

High School Ballet II 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 -Circular port de bras en dehors -Cambré (with tendu) -Double frappé on demi-pointe (all directions) -Tombé with relevé and half turn -Développé passé -Grand battement jeté -Piqué -Grand battement on demi-pointe -Continue to develop strength in legs and feet -Stretching exercises for flexibility of lower body and back 	<ul style="list-style-type: none"> -Continue to refine technique from previous material -Adagio with développé at least 45 degrees -Chaînés (varying rhythm) -Single and double pirouettes en dehors and en dedans from 5th and 4th position with various arm positions -Half soutenu -Piqué tour en dehors (various arms) -Half piqué turns (combining en dedans and en dehors) -Piqué turns with 1 ¼ turns in a square -4 relevés in arabesque 	<ul style="list-style-type: none"> -Continue to refine technique from previous material -Temps levé in 4th position -Grand changement -Grand échappé -Temps de cuisse (over) -Cabriole (front) -Changement de pieds with ½ turns -Saut de chat (1st and 2nd arabesque) -Grand jeté (2nd arabesque) -Ballonné sauté -Pas de bourrée en tournant 	<ul style="list-style-type: none"> -Continue to refine technique from previous material -Preparation for fouetté turn (barre) -Single pirouettes from 5th (barre) -Grand battement on demi-pointe -Grand battement with fondu -Longer balances on one leg on demi-pointe in various positions -Vary tempos and rhythms in combinations 	<ul style="list-style-type: none"> -Continue to refine technique from previous material -8 relevés in arabesque -4 relevés in attitude finishing in arabesque allongé -Adagio with développé 60-90 degrees -Piqué tours and chaînés combined in a circle -Pirouettes across the floor with various transitions 	<ul style="list-style-type: none"> -Continue to refine technique from previous material -Échappé sauté with ¼ turns -Royale -Échappé with beat (landing in 2nd position) -Sissonne tombé (sliding) combined with assemblé back -Tour en l'air -Cabriole front and back combined -Échappé battu -Tour jeté -Combine various jumps in the center and across the floor
<p>Essential Questions</p> <ol style="list-style-type: none"> 1. How can the dancer stretch the muscles in the back of the leg (hamstrings and calves) and lower back? 2. How does stretching improve flexibility? 	<p>Essential Questions</p> <ol style="list-style-type: none"> 1. How does spotting help the dancer change directions? 2. How do you combine en dehors and en dedans turns? 	<p>Essential Questions</p> <ol style="list-style-type: none"> 1. When performing a cabriole, where does the beat occur? 2. How are the inner thighs used for certain jumps? 	<p>Essential Questions</p> <ol style="list-style-type: none"> 1. What are the pieces of the fouetté turn? 2. How does the position of the upper body affect the length of time of a balance? 	<p>Essential Questions</p> <ol style="list-style-type: none"> 1. How do you strengthen the ankles? 2. How do you increase the height of the leg in extended positions? 	<p>Essential Questions</p> <ol style="list-style-type: none"> 1. What is the difference between échappé battu and royale? 2. What is the correct way to land a turning jump?

Unit 7 – Stretching**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 Ballet I and Units 1-6 of Ballet II

Essential Questions:

1. How can the dancer stretch the muscles in the back of the leg (hamstrings and calves) and lower back?
2. How does stretching improve flexibility?

Unit Vocabulary:

hamstrings, quadriceps, gastrocnemius, Achilles tendon, tibialis anterior

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 remainder of the year.	- Gail Grant: <i>Technical Manual and Dictionary of Classical Ballet</i>	Anatomy Mathematics Geometry Foreign Language
1.1 Balance for an extended period in various positions.	1.2.2 Demonstrate muscular articulation in simple movement combinations.	Complete a written evaluation on stretching techniques.	- Horst Koegler: <i>The Concise Oxford Dictionary of Ballet</i>	Physics Music English
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 ability to locate muscles of the body.	- Anna Paskevaska: <i>Ballet from the First Plié to Mastery</i>	History Art Physical Education
1.3 Execute the warm-up in its entirety.	1.4.2 Exhibit basic locomotor and nonlocomotor/axial movements in simple combinations.	(These should include hamstrings, quadriceps, gastrocnemius, tibialis anterior, and Achilles tendon.)	- Gretchen Ward Warren: <i>Classical Ballet Technique</i>	Theatre Critical Thinking
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.	Perform multiple relevés on one foot with correct ankle alignment.	- 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 (e.g., modern vs. ballet).				
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.				

Unit 8 – Changing Direction/ Spotting**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 Ballet I and Units 1-7 of Ballet II

Essential Questions:

- 1. How does spotting help the dancer change directions?
- 2. How do you combine en dehors and en dedans turns?

Unit Vocabulary:

développé passé, grand battement jeté piqué, en manège

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 series of turns in a circle.</p> <p>Perform combinations that include both pirouettes en dehors and en dedans.</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 9 – Introduction to Beats	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.
- 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 1-8 of Ballet II

Essential Questions:

- 1. When performing a cabriole, where does the beat occur?
- 2. How are the inner thighs used for certain jumps?

Unit Vocabulary:

grand changement de pieds, grand échappé, temps de cuisse, cabriole, ballonné sauté, pas de bourrée en tournant

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</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>Complete a written evaluation on muscles used to perform movements learned and/or practiced this year. (Begin with muscles in the lower body.)</p> <p>Perform jump combinations with cabriole front.</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>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>5.4 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>			
---	---	--	--	--

Unit 10 – Upper Body/ Balance**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 Ballet I and Units 1-9 of Ballet II

Essential Questions:

1. What are the pieces of the fouetté turn?
2. How does the position of the upper body affect the length of time of a balance?

Unit Vocabulary:

fouetté, tempo, rhythm, latissimus dorsi, deltoids, pectorals, biceps, triceps, trapezius

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>Explain the use of the upper body in relationship to balance.</p> <p>Demonstrate the positions used in a fouetté turn.</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 11 – Ankle Strengthening	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.
- 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 1-10 of Ballet II

Essential Questions:

- 1. How do you strengthen the ankles?
- 2. How do you increase the height of the leg in extended positions?

Unit Vocabulary:

allongé, articulate, extension, rotation, theraband

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>1.1.2 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>Demonstrate theraband exercises used to strengthen the ankles.</p> <p>Perform temps lié adagio with a minimum of 60 degree extension.</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>5.4 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>			
--	--	--	--	--

Unit 12 – Turning Jumps

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.
- 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 1-11 of Ballet II

Essential Questions:

1. What is the difference between échappé battu and royale?
2. What is the correct way to land a turning jump?

Unit Vocabulary:

royale, tour en l'air, échappé battu, tour jeté

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.	Critique your strengths/weaknesses for the year.	- 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.	Describe and demonstrate the differences between royale, cabriole, and échappé battu.	- 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.	Perform, in the classroom setting, a solo which includes all of the skills learned during the year.	- Anna Paskevaska: <i>Ballet from the First Plié to Mastery</i>	
1.3 Execute the warm-up in its entirety.	1.4.2 Exhibit basic locomotor and nonlocomotor/axial movements in simple combinations.	Complete a written exam which includes information learned during the year.	- 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.			
1.6 Correct technical element identified by the teacher.	1.10.2 Apply the basic elements of a dance production as directed by the teacher.		- 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.	2.3.2 Identify similarities and differences of choreography as it relates to the genre.			
1.7 Create movements properly using space, shape, time, and energy as directed and specified by teacher.	3.1.2 Demonstrate self-awareness and self-confidence in the dance studio.			
1.8 Identify steps demonstrated using correct terminology.	3.2.2 Explore how images, sounds, and sensory experiences convey meaning in dance.			
1.8 Perform steps, physically, following verbal instructions in dance terminology given by the teacher.	4.2.2 Apply critique given by teacher to refine performance.			
1.9 Perform in a rehearsal adhering to proper etiquette.	4.3.2 Identify the elements of a dance critique and apply to a			
1.9 Perform in a dance class adhering to proper etiquette.				
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>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>			
--	---	--	--	--