

High School Ballet IV Curriculum Map

2011-2012 School Year

Second Semester

Unit 7	Unit 8	Unit 9	Unit 10	Unit 11	Unit 12
<p>-Continue to refine technique from previous material</p> <p>-Flic-flac en tournant from pose to pose at the barre</p> <p>-Temps lié adagio with pirouettes</p> <p>-8-12 fouetté turns en dehors and en dedans</p> <p>-Grand pirouette (4 turns with fondu)</p> <p>POINTE:</p> <p>-Pirouette en dehors and en dedans</p>	<p>-Continue to refine technique from previous material</p> <p>-Temps lié adagio with pirouettes, finishing with leg at 90 degrees</p> <p>-Pirouettes in all big poses</p> <p>-Temps de flèche</p> <p>POINTE:</p> <p>-Rond de jambe en l'air in center</p> <p>-Preparation for fouetté turns at barre</p>	<p>-Continue to refine technique from previous material</p> <p>-Temps lié adagio with pirouettes finishing with leg at 90 degrees on demi-pointe</p> <p>-16 fouetté turns</p> <p>POINTE:</p> <p>-Grand battement in center</p> <p>-Consecutive turns (4-8) from 5th position</p>	<p>-Continue to refine technique from previous material</p> <p>-Double pirouette in all big poses</p> <p>-Triple pirouette from 4th and 5th positions en dehors</p> <p>-Tour jeté with a beat</p> <p>POINTE:</p> <p>-Grand sissonne ouverte travelling in all directions and poses</p> <p>-Double pirouettes en dehors and en dedans</p>	<p>-Continue to refine technique from previous material</p> <p>-Grand rond de jambe on demi-pointe</p> <p>-Triple pirouette en dedans from 4th and 5th position</p> <p>-Gargouillade</p> <p>-Flic-flac sauté en tournant</p> <p>-Grand pirouette (men- 16 turns)</p> <p>POINTE:</p> <p>-4 relevés in attitude (devant and derrière)</p> <p>-Pirouette in attitude and arabesque (piqué)</p>	<p>-Continue to refine technique from previous material</p> <p>-32 fouetté turns en dehors</p> <p>-16 fouetté turns en dedans</p> <p>-Triple pirouette en dehors from 2nd position</p> <p>-Double pirouette in all big poses</p> <p>POINTE:</p> <p>-4 fouetté turns en dehors</p> <p>-Pirouette in attitude and arabesque (relevé)</p>
<p>Essential Questions</p> <ol style="list-style-type: none"> 1. What is the correct body alignment when executing a grand pirouette? 2. What is the purpose of working from pose to pose at the barre? 	<p>Essential Questions</p> <ol style="list-style-type: none"> 1. At the end of a pirouette what needs to be done in order to land with one leg held at 90 degrees? 2. What is the difference between how the body is held during turns with the leg devant and derrière? 	<p>Essential Questions</p> <ol style="list-style-type: none"> 1. What are some helpful hints to stop turning while maintaining a demi-pointe position? 2. How is stamina developed in order to execute multiple fouettés on pointe? 	<p>Essential Questions</p> <ol style="list-style-type: none"> 1. What are some exercises that can help develop ballon? 2. What is the importance of practicing movements with both legs and in all possible directions? 	<p>Essential Questions</p> <ol style="list-style-type: none"> 1. What is the proper way to maintain turnout during the transition from à la seconde to derrière? 2. What must be done in order to piqué on to demi-pointe successfully? 	<p>Essential Questions</p> <ol style="list-style-type: none"> 1. What is the benefit of continuing to practice movements from previous lessons? 2. What are some exercises to improve balance on pointe?

Unit 7 – Pirouettes on Pointe**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, II, and III, and Units 1 – 6 of Ballet IV

Essential Questions:

1. What is the correct body alignment when executing a grand pirouette?
2. What is the purpose of working from pose to pose at the barre?

Unit Vocabulary:

grand pirouette, choreography, B+

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>1.1.4 Execute, consistently, proper alignment in complex movement combinations.</p> <p>1.2.4 Execute, consistently, muscular articulation in complex movement combinations.</p> <p>1.3.4 Execute complex movement combinations with an advanced level of strength, flexibility, agility, endurance, and coordination.</p> <p>1.4.4 Implement advanced locomotor and nonlocomotor movements in extended sequences.</p> <p>1.5.4 Demonstrate advanced musicality with complex movements.</p> <p>1.6.4 Exhibit proficient technique with artistry through ongoing self-evaluation and correction.</p> <p>1.7.4 Analyze the use of the elements of dance in compositions.</p> <p>1.8.4 Use proper dance terminology in a critical analysis.</p> <p>1.9.4 Analyze the value of appropriate etiquette in performance venues.</p> <p>3.1.4 Perform a dance study that exhibits self-awareness and self-confidence.</p> <p>3.2.4 Manipulate and combine images, sounds, and experiences to convey meaning and broaden perceptions in a dance study.</p> <p>4.2.4 Refine technique and performance using self-reflection and self-evaluation.</p> <p>5.3.4 Analyze the significance of dance in social, cultural, political and historical contexts.</p> <p>5.4.4 Categorize dance works according to dance genres.</p> <p>6.1.4 Develop a personal program which achieves a healthy dancer and lifestyle.</p> <p>6.2.4 Apply selected principles of anatomy, physiology and kinesiology to technical skills in dance.</p> <p>6.3.4 Develop a safe studio and theatre environment via peer monitoring.</p>	<p>Self-evaluate current technical ability and set goals for the rest of the year.</p> <p>Perform movements from pose to pose 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>- Janice Barringer and Sarah Schlesinger: <i>The Pointe Book, Shoes, Training, and Technique</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 8 – Pirouettes in Big Poses**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, II, and III, and Units 1 – 7 of Ballet IV

Essential Questions:

1. At the end of a pirouette what needs to be done in order to land with one leg held at 90 degrees?
2. What is the difference between how the body is held during turns with the leg devant and derrière?

Unit Vocabulary:

temps de flèche, parallel, de côté

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>1.3 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>1.1.4 Execute, consistently, proper alignment in complex movement combinations.</p> <p>1.2.4 Execute, consistently, muscular articulation in complex movement combinations.</p> <p>1.3.4 Execute complex movement combinations with an advanced level of strength, flexibility, agility, endurance, and coordination.</p> <p>1.4.4 Implement advanced locomotor and nonlocomotor movements in extended sequences.</p> <p>1.5.4 Demonstrate advanced musicality with complex movements.</p> <p>1.6.4 Exhibit proficient technique with artistry through ongoing self-evaluation and correction.</p> <p>1.7.4 Analyze the use of the elements of dance in compositions.</p> <p>1.8.4 Use proper dance terminology in a critical analysis.</p> <p>1.9.4 Analyze the value of appropriate etiquette in performance venues.</p> <p>3.1.4 Perform a dance study that exhibits self-awareness and self-confidence.</p> <p>3.2.4 Manipulate and combine images, sounds, and experiences to convey meaning and broaden perceptions in a dance study.</p> <p>4.2.4 Refine technique and performance using self-reflection and self-evaluation.</p> <p>5.3.4 Analyze the significance of dance in social, cultural, political and historical contexts.</p> <p>5.4.4 Categorize dance works according to dance genres.</p> <p>6.1.4 Develop a personal program which achieves a healthy dancer and lifestyle.</p> <p>6.2.4 Apply selected principles of anatomy, physiology and kinesiology to technical skills in dance.</p> <p>6.3.4 Develop a safe studio and theatre environment via peer monitoring..</p>	<p>Perform pirouettes finishing with one leg held at 90 degrees.</p> <p>Perform arabesque and attitude turns.</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>- Janice Barringer and Sarah Schlesinger: <i>The Pointe Book, Shoes, Training, and Technique</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 – Turns Finishing on One Leg	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, II, and III, and Units 1 – 8 of Ballet IV

Essential Questions:

- 1. What are some helpful hints to stop turning while maintaining a demi-pointe position?
- 2. How is stamina developed in order to execute multiple fouettés on pointe?

Unit Vocabulary:

épaulement, adage

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>1.1.4 Execute, consistently, proper alignment in complex movement combinations.</p> <p>1.2.4 Execute, consistently, muscular articulation in complex movement combinations.</p> <p>1.3.4 Execute complex movement combinations with an advanced level of strength, flexibility, agility, endurance, and coordination.</p> <p>1.4.4 Implement advanced locomotor and nonlocomotor movements in extended sequences.</p> <p>1.5.4 Demonstrate advanced musicality with complex movements.</p> <p>1.6.4 Exhibit proficient technique with artistry through ongoing self-evaluation and correction.</p> <p>1.7.4 Analyze the use of the elements of dance in compositions.</p> <p>1.8.4 Use proper dance terminology in a critical analysis.</p> <p>1.9.4 Analyze the value of appropriate etiquette in performance venues.</p> <p>3.1.4 Perform a dance study that exhibits self-awareness and self-confidence.</p> <p>3.2.4 Manipulate and combine images, sounds, and experiences to convey meaning and broaden perceptions in a dance study.</p> <p>4.2.4 Refine technique and performance using self-reflection and self-evaluation.</p> <p>4.3.4 Construct a formal written critique of a student and/or professional performance.</p> <p>4.4.4 Evaluate ways personal experiences affect the creation of choreographic intent.</p> <p>5.3.4 Analyze the significance of dance in social, cultural, political and historical contexts.</p>	<p>Perform 16 fouetté turns en dehors.</p> <p>Explain the difference in body alignment when performing fouetté turns en dehors and en dedans.</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>- Janice Barringer and Sarah Schlesinger: <i>The Pointe Book, Shoes, Training, and Technique</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>5.4.4 Categorize dance works according to dance genres.</p> <p>6.1.4 Develop a personal program which achieves a healthy dancer and lifestyle.</p> <p>6.2.4 Apply selected principles of anatomy, physiology and kinesiology to technical skills in dance.</p> <p>6.3.4 Develop a safe studio and theatre environment via peer monitoring.</p>			
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Unit 10 – Multiple Turns**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, II, and III, and Units 1 – 9 of Ballet IV

Essential Questions:

1. What are some exercises that can help develop ballon?
2. What is the importance of practicing movements with both legs and in all possible directions?

Unit Vocabulary:

grand sissonne ouverte, tour jeté with beat, ballon

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>1.1.4 Execute, consistently, proper alignment in complex movement combinations.</p> <p>1.2.4 Execute, consistently, muscular articulation in complex movement combinations.</p> <p>1.3.4 Execute complex movement combinations with an advanced level of strength, flexibility, agility, endurance, and coordination.</p> <p>1.4.4 Implement advanced locomotor and nonlocomotor movements in extended sequences.</p> <p>1.5.4 Demonstrate advanced musicality with complex movements.</p> <p>1.6.4 Exhibit proficient technique with artistry through ongoing self-evaluation and correction.</p> <p>1.7.4 Analyze the use of the elements of dance in compositions.</p> <p>1.8.4 Use proper dance terminology in a critical analysis.</p> <p>1.9.4 Analyze the value of appropriate etiquette in performance venues.</p> <p>3.1.4 Perform a dance study that exhibits self-awareness and self-confidence.</p> <p>3.2.4 Manipulate and combine images, sounds, and experiences to convey meaning and broaden perceptions in a dance study.</p> <p>4.2.4 Refine technique and performance using self-reflection and self-evaluation.</p> <p>5.3.4 Analyze the significance of dance in social, cultural, political and historical contexts.</p> <p>5.4.4 Categorize dance works according to dance genres.</p> <p>6.1.4 Develop a personal program which achieves a healthy dancer and lifestyle.</p> <p>6.2.4 Apply selected principles of anatomy, physiology and kinesiology to technical skills in dance.</p> <p>6.3.4 Develop a safe studio and theatre environment via peer monitoring.</p>	<p>Perform double and triple pirouettes en dehors.</p> <p>Practice double pirouettes in all big poses from various positions, and analyze what needs to be done in order to execute them correctly.</p> <p>Write a journal description of exercises from barre and center work.</p> <p>Critique your own 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 Paskevskaya: <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 Paskevskaya: <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>- Janice Barringer and Sarah Schlesinger: <i>The Pointe Book, Shoes, Training, and Technique</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 – Advanced Relevés on Pointe**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, II, and III, and Units 1 – 10 of Ballet IV

Essential Questions:

1. What is the proper way to maintain turn-out during the transition from à la seconde to derrière?
2. What must be done in order to piqué on to demi-pointe successfully?

Unit Vocabulary:

gargouillade, flic flac sauté en tournant

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.	1.1.4 Execute, consistently, proper alignment in complex movement combinations.	Demonstrate turn-out during the transition from à la seconde to derrière in grand rond de jambe.	- 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.	1.2.4 Execute, consistently, muscular articulation in complex movement combinations.	Perform four relevés on pointe in attitude.	- Horst Koegler: <i>The Concise Oxford Dictionary of Ballet</i>	
1.2 Demonstrate a tendu articulating through the metatarsals.	1.3.4 Execute complex movement combinations with an advanced level of strength, flexibility, agility, endurance, and coordination.	Write a critique of a dance performance.	- Anna Paskevaska: <i>Ballet from the First Plié to Mastery</i>	
1.3 Execute the warm-up in its entirety.	1.4.4 Implement advanced locomotor and nonlocomotor movements in extended sequences.		- Gretchen Ward Warren: <i>Classical Ballet Technique</i>	
1.3 Perform center floor or traveling exercises in proper form.	1.5.4 Demonstrate advanced musicality with complex movements.		- Vera Kostrovitskaya and Alexei Pisarev: <i>School of Classical Dance</i>	
1.4 Perform triplets traveling down the floor.	1.6.4 Exhibit proficient technique with artistry through ongoing self-evaluation and correction.		- Sandra Noll Hammond: <i>Ballet Basics, Third Edition</i>	
1.4 Perform twisting and bending in place.	1.7.4 Analyze the use of the elements of dance in compositions.		- 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.	1.8.4 Use proper dance terminology in a critical analysis.		- 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.	1.9.4 Analyze the value of appropriate etiquette in performance venues.		- George Balanchine and Francis Mason: <i>101 Stories of the Great Ballets</i>	
1.6 Correct technical element identified by the teacher.	1.10.4 Design and implement a dance production.		- Janice Barringer and Sarah Schlesinger: <i>The Pointe Book, Shoes, Training, and Technique</i>	
1.6 Self-correct a technical element given to the class by the teacher.	2.3.4 Create compositions in different genres of dance.			
1.7 Create movements properly using space, shape, time, and energy as directed and specified by teacher.	3.1.4 Perform a dance study that exhibits self-awareness and self-confidence.			
1.8 Identify steps demonstrated using correct terminology.	3.2.4 Manipulate and combine images, sounds, and experiences to convey meaning and broaden perceptions in a dance study.			
1.8 Perform steps, physically, following verbal instructions in dance terminology given by the teacher.	4.2.4 Refine technique and performance using self-reflection and self-evaluation.			
1.9 Perform in a rehearsal adhering to proper etiquette.	5.3.4 Analyze the significance of dance in social, cultural, political and historical contexts.			
1.9 Perform in a dance class adhering to proper etiquette.	5.4.4 Categorize dance works according to dance genres.			
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>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>6.1.4 Develop a personal program which achieves a healthy dancer and lifestyle.</p> <p>6.2.4 Apply selected principles of anatomy, physiology and kinesiology to technical skills in dance.</p> <p>6.3.4 Develop a safe studio and theatre environment via peer monitoring.</p> <p>7.1.4 Create a multi-disciplinary (arts) dance composition.</p> <p>7.3.4 Create a dance study based upon a principle from another academic discipline.</p>			
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Unit 12 – Advanced Combinations**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, II, and III, and Units 1 – 11 of Ballet IV

Essential Questions:

- 1. What is the benefit of continuing to practice movements from previous lessons?
- 2. What are some exercises to improve balance on pointe?

Unit Vocabulary:

orchestra pit, apron, proscenium, wings, legs, balcony, mezzanine, curtain call

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>1.1.4 Execute, consistently, proper alignment in complex movement combinations.</p> <p>1.2.4 Execute, consistently, muscular articulation in complex movement combinations.</p> <p>1.3.4 Execute complex movement combinations with an advanced level of strength, flexibility, agility, endurance, and coordination.</p> <p>1.4.4 Implement advanced locomotor and nonlocomotor movements in extended sequences.</p> <p>1.5.4 Demonstrate advanced musicality with complex movements.</p> <p>1.6.4 Exhibit proficient technique with artistry through ongoing self-evaluation and correction.</p> <p>1.7.4 Analyze the use of the elements of dance in compositions.</p> <p>1.8.4 Use proper dance terminology in a critical analysis.</p> <p>1.9.4 Analyze the value of appropriate etiquette in performance venues.</p> <p>1.10.4 Design and implement a dance production.</p> <p>2.3.4 Create compositions in different genres of dance.</p> <p>3.1.4 Perform a dance study that exhibits self-awareness and self-confidence.</p> <p>3.2.4 Manipulate and combine images, sounds, and experiences to convey meaning and broaden perceptions in a dance study.</p> <p>4.2.4 Refine technique and performance using self-reflection and self-evaluation.</p> <p>4.3.4 Construct a formal written critique of a student and/or professional performance.</p> <p>4.4.4 Evaluate ways personal experiences affect the creation</p>	<p>Perform double pirouettes in all big poses.</p> <p>Critique your strengths/weaknesses for the year.</p> <p>Perform, in the classroom setting, a solo which includes all of the skills learned during the year.</p> <p>Complete a written exam which includes information learned during the year.</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>- Janice Barringer and Sarah Schlesinger: <i>The Pointe Book, Shoes, Training, and Technique</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>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>of choreographic intent.</p> <p>5.1.4 Assess reasons dance expression differs throughout the world.</p> <p>5.2.4 Analyze expressive movement in rituals and the connection to present day dance.</p> <p>5.3.4 Analyze the significance of dance in social, cultural, political and historical contexts.</p> <p>5.4.4 Categorize dance works according to dance genres.</p> <p>6.1.4 Develop a personal program which achieves a healthy dancer and lifestyle.</p> <p>6.2.4 Apply selected principles of anatomy, physiology and kinesiology to technical skills in dance.</p> <p>6.3.4 Develop a safe studio and theatre environment via peer monitoring.</p> <p>7.1.4 Create a multi-disciplinary (arts) dance composition.</p> <p>7.2.4 Create choreography which incorporates technology.</p> <p>7.3.4 Create a dance study based upon a principle from another academic discipline.</p>			
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