

High School Ballet II 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"> -Continue to refine technique from previous material -Pliés in all positions with various port de bras -The following skills at an accelerated tempo: tendu, dégagé, rond de jambe par terre, frappé, petit battement, grand battement -The following skills with emphasis on stretched legs and feet: fondu, développé, rond de jambe en l'air, pas de cheval -Use of body positions in the center 	<ul style="list-style-type: none"> -Continue to refine technique from previous material -Balances on two legs and one leg, on flat and on demi-pointe -Circular port de bras en dedans -Double frappé -Fondu on flat and demi-pointe -Adagio with balances in the center -Single pirouettes (en dehors and en dedans from 5th and 4th positions) -Piqué turns (en dehors and en dedans) -Combinations of various turns: soutenu, chaîné, piqué, and pirouettes 	<ul style="list-style-type: none"> -Continue to refine technique from previous material -Petit battement with accent front or back -Chassé relevé -Arabesque (various arms) -Jumps in 1st, 2nd, 4th, and 5th positions -Changement with épaulement -Échappé sauté to 2nd and 4th -Glissades, assemblés, and sissonnes in all directions -Pas de chat in combination with other allegro steps -Combinations of various jumps 	<ul style="list-style-type: none"> -Continue to refine technique from previous material -Tendu and dégagé with body positions (center) -Frappé on demi-pointe (barre) -Double fondu -Tombé combined with coupé -Petit battement on demi-pointe -Rond de jambe en l'air on demi-pointe -Ballonné -Balances to 90 degrees -Grand battement en cloche 	<ul style="list-style-type: none"> -Continue to refine technique from previous material -Tendu with quarter and eighth turns (en dehors and en dedans) -Promenade in arabesque -Double pirouette en dehors (from 4th) -Piqué turns (various arms) -Combinations of pas de bourrée over and under -Temps levé (one foot) -Adagio work with longer balances on flat and demi-pointe -Higher leg extensions 	<ul style="list-style-type: none"> -Continue to refine technique from previous material -Jeté (under) -Saut de chat -Double assemblé -Sissonne fermée (back) -Sissonne ouverte (side) -Glissades, assemblés, and sissonnes with body positions -Petit sauté à la seconde turn -Assemblé soutenu tour -Combinations of petit allegro: glissade, jeté, pas de bourrée, etc.
<p>Essential Questions</p> <ol style="list-style-type: none"> 1. How are the muscles engaged when practicing adagio movements? 2. How do you combine port de bras with footwork? 	<p>Essential Questions</p> <ol style="list-style-type: none"> 1. Why is it necessary to balance on the metatarsals? 2. What are some transition steps used for piqué turns and pirouettes? 	<p>Essential Questions</p> <ol style="list-style-type: none"> 1. What are some different ways to combine allegro steps? 2. What are three ways to transition into an arabesque? 	<p>Essential Questions</p> <ol style="list-style-type: none"> 1. How do quicker movements affect balance on demi-pointe? 2. What are the body positions: croisé, effacé, écarté, épaulé? 	<p>Essential Questions</p> <ol style="list-style-type: none"> 1. How is promenade used to change body positions? 2. How do arm positions affect balance during turns? 	<p>Essential Questions</p> <ol style="list-style-type: none"> 1. Where should the dancer face at the height of a jump? 2. What is the importance of weight transfer in petit allegro combinations?

Unit 1 – Refining Technique	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 Ballet I

Essential Questions:

- 1. How are the muscles engaged when practicing adagio movements?
- 2. How do you combine port de bras with footwork?

Unit Vocabulary:
 passé par terre, assemblé soutenu, demi rond de jambe par terre, relevé lent

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.	1.1.2 Demonstrate proper alignment from a standing position.	Self-evaluate current technical ability and set goals for the semester.	- 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.	1.2.2 Demonstrate muscular articulation in simple movement combinations.	Perform a dégagé exercise with port de bras at various tempos.	- Horst Koegler: <i>The Concise Oxford Dictionary of Ballet</i>	
1.2 Demonstrate a tendu articulating through the metatarsals.	1.3.2 Demonstrate increased strength, flexibility, agility, endurance, and coordination in a combination of various movements.	At the barre, perform développés at 90 degrees with fully stretched knees and feet.	- Anna Paskevaska: <i>Ballet from the First Plié to Mastery</i>	
1.3 Execute the warm-up in its entirety.	1.4.2 Exhibit basic locomotor and nonlocomotor/axial movements in simple combinations.		- Gretchen Ward Warren: <i>Classical Ballet Technique</i>	
1.3 Perform center floor or traveling exercises in proper form.	1.5.2 Perform basic movements to musical phrases in various meters and styles.		- Vera Kostrovitskaya and Alexei Pisarev: <i>School of Classical Dance</i>	
1.4 Perform triplets traveling down the floor.	1.6.2 Demonstrate improvement in performing movement combinations through application of verbal corrections.		- Sandra Noll Hammond: <i>Ballet Basics, Third Edition</i>	
1.4 Perform twisting and bending in place.	1.7.2 Demonstrate the elements of dance in a teacher-directed movement series.		- 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.	1.8.2 Define and use 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.	1.9.2 Recognize appropriate dance studio, performance, audition, and audience etiquette.		- George Balanchine and Francis Mason: <i>101 Stories of the Great Ballets</i>	
1.6 Correct technical element identified by the teacher.	2.3.2 Identify similarities and differences of choreography as it relates to the genre.			
1.6 Self-correct a technical element given to the class by the teacher.	3.1.2 Demonstrate 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.	3.2.2 Explore how images, sounds, and sensory experiences convey meaning in dance.			
1.8 Identify steps demonstrated using correct terminology.	4.2.2 Apply critique given by teacher to refine performance.			
1.8 Perform steps, physically, following verbal instructions in dance terminology given by the teacher.	5.3.2 Identify similarities and differences between the origins of classical, theatrical, and contemporary forms of dance.			
1.9 Perform in a dance class adhering to proper etiquette.	5.4.2 Discuss similarities and differences of genres of dance.			
3.1 Perform movements with the appropriate eye contact, expression, projection, posture, and energy to exhibit self-confidence.	6.1.2 Describe ways in which dance promotes health and well being.			
4.2 Demonstrate a specified technical correction given by the teacher in class/rehearsal.	6.2.2 Identify selected principles of anatomy, physiology and kinesiology related to dance.			
4.2 Work with a partner to determine correct vs. incorrect execution of a specified technical movement.	6.3.2 Discuss the importance of safety measures in the dance studio and theater.			
5.3 Create a timeline of the evolution of a specific genre of dance.	7.3.2 Analyze how movement relates to other specified academic disciplines.			
5.4 Compare two genres of dance and identify their unique characteristics.				
6.2 Identify specified muscles and skeletal structures used in specific dance technique.				
6.3 Design a guide listing and defining studio and theatre safety measures.				

Course: Ballet II	1st Nine Weeks	Instructional Guide
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Unit 2 – Basic Turns	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 Ballet I and Unit 1 of Ballet II

Essential Questions:

- 1. Why is it necessary to balance on the metatarsals?
- 2. What are some transition steps used for piqué turns and pirouettes?

Unit Vocabulary:

circular port de bras, battement double frappé, critique

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>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 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>1.1.2 Demonstrate proper alignment from a standing position.</p> <p>1.2.2 Demonstrate muscular articulation in simple movement combinations.</p> <p>1.3.2 Demonstrate increased strength, flexibility, agility, endurance, and coordination in a combination of various movements.</p> <p>1.4.2 Exhibit basic locomotor and nonlocomotor/axial movements in simple combinations.</p> <p>1.5.2 Perform basic movements to musical phrases in various meters and styles.</p> <p>1.6.2 Demonstrate improvement in performing movement combinations through application of verbal corrections.</p> <p>1.7.2 Demonstrate the elements of dance in a teacher-directed movement series.</p> <p>1.8.2 Define and use basic dance vocabulary.</p> <p>1.9.2 Recognize appropriate dance studio, performance, audition, and audience etiquette.</p> <p>2.3.2 Identify similarities and differences of choreography as it relates to the genre.</p> <p>3.1.2 Demonstrate self-awareness and self-confidence in the dance studio.</p> <p>3.2.2 Explore how images, sounds, and sensory experiences convey meaning in dance.</p> <p>4.2.2 Apply critique given by teacher to refine performance.</p> <p>5.3.2 Identify similarities and differences between the origins of classical, theatrical, and contemporary forms of dance.</p> <p>5.4.2 Discuss similarities and differences of genres of dance.</p> <p>6.1.2 Describe ways in which dance promotes health and well being.</p> <p>6.2.2 Identify selected principles of anatomy, physiology and kinesiology related to dance.</p> <p>6.3.2 Discuss the importance of safety measures in the dance studio and theater.</p> <p>7.3.2 Analyze how movement relates to other specified academic disciplines.</p>	<p>Perform a combination of piqué turns en dehors and en dedans.</p> <p>While maintaining balance in the center of the room, perform relevés on one foot in all directions.</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 3 – Combining Basic Jumps	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.
- 4.3 Compare and analyze student and professional performances.
- 4.4 Analyze the choreographic intent in 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 Ballet I and Units 1 - 2 of Ballet II

Essential Questions:

- 1. What are some different ways to combine allegro steps?
- 2. What are three ways to transition into an arabesque?

Unit Vocabulary:

chasse relevé arabesque, piqué arabesque, sissonne simple, épaulement, failli, petit allegro

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>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 appropriate eye contact, expression, projection, posture, and energy to exhibit self-confidence.</p>	<p>1.1.2 Demonstrate proper alignment from a standing position.</p> <p>1.2.2 Demonstrate muscular articulation in simple movement combinations.</p> <p>1.3.2 Demonstrate increased strength, flexibility, agility, endurance, and coordination in a combination of various movements.</p> <p>1.4.2 Exhibit basic locomotor and nonlocomotor/axial movements in simple combinations.</p> <p>1.5.2 Perform basic movements to musical phrases in various meters and styles.</p> <p>1.6.2 Demonstrate improvement in performing movement combinations through application of verbal corrections.</p> <p>1.7.2 Demonstrate the elements of dance in a teacher-directed movement series.</p> <p>1.8.2 Define and use basic dance vocabulary.</p> <p>1.9.2 Recognize appropriate dance studio, performance, audition, and audience etiquette.</p> <p>2.3.2 Identify similarities and differences of choreography as it relates to the genre.</p> <p>3.1.2 Demonstrate self-awareness and self-confidence in the dance studio.</p> <p>3.2.2 Explore how images, sounds, and sensory experiences convey meaning in dance.</p> <p>4.2.2 Apply critique given by teacher to refine performance.</p> <p>4.3.2 Identify the elements of a dance critique and apply to a performance.</p> <p>4.4.2 Discuss the use and impact of intent in specified choreographic</p>	<p>Perform a combination with glissade, jeté, assemblé, and temps levé to the side.</p> <p>Demonstrate and explain the differences between the basic allegro steps: temps levé sauté, glissade, assemblé, and sissonne.</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 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>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>5.4 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>works.</p> <p>5.3.2 Identify similarities and differences between the origins of classical, theatrical, and contemporary forms of dance.</p> <p>5.4.2 Discuss similarities and differences of genres of dance.</p> <p>6.1.2 Describe ways in which dance promotes health and well being.</p> <p>6.2.2 Identify selected principles of anatomy, physiology and kinesiology related to dance.</p> <p>6.3.2 Discuss the importance of safety measures in the dance studio and theater.</p> <p>7.3.2 Analyze how movement relates to other specified academic disciplines.</p>			
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Unit 4 – Combining Body Positions	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 Ballet I and Units 1 - 3 of Ballet II

Essential Questions:

- 1. How do quicker movements affect balance on demi pointe?
- 2. What are the body positions: croisé, effacé, écarté, épaulé?

Unit Vocabulary:

temps lié par terre, double fondu, coupé ballonné, grand battement en cloche, épaulé

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.	1.1.2 Demonstrate proper alignment from a standing position.	At the barre, perform frappés in all directions on demi-pointe.	- 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.	1.2.2 Demonstrate muscular articulation in simple movement combinations.			
1.2 Demonstrate a tendu articulating through the metatarsals.	1.3.2 Demonstrate increased strength, flexibility, agility, endurance, and coordination in a combination of various movements.	Complete a written assignment demonstrating the body positions: croisé, effacé, and écarté.	- Horst Koegler: <i>The Concise Oxford Dictionary of Ballet</i>	
1.3 Execute the warm-up in its entirety.	1.4.2 Exhibit basic locomotor and nonlocomotor/axial movements in simple combinations.			
1.3 Perform center floor or traveling exercises in proper form.	1.5.2 Perform basic movements to musical phrases in various meters and styles.	- Anna Paskevaska: <i>Ballet from the First Plié to Mastery</i>	- Gretchen Ward Warren: <i>Classical Ballet Technique</i>	
1.4 Perform triplets traveling down the floor.	1.6.2 Demonstrate improvement in performing movement combinations through application of verbal corrections.			
1.4 Perform twisting and bending in place.	1.7.2 Demonstrate the elements of dance in a teacher-directed movement series.	- Vera Kostrovitskaya and Alexei Pisarev: <i>School of Classical Dance</i>	- Sandra Noll Hammond: <i>Ballet Basics, Third Edition</i>	
1.5 Execute a combination using appropriate counts and proper accents with the musical accompaniment.	1.8.2 Define and use basic dance vocabulary.			
1.5 Dance to contrasting tempos and meters.	1.9.2 Recognize appropriate dance studio, performance, audition, and audience etiquette.	- Anna Paskevaska: <i>Both Sides of the Mirror: The Science and Art of Ballet</i>	- Richard Kraus, Sarah Chapman Hilsendager, and Brenda Dixon: <i>History of the Dance in Art and Education, Third Edition</i>	
1.6 Correct technical element identified by the teacher.	2.3.2 Identify similarities and differences of choreography as it relates to the genre.			
1.6 Self-correct a technical element given to the class by the teacher.	3.1.2 Demonstrate self-awareness and self-confidence in the dance studio.	- George Balanchine and Francis Mason: <i>101 Stories of the Great Ballets</i>		
1.7 Create movements properly using space, shape, time, and energy as directed and specified by teacher.	3.2.2 Explore how images, sounds, and sensory experiences convey meaning in dance.			
1.8 Identify steps demonstrated using correct terminology.	4.2.2 Apply critique given by teacher to refine performance.			
1.8 Perform steps, physically, following verbal instructions in dance terminology given by the teacher.	5.3.2 Identify similarities and differences between the origins of classical, theatrical, and contemporary forms of dance.			
1.9 Perform in a dance class adhering to proper etiquette.	5.4.2 Discuss similarities and differences of genres of dance.			
2.3 View two or more pieces of choreography from different genres and articulate their contrasting characteristics.	6.1.2 Describe ways in which dance promotes health and well being.			
3.1 Perform movements with the appropriate eye contact, expression, projection, posture, and energy to exhibit self-confidence.	6.2.2 Identify selected principles of anatomy, physiology and kinesiology related to dance.			
4.2 Demonstrate a specified technical correction given by the teacher in class/rehearsal.	6.3.2 Discuss the importance of safety measures in the dance studio and theater.			
4.2 Work with a partner to determine correct vs. incorrect execution of a specified technical movement.	7.3.2 Analyze how movement relates to other specified academic disciplines.			
5.4 Compare two genres of dance and identify their unique characteristics (e.g., modern vs. ballet).				
6.2 Identify specified muscles and skeletal structures used in specific dance technique.				

Unit 5 – Promenades	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 Ballet I and Units 1 - 4 of Ballet II

Essential Questions:

- 1. How is promenade used to change body positions?
- 2. How do arm positions affect balance during turns?

Unit Vocabulary:
 promenade, en face, à la quatrième devant, à la quatrième derrière, pivot

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>1.1.2 Demonstrate proper alignment from a standing position.</p> <p>1.2.2 Demonstrate muscular articulation in simple movement combinations.</p> <p>1.3.2 Demonstrate increased strength, flexibility, agility, endurance, and coordination in a combination of various movements.</p> <p>1.4.2 Exhibit basic locomotor and nonlocomotor/axial movements in simple combinations.</p> <p>1.5.2 Perform basic movements to musical phrases in various meters and styles.</p> <p>1.6.2 Demonstrate improvement in performing movement combinations through application of verbal corrections.</p> <p>1.7.2 Demonstrate the elements of dance in a teacher-directed movement series.</p> <p>1.8.2 Define and use basic dance vocabulary.</p> <p>1.9.2 Recognize appropriate dance studio, performance, audition, and audience etiquette.</p> <p>1.10.2 Apply the basic elements of a dance production as directed by the teacher.</p> <p>2.3.2 Identify similarities and differences of choreography as it relates to the genre.</p> <p>3.1.2 Demonstrate self-awareness and self-confidence in the dance studio.</p> <p>3.2.2 Explore how images, sounds, and sensory experiences convey meaning in dance.</p> <p>4.2.2 Apply critique given by teacher to refine performance.</p> <p>5.3.2 Identify similarities and differences between the origins</p>	<p>Perform pirouettes with various arm positions: first, third, on hips, etc.</p> <p>Perform temps lié adagio with promenade (leg low).</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>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>5.4 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>of classical, theatrical, and contemporary forms of dance.</p> <p>5.4.2 Discuss similarities and differences of genres of dance.</p> <p>6.1.2 Describe ways in which dance promotes health and well being.</p> <p>6.2.2 Identify selected principles of anatomy, physiology and kinesiology related to dance.</p> <p>6.3.2 Discuss the importance of safety measures in the dance studio and theater.</p> <p>7.1.2 Examine how the same ideas are expressed in dance and in other art forms.</p> <p>7.3.2 Analyze how movement relates to other specified academic disciplines.</p>			
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Unit 6 – Combining Movements/ Transferring Weight	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 Ballet I and Units 1 - 5 of Ballet II

Essential Questions:

- 1. Where should the dancer face at the height of a jump?
- 2. What is the importance of weight transfer in petit allegro combinations?

Unit Vocabulary:

saut de chat, grand jeté, grand allegro, double assemblé, ouverte, fermée, assemblé soutenu tour

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>1.1.2 Demonstrate proper alignment from a standing position.</p> <p>1.2.2 Demonstrate muscular articulation in simple movement combinations.</p> <p>1.3.2 Demonstrate increased strength, flexibility, agility, endurance, and coordination in a combination of various movements.</p> <p>1.4.2 Exhibit basic locomotor and nonlocomotor/axial movements in simple combinations.</p> <p>1.5.2 Perform basic movements to musical phrases in various meters and styles.</p> <p>1.6.2 Demonstrate improvement in performing movement combinations through application of verbal corrections.</p> <p>1.7.2 Demonstrate the elements of dance in a teacher-directed movement series.</p> <p>1.8.2 Define and use basic dance vocabulary.</p> <p>1.9.2 Recognize appropriate dance studio, performance, audition, and audience etiquette.</p> <p>1.10.2 Apply the basic elements of a dance production as directed by the teacher.</p> <p>2.3.2 Identify similarities and differences of choreography as it relates to the genre.</p> <p>3.1.2 Demonstrate self-awareness and self-confidence in the dance studio.</p> <p>3.2.2 Explore how images, sounds, and sensory experiences convey meaning in dance.</p> <p>4.2.2 Apply critique given by teacher to refine performance.</p> <p>4.3.2 Identify the elements of a dance critique and apply to a</p>	<p>Critique your strengths/weaknesses for the semester.</p> <p>Perform an allegro combination with various weight transfers.</p> <p>Perform, in the classroom setting, a solo which includes all of the skills learned during the semester.</p> <p>Complete a written exam which includes information learned during the semester.</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>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>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>performance.</p> <p>4.4.2 Discuss the use and impact of intent in specified choreographic works.</p> <p>5.1.2 Discuss the differences in dance expression throughout the world.</p> <p>5.2.2 Identify and define the role dance played in primitive rituals.</p> <p>5.3.2 Identify similarities and differences between the origins of classical, theatrical, and contemporary forms of dance.</p> <p>5.4.2 Discuss similarities and differences of genres of dance.</p> <p>6.1.2 Describe ways in which dance promotes health and well being.</p> <p>6.2.2 Identify selected principles of anatomy, physiology and kinesiology related to dance.</p> <p>6.3.2 Discuss the importance of safety measures in the dance studio and theater.</p> <p>7.1.2 Examine how the same ideas are expressed in dance and in other art forms.</p> <p>7.2.2 Discuss how technology can be used in the creative process.</p> <p>7.3.2 Analyze how movement relates to other specified academic disciplines.</p>			
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