical Thinking
1.1 Balance for an extended period in various positions.	1.2.1 Recognize how to perform movement by muscular articulation.	Perform proper spotting technique.	- Horst Koegler: <i>The Concise Oxford Dictionary of Ballet</i>	
1.2 Demonstrate a tendu articulating through the metatarsals.	1.3.1 Demonstrate basic strength, flexibility, agility, endurance, and coordination in simple movements.	Complete a written test covering vocabulary learned during this quarter.	- Anna Paskevaska: <i>Ballet from the First Plié to Mastery</i>	
1.3 Execute the warm-up in its entirety.	1.4.1 Demonstrate locomotor and nonlocomotor/axial movements.		- Gretchen Ward Warren: <i>Classical Ballet Technique</i>	
1.3 Perform center floor or traveling exercises in proper form.	1.5.1 Demonstrate the connection between music and movement.		- Vera Kostrovitskaya and Alexei Pisarev: <i>School of Classical Dance</i>	
1.4 Perform triplets traveling down the floor.	1.6.1 Demonstrate improvement in performing movement combinations through application of demonstrated corrections.		- Sandra Noll Hammond: <i>Ballet Basics, Third Edition</i>	
1.4 Perform twisting and bending in place.	1.7.1 Identify basic terminology of the elements of dance (e.g., space, shape, time, and energy) in a visual presentation.		- Anna Paskevaska: <i>Both Sides of the Mirror: The Science and Art of Ballet</i>	
1.5 Execute a combination using appropriate counts and proper accents with the musical accompaniment.	1.8.1 Recognize and verbalize basic dance vocabulary.		- Richard Kraus, Sarah Chapman Hilsendager, and Brenda Dixon: <i>History of the Dance in Art and Education, Third Edition</i>	
1.5 Dance to contrasting tempos and meters.	1.9.1 Identify and discuss the value of proper etiquette for the studio, performance, audition, and audience.		- George Balanchine and Francis Mason: <i>101 Stories of the Great Ballets</i>	
1.6 Correct technical element identified by the teacher.	2.3.1 Identify similarities and differences of the genres of dance.			
1.6 Self-correct a technical element given to the class by the teacher.	3.1.1 Identify self-awareness and self-confidence in the dance studio.			
1.7 Create movements properly using space, shape, time, and energy as directed and specified by teacher.	3.2.1 Identify how an idea, thought, and/or feeling communicates meaning through dance.			
1.8 Identify steps demonstrated using correct terminology.	4.2.1 Apply critique given by teacher to refine technique.			
1.8 Perform steps, physically, following verbal instructions in dance terminology given by the teacher.	4.3.1 Identify the elements of a dance critique.			
1.9 Perform in a rehearsal adhering to proper etiquette.	5.3.1 Discover the origins of classical, theatrical, and contemporary forms of dance.			
1.9 Perform in a dance class adhering to proper etiquette.	5.4.1 Identify the different genres of			
1.9 Participate as an audience member with appropriate etiquette.				
2.3 View two or more pieces of choreography from different genres and articulate their contrasting characteristics.				
3.1 View and evaluate movement of				

<p>peers to determine personality trait being depicted.</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' performance (technique and artistry).</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>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>			
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Unit 10 – Transitions**Estimated Time : 3 weeks****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.
- 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.
- 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 – 9

Essential Questions:

1. What is the correct transition from one arm position to another?
2. What are the correct leg positions in the air for *sissonne* and *rond de jambe*?

Unit Vocabulary:*sissonne fermée*, *sissonne ouverte*, *soubresaut*, *piqué tour en dehors* (lame duck)

Checks for Understanding	Student Performance Indicators	Assessments	Instructional Resources	Connections
1.1 Perform a demi-plié in parallel first, turned out first, parallel second, and turned out second with proper body alignment.	1.1.1 Demonstrate an awareness of proper alignment from a standing position.	Perform the correct transition from one arm position to another.	- Gail Grant: <i>Technical Manual and Dictionary of Classical Ballet</i>	Anatomy Mathematics Geometry Foreign Language Physics Music English History Art Physical Education Theatre Critical Thinking
1.1 Balance for an extended period in various positions.	1.2.1 Recognize how to perform movement by muscular articulation.	Keep a log of vocabulary words used in Units 1-10.	- Horst Koegler: <i>The Concise Oxford Dictionary of Ballet</i>	
1.2 Demonstrate a tendu articulating through the metatarsals.	1.3.1 Demonstrate basic strength, flexibility, agility, endurance, and coordination in simple movements.		- Anna Paskevaska: <i>Ballet from the First Plié to Mastery</i>	
1.3 Execute the warm-up in its entirety.	1.4.1 Demonstrate locomotor and nonlocomotor/axial movements.		- Gretchen Ward Warren: <i>Classical Ballet Technique</i>	
1.3 Perform center floor or traveling exercises in proper form.	1.5.1 Demonstrate the connection between music and movement.		- Vera Kostrovitskaya and Alexei Pisarev: <i>School of Classical Dance</i>	
1.4 Perform triplets traveling down the floor.	1.6.1 Demonstrate improvement in performing movement combinations through application of demonstrated corrections.		- Sandra Noll Hammond: <i>Ballet Basics, Third Edition</i>	
1.4 Perform twisting and bending in place.	1.7.1 Identify basic terminology of the elements of dance (e.g., space, shape, time, and energy) in a visual presentation.		- Anna Paskevaska: <i>Both Sides of the Mirror: The Science and Art of Ballet</i>	
1.5 Execute a combination using appropriate counts and proper accents with the musical accompaniment.	1.8.1 Recognize and verbalize basic dance vocabulary.		- Richard Kraus, Sarah Chapman Hilsendager, and Brenda Dixon: <i>History of the Dance in Art and Education, Third Edition</i>	
1.5 Dance to contrasting tempos and meters.	1.9.1 Identify and discuss the value of proper etiquette for the studio, performance, audition, and audience.		- George Balanchine and Francis Mason: <i>101 Stories of the Great Ballets</i>	
1.6 Correct technical element identified by the teacher.	2.3.1 Identify similarities and differences of the genres of dance.			
1.6 Self-correct a technical element given to the class by the teacher.	3.1.1 Identify self-awareness and self-confidence in the dance studio.			
1.7 Create movements properly using space, shape, time, and energy as directed and specified by teacher.	3.2.1 Identify how an idea, thought, and/or feeling communicates meaning through dance.			
1.8 Identify steps demonstrated using correct terminology.	4.2.1 Apply critique given by teacher to refine technique.			
1.8 Perform steps, physically, following verbal instructions in dance terminology given by the teacher.	5.3.1 Discover the origins of classical, theatrical, and contemporary forms of dance.			
1.9 Perform in a rehearsal adhering to proper etiquette.	5.4.1 Identify the different genres of dance.			
1.9 Perform in a dance class adhering to proper etiquette.	6.1.1 Identify healthful living choices.			
1.9 Participate as an audience member with appropriate etiquette.				
2.3 View two or more pieces of choreography from different genres and articulate their contrasting characteristics.				
3.1 View and evaluate movement of				

<p>peers to determine personality trait being depicted.</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>6.3 Design a guide listing and defining studio and theatre safety measures.</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>			
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Unit 11 – Combinations	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.
- 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 – 10

Essential Questions:

- 1. What are the differences between glissade, assemblé, and sissonne?
- 2. What is the benefit of practicing combinations at different tempos?

Unit Vocabulary:

combination, en avant, en arrière

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</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>5.3.1 Discover the origins of classical, theatrical, and contemporary forms of dance.</p>	<p>Perform petit allegro combination at varying tempos.</p> <p>Write a critique of 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>

<p>characteristics.</p> <p>3.1 View and evaluate movement of peers to determine personality trait being depicted.</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>6.3 Design a guide listing and defining studio and theatre safety measures.</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>			
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Unit 12 – Center Work	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 – 11

Essential Questions:

- 1. Which movements are considered adagio?
- 2. Which movements are considered allegro?

Unit Vocabulary:

adagio, allegro, en diagonale

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

<p>characteristics.</p> <p>3.1 View and evaluate movement of peers to determine personality trait being depicted.</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' performance (technique and artistry).</p> <p>4.4 Write a formal critique determining the choreographic intent of a given piece.</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>choreographic works.</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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