

Week	Marking Period 1	Week	Marking Period 2
1	Intro. to Exploring Dance-journal entry 1, syllabus, collage project, class etiquette, schedule, dance article read and respond 1, view previous class videos	11	Historical/Cultural Content-journal entry 9, group work, knowledge of dance genres, companies, people, research, dance article read and respond 9, review class exercises and combinations, intro. mini choreography project (duets and trios)
2	Intro. to Exploring Dance-journal 2, present collage, review class etiquette, dance article read and respond 2, terminology list 1, intro. ballet technique, barre exercises, center work	12	Historical/Cultural Content-journal entry 10, group work, knowledge of dance genres, companies, people, research, dance article read and respond 10, present projects, continue to review class exercises and combinations, present mini choreography projects (duets and trios)
3	What is Dance?-(ballet) journal entry 3, dance article read and respond 3, review terminology list 1, ballet technique continues, barre exercises, center work	13	Choreography- Finding the Dancer Within, journal entry 11, dance article read and respond 11, music exercises, barre exercises, center work, across the floor, terminology list 3, group dance piece
4	What is Dance?-(ballet and jazz) journal entry 4, dance article read and respond 4, quiz terminology and technique list 1, ballet technique continues, barre exercises, center work, intro. jazz technique	14	Choreography- Finding the Dancer Within, journal entry 12, dance article read and respond 12, continue music exercises, barre exercises, center work, across the floor, review terminology list 3, group dance piece
5	Technique and Knowledge-(ballet and jazz) journal entry 5, dance article read and respond 5, terminology list 2, ballet technique continues, jazz technique continues, barre exercises, center work, across the floor	15	Critique/Choreography/Performance- journal entry 13, dance article read and respond 13, barre exercises, center work, across the floor, quiz terminology and knowledge list 3, group dance piece
6	Technique and Knowledge -(ballet, jazz and modern) journal entry 6, dance article read and respond 6, review terminology list 2, ballet technique continues, jazz technique continues, intro. modern technique, barre exercises, center work, across the floor	16	Critique/Choreography/Performance-, journal entry 14, dance article read and respond 14, barre exercises, center work, across the floor, terminology list 4, group work, finalize group dance piece
7	Technique and Knowledge -(ballet, jazz and modern) journal entry 7, dance article read and respond 7, quiz terminology and technique list 2, ballet, jazz, and modern technique continues, barre exercises, center work, across the floor, intro. to performance	17	Performance- Ocean Dance Theater, Coffee House, Intro. to Final Exam, application of technique, knowledge and choreography, intro. to small group piece, review terminology list 4
8	Performance- application of technique and knowledge of all three dance styles, group work	18	Performance- Ocean Dance Theater, Coffee House, continue Final Exam, application of technique, knowledge and choreography, continue with small group piece, quiz terminology and knowledge list 4
9	Performance- application of technique and knowledge of all three dance styles, group work, view dance companies through videos	19	Performance- application of technique, knowledge and choreography, finalize Final Exam
10	Self-reflection-journal entry 8, (collection of journal) assessment performance and self-critique, group work, view dance companies through videos, dance article 8	20	Review/Critique- Final Exam Performance, assessment, view final performances from class, final journal entry 15 final reflection (collection of journal)

Visual and Performing Arts**Level: 10-12th grades****Time Frame: 5 weeks****Topic**

Perception: Introduction to Technique in Dance

Essential Questions

- How does the repetition of skills improve strength, flexibility and coordination?
- What exercise and movement phrases contribute to increased clarity of performance?
- How does self-discipline improve achievement?
- Technique is the continuous development of skills that strive toward a higher proficiency in performance and creativity.
- What are the essential vocabulary and terms of movement in each dance form?
- What are the five positions in ballet?
- What are the skills necessary for proper dance alignment?
- How does turnout differ in different dance genres?
- How do you fill different levels and directions of space with movement?
- How does strength and flexibility contribute to dance technique?
- How does counterbalance affect the fluidity of movement on stage?
- How does time and rhythm affect the ability to move in unison?
- What are examples of different non-locomotor and loco motor steps?
- How does one ease into and out of floor combinations?
- How does alignment affect turning?

Enduring Understandings

- The student will develop an awareness of movement as a means of expression and communication and gain an understanding of dance vocabulary, elements, and principles.
- The student will gain a significant knowledge of dance elements, principles, and concepts
- The student will apply knowledge, skills, and techniques of dance in informal and formal dance presentations.
- The student will effectively communicate ideas, thoughts, and feelings through dance.
- The student will learn the basics of technique and that it is the continuous development of skills that strive toward a higher proficiency in performance and creativity.

Alignment to Common Core Standards**Visual and Performing Arts****Dance:**

- **AR.9-12.1.1.12.1** - [Content Statement] - *Creating master works in dance requires ability to comprehend, articulate, and manipulate time, space, and energy across and within a broad spectrum of choreographic structures and through the use of many choreographic devices.*
- **AR.9-12.1.1.12.2** - [Content Statement] - *Acute kinesthetic awareness and mastery of composition are essential for creating and interpreting master works of art.*
- **AR.9-12.1.1.12.3** - [Content Statement] - *Interpretation of dance is heavily reliant on its context.*
- **AR.9-12.1.1.12.4** - [Content Statement] - *Artistry in dance performance is accomplished through complete integration of anatomical principles and clear direction of intent and purpose.*
- **AR.9-12.1.1.12.A.4** - [Cumulative Progress Indicator] - *Synthesize knowledge of anatomical principles related to body alignment, body patterning, balance, strength, and coordination in compositions and performances.*
- **AR.9-12.1.3.12.1** - [Content Statement] - *Creating highly integrated improvisational movement sequences develops personal style for solo and ensemble work. Characteristics of style vary broadly across dance genres.*
- **AR.9-12.1.3.12.2** - [Content Statement] - *Aesthetic quality results from conceptual coherence and from understanding and application of the principle unity of form and content.*
- **AR.9-12.1.3.12.A.2** - [Cumulative Progress Indicator] - *Create theme-based solo and ensemble dances that have unity of form and content, conceptual coherence, and aesthetic unity.*
- **AR.9-12.1.3.12.3** - [Content Statement] - *Dance artistry is achieved through refined technique, musicality, clarity of choreographic intent, stylistic nuance, and application of proper body mechanics.*
- **AR.9-12.1.3.12.A.3** - [Cumulative Progress Indicator] - *Demonstrate dance artistry with technical proficiency, musicality, stylistic nuance, clarity of choreographic intent, and efficiency of movement through the application of proper body mechanics.*
- **AR.9-12.1.3.12.4** - [Content Statement] - *Dance production is collaborative and requires choreographic, technological, design, and performance skill.*
- **AR.9-12.1.3.12.A.4** - [Cumulative Progress Indicator] - *Collaborate in the design and production of dances that use choreographic structures and incorporate various media and/or technologies.*

Theater:

- **AR.9-12.1.1.12.3** - [Content Statement] - Theatre production is an art, but it is also a science requiring knowledge of safety procedures, materials, technology, and construction techniques.

Music:

- **AR.9-12.1.3.12.1** - [Content Statement] - Technical accuracy, musicality, and stylistic considerations vary according to genre, culture, and historical era.

Aesthetic Responses:

- **AR.9-12.1.4.12.A.1** - [Cumulative Progress Indicator] - Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
- **AR.9-12.1.4.12.A.3** - [Cumulative Progress Indicator] - Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

Critique Methodologies:

- **AR.9-12.1.4.12.B.1** - [Cumulative Progress Indicator] - Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
- **AR.9-12.1.4.12.2** - [Content Statement] - The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.
- **AR.9-12.1.4.12.B.2** - [Cumulative Progress Indicator] - Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

Language Arts:

- **LA.11-12.CCSS.ELA-Literacy.RL.11-12.4** - [Grade Level Standard] - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- **LA.11-12.CCSS.ELA-Literacy.RI.11-12.1** - [Grade Level Standard] - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **LA.11-12.CCSS.ELA-Literacy.L.11-12.4c** - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- **LA.11-12.CCSS.ELA-Literacy.CCRA.L.1** - [Anchor Standard] - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **LA.11-12.CCSS.ELA-Literacy.SL.11-12.5** - [Grade Level Standard] - Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- **LA.11-12.CCSS.ELA-Literacy.CCRA.SL.4** - [Anchor Standard] - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- **LA.11-12.CCSS.ELA-Literacy.SL.11-12.1b** - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- **LA.11-12.CCSS.ELA-Literacy.CCRA.SL.1** - [Anchor Standard] - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Key Concepts and Skills

- Fall and Recover
- Alignment
- Balance/ Center Axis
- Turnout
- Contract/Release
- Jumps; Grand Jete
- Tilts
- Flat Backs
- Partnering- Basic Lifts

- Counterbalance
- Flexibility
- Strength
- Pirouettes; Chainé, Soutenu, Single Pirouette
- Traveling Locomotive Connecting Steps; Pas de bouree, glissade, triplet, skip, prance, chug and run
- Rhythm and Time
- Performance/Stage Presence
- Endurance
- Improvisation
- Isolations
- Plie/Releve
- Spotting
- Carriage and Beginner Positions of the Arms; Port De Bras
- Weight transfer into hands and upper body.
- Passé/ Coupe
- Inhale/Exhale

Learning Activities

- **Ballet**-Barre, including plies, tendus, degages, ronde de jambes, fondu, frappes and grand battements. Center work which includes adagio, pirouettes, petite allegro, and grand allegro
- **Modern**- Floor work, abdominals, and yoga stretches. Center includes plie, roll-downs, tendu degage, swings, flat backs, laterals, tilts, ronde de jambe, adagio and leaps. Center combination including dynamic movement derived from various styles Across the floor, including prances, triplets, runs, falls, slides, leaps, and turns.
- **Jazz**- Floor work, including plies, contractions, tendu, degage and passé with shift of weight, balance, isolations, abdominals. Across the floor: jazz pas de bouree, kicks, chainé turns, leaps and jumps. Center work, including different styles of jazz such as contemporary, funk/hip hop, theatrical organized in longer movement combinations

Assessments

Formative:

- Observe student responses to teacher feedback.
- Observe classroom etiquette.
- Observing students response to teacher feedback in rehearsal
- Videos of previous classes followed by discussion
- Verbal self-critique of class work and performance
- Verbal critique of other student class work and performance

Summative:

- Performance on written assignments and journals
- Performance in movement exams
- Completion of projects and creative assignments, written journals and small papers
- Performance on quizzes and tests.
- Observing performance
- Class etiquette
- Written self-evaluations and critiques of class work and performance
- Written critiques of professional performance through videos

21st Century Skills							
X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life and career skills	X		X	Media Literacy X		
Interdisciplinary Connections							
Technology Integration and Other Resources							
8.1.12.A.2, 8.1.12.A.1, 8.1.12.A.3, 8.1.12.A.4 <ul style="list-style-type: none"> • Power Point- Data Projector • Laptop • Auditorium Speakers • DVD-videos • Video Cameras • IPOD • Ballet Barres • Mirrors 							

Visual and Performing Arts**Level: 10-12th grades****Time Frame: 5 weeks****Topic**

Knowledge of Background and History in Dance

Essential Questions

- How does the knowledge of beginner terminology help aid in the communication process between teacher and student?
- How will the knowledge of history be beneficial to critiquing skills?
- What is terminology?
- What are the essential vocabulary and terms of movement in each dance form?
- What are the skills necessary for proper alignment?
- How does turnout differ in different dance genres?
- How do you fill different levels and directions of space with movement?
- How does strength and flexibility contribute to dance technique?
- How does counterbalance affect the fluidity of movement on stage?
- How does time and rhythm affect the ability to move in unison?
- What are examples of different non-locomotor and loco motor steps?
- How does alignment and balance affect turning?
- What s the origination of Ballet, Modern, and Jazz?
- How does strength and endurance increase the suspension of jumps?

Enduring Understandings

- The student will identify distinguishing features of various dance forms belonging to past and present world cultures, styles, periods, and artists.
- The student will understand terminology and the history of dance is important for the communication and development of performance, analyzing skills and future careers.
- The student will apply knowledge, skills, and techniques of dance in informal and formal dance presentations.
- The student will effectively communicate ideas, thoughts, and feelings through dance.

Alignment to Common Core Standards**Visual and Performing Arts**

Dance:

- **AR.9-12.1.1.12.1** - [Content Statement] - *Creating master works in dance requires ability to comprehend, articulate, and manipulate time, space, and energy across and within a broad spectrum of choreographic structures and through the use of many choreographic devices.*
- **AR.9-12.1.1.12.2** - [Content Statement] - *Acute kinesthetic awareness and mastery of composition are essential for creating and interpreting master works of art.*
- **AR.9-12.1.1.12.A.2** - [Cumulative Progress Indicator] - *Categorize the elements, principles, and choreographic structures of dance masterworks.*
- **AR.9-12.1.1.12.3** - [Content Statement] - *Interpretation of dance is heavily reliant on its context.*
- **AR.9-12.1.1.12.A.3** - [Cumulative Progress Indicator] - *Analyze issues of gender, ethnicity, socio-economic status, politics, age, and physical conditioning in relation to dance performances.*
- **AR.9-12.1.1.12.4** - [Content Statement] - *Artistry in dance performance is accomplished through complete integration of anatomical principles and clear direction of intent and purpose.*
- **AR.9-12.1.1.12.A.4** - [Cumulative Progress Indicator] - *Synthesize knowledge of anatomical principles related to body alignment, body patterning, balance, strength, and coordination in compositions and performances.*

- **AR.9-12.1.3.12.1** - [Content Statement] - *Creating highly integrated improvisational movement sequences develops personal style for solo and ensemble work. Characteristics of style vary broadly across dance genres.*
- **AR.9-12.1.3.12.A.1** - [Cumulative Progress Indicator] - *Integrate and recombine movement vocabulary drawn from a variety of dance genres, using improvisation as a choreographic tool to create solo and ensemble compositions.*
- **AR.9-12.1.3.12.2** - [Content Statement] - *Aesthetic quality results from conceptual coherence and from understanding and application of the principle unity of form and content.*
- **AR.9-12.1.3.12.A.2** - [Cumulative Progress Indicator] - *Create theme-based solo and ensemble dances that have unity of form and content, conceptual coherence, and aesthetic unity.*
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- **AR.9-12.1.3.12.A.3** - [Cumulative Progress Indicator] - *Demonstrate dance artistry with technical proficiency, musicality, stylistic nuance, clarity of choreographic intent, and efficiency of movement through the application of proper body mechanics.*
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- **AR.9-12.1.3.12.A.4** - [Cumulative Progress Indicator] - *Collaborate in the design and production of dances that use choreographic structures and incorporate various media and/or technologies.*

Theater:

- **AR.9-12.1.1.12.3** - [Content Statement] - *Theatre production is an art, but it is also a science requiring knowledge of safety procedures, materials, technology, and construction techniques.*

Music:

- **AR.9-12.1.3.12.1** - [Content Statement] - *Technical accuracy, musicality, and stylistic considerations vary according to genre, culture, and historical era.*

Aesthetic Responses:

- **AR.9-12.1.4.12.A.1** - [Cumulative Progress Indicator] - *Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.*
- **AR.9-12.1.4.12.A.3** - [Cumulative Progress Indicator] - *Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.*

Critique Methodologies:

- **AR.9-12.1.4.12.2** - [Content Statement] - *The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.*
- **AR.9-12.1.4.12.B.2** - [Cumulative Progress Indicator] - *Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.*

Language Arts:

- **LA.11-12.CCSS.ELA-Literacy.RL.11-12.4** - [Grade Level Standard] - *Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.*
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- **LA.11-12.CCSS.ELA-Literacy.CCRA.SL.1** - [Anchor Standard] - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Key Concepts and Skills

- Origination of Ballet, Modern and Jazz dance genres
- Barre Exercises
- Center Exercises
- Traveling Movements
- Facings/Directions
- Canon

Learning Activities

- Continuous class work with technique
- Improvisation and performance studies
- Work in partners or small groups and discover elements of several dance genres
- Power point presentation of dance history, genres, and important people/companies in dance

Assessments

Formative:

- Observe student responses to teacher feedback.
- Observe professional behavior in classes and at performances.
- Observing students response to teacher feedback in rehearsal
- Videos of professional dance companies followed by discussion
- Verbal self-critique of class work and performance
- Verbal critique of other student class work and performance

Summative:

- Performance on written assignments and journals
- Performance in movement exams
- Completion of projects and creative assignments, written journals and small papers
- Performance on quizzes and tests.
- Observing performance
- Back stage and class etiquette
- Written self-evaluations and critiques of class work and performance
- Written critiques of professional performance through videos

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life and career skills	X		X	Media Literacy X		

Interdisciplinary Connections**Technology Integration and Other Resources**

8.1.12.A.2, 8.1.12.A.1, 8.1.12.A.3, 8.1.12.A.4

- Power Point- Data Projector
- Laptop
- Auditorium Speakers
- DVD-videos
- Video Cameras
- IPOD
- Ballet Barres
- Mirrors
- OTHS Library Databases
- OTHS Computers

Visual and Performing Arts**Level: 10-12th grades****Time Frame: 5 weeks****Topic**

Creative Expression: Introduction to Performance in Dance

Essential Questions

- How does professional behavior affect performance and your chances for career success?
- How does self-discipline improve the creative process?
- How does a professional work ethic in rehearsal lead to a successful performance?
- What are the criteria used for evaluating performance studies?
- How does good professional behavior affect performance?
- What are the skills necessary for the career in the arts?
- How do production elements affect performance?
- How does one improve performance skills?
- How does being a good audience member affect performance?
- How does one emotionally and analytically prepare for improvisation and dance performance?

Enduring Understandings

- The student will develop dance technique skills and movement vocabulary, including strength, flexibility, coordination, endurance, balance, and repetition.
- The student will comprehend that a positive performance is created through repetition, professional behavior, teamwork, and communication with audience members.
- The student will demonstrate correct alignment while standing in a variety of dance shapes and while moving through space.
- The student will apply knowledge, skills, and techniques of dance in informal and formal dance presentations.
- The student will effectively communicate ideas, thoughts, and feelings through dance.

Alignment to Common Core Standards**Visual and Performing Arts**

Dance:

- **AR.9-12.1.1.12.1** - [Content Statement] - *Creating master works in dance requires ability to comprehend, articulate, and manipulate time, space, and energy across and within a broad spectrum of choreographic structures and through the use of many choreographic devices.*
- **AR.9-12.1.1.12.A.1** - [Cumulative Progress Indicator] - *Articulate understanding of choreographic structures or forms (e.g., palindrome, theme and variation, rondo, retrograde, inversion, narrative, and accumulation) in master works of dance.*
- **AR.9-12.1.1.12.2** - [Content Statement] - *Acute kinesthetic awareness and mastery of composition are essential for creating and interpreting master works of art.*
- **AR.9-12.1.1.12.A.2** - [Cumulative Progress Indicator] - *Categorize the elements, principles, and choreographic structures of dance masterworks.*
- **AR.9-12.1.1.12.3** - [Content Statement] - *Interpretation of dance is heavily reliant on its context.*
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- **AR.9-12.1.3.12.A.1** - [Cumulative Progress Indicator] - *Integrate and recombine movement vocabulary drawn from a variety of dance genres, using improvisation as a choreographic tool to create solo and ensemble compositions.*
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- **AR.9-12.1.3.12.A.4** - [Cumulative Progress Indicator] - *Collaborate in the design and production of dances that use choreographic structures and incorporate various media and/or technologies.*

Theater:

- **AR.9-12.1.1.12.2** - [Content Statement] - Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques.
- **AR.9-12.1.1.12.3** - [Content Statement] - Theatre production is an art, but it is also a science requiring knowledge of safety procedures, materials, technology, and construction techniques.
- **AR.9-12.1.1.12.C.3** - [Cumulative Progress Indicator] - Apply the basic physical and chemical properties (e.g., light, electricity, color, paint, scenic construction, costumes, makeup, and audio components) inherent in technical theatre to safely implement theatre design.

Music:

- **AR.9-12.1.3.12.1** - [Content Statement] - Technical accuracy, musicality, and stylistic considerations vary according to genre, culture, and historical era.

Aesthetic Responses:

- **AR.9-12.1.4.12.A.1** - [Cumulative Progress Indicator] - Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
- **AR.9-12.1.4.12.A.3** - [Cumulative Progress Indicator] - Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

Critique Methodologies:

- **AR.9-12.1.4.12.B.1** - [Cumulative Progress Indicator] - Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
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- **AR.9-12.1.4.12.B.2** - [Cumulative Progress Indicator] - Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

Language Arts:

- **LA.11-12.CCSS.ELA-Literacy.RL.11-12.4** - [Grade Level Standard] - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
- **LA.11-12.CCSS.ELA-Literacy.RI.11-12.1** - [Grade Level Standard] - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- **LA.11-12.CCSS.ELA-Literacy.L.11-12.4c** - Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- **LA.11-12.CCSS.ELA-Literacy.CCRA.L.1** - [Anchor Standard] - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **LA.11-12.CCSS.ELA-Literacy.SL.11-12.5** - [Grade Level Standard] - Make strategic use of

digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

- **LA.11-12.CCSS.ELA-Literacy.CCRA.SL.4** - [Anchor Standard] - Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- **LA.11-12.CCSS.ELA-Literacy.SL.11-12.1b** - Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- **LA.11-12.CCSS.ELA-Literacy.CCRA.SL.1** - [Anchor Standard] - Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Key Concepts and Skills

- Backstage and audience etiquette
- Team work
- Rules of professional behavior
- Work ethic
- Spatial awareness
- Clarity of movement and intention
- Rhythm and Time
- Stage Directions
- Basic Stage Components

Learning Activities

- Watch, analyze, write and discuss videos and DVD's of various dance companies
- Research on various internet sites
- Work in small groups
- Magazines and Newspaper articles
- Creative assignments in class
- Performance opportunities; Coffee House and Ocean Dance Theater

Assessments

Formative:

- Observe student responses to teacher feedback.
- Observe professional behavior in classes and at performances.
- Observing students response to teacher feedback in rehearsal
- Videos of professional dance companies followed by discussion
- Verbal self-critique of class work and performance
- Verbal critique of other student class work and performance

Summative:

- Performance on written assignments and journals
- Performance in movement exams
- Completion of projects and creative assignments, written journals and small papers
- Performance on quizzes and tests.
- Observing performance
- Back stage and class etiquette
- Written self-evaluations and critiques of class work and performance
- Written critiques of professional performance through videos

21st Century Skills

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life and career skills	X		X	Media Literacy	X	

Interdisciplinary Connections**Technology Integration and Other Resources**

8.1.12.A.2, 8.1.12.A.1, 8.1.12.A.3, 8.1.12.A.4

- Power Point- Data Projector
- Laptop
- Auditorium Speakers
- DVD-videos
- Video Cameras
- IPOD
- Ballet Barres
- Mirrors
- OTHS Computers

Visual and Performing Arts**Level: 10-12th grades****Time Frame: 5 weeks****Topic**

Criticism and Choreography

Essential Questions

- What is choreography?
- How does a choreographer create and invent movement?
- What is a positive performance? What is considered a negative performance?
- How does a dancer analyze his/her performance?
- What methods or questions are used in critiquing choreography both positively and negatively?
- How is the intent of the performer communicated to the audience through choices?
- How do major historical events prompt the creation of art?
- How are you and other dancers affected by dance?
- How do you understand body knowledge of yourself and your group?
- How does knowledge of history of dance help you develop a critical eye?
- What strategies are used when manipulating movement?
- What makes a successful dance piece?
- How does knowledge of current events influence how we are affected by dance?
- How does one improve performance skills?
- How does teamwork affect the overall performance?
- How does the dancer successfully communicate to the audience?
- How does one develop imagination?
- How does exposure to different dance and theatrical styles develop an appreciation?
- How does one choose appropriate material for one self and for a group?

Enduring Understandings

- The student will apply observation and critical thinking skills for the evaluation of dance works.
- The student will develop and apply an understanding of basic principles of choreography.
- The student will apply knowledge, skills, and techniques of dance in informal and formal dance presentations.
- The student will effectively communicate ideas, thoughts, and feelings through dance.
- The student will use critical thinking skills to perceive, describe, analyze, interpret, and evaluate dance with confidence and credibility.
- The student will learn to assess skills, techniques, and styles based on class instruction, models of exemplary performance, and an understanding of the many elements involved in each dance sequence.
- The student will recognize thoughtful criticism through analysis and understanding of all elements of a choreographed dance piece.

Alignment to Common Core Standards**Visual and Performing Arts**

Dance:

- **AR.9-12.1.1.12.1** - [Content Statement] - *Creating master works in dance requires ability to comprehend, articulate, and manipulate time, space, and energy across and within a broad spectrum of choreographic structures and through the use of many choreographic devices.*
- **AR.9-12.1.1.12.A.1** - [Cumulative Progress Indicator] - *Articulate understanding of choreographic structures or forms (e.g., palindrome, theme and variation, rondo, retrograde, inversion, narrative, and accumulation) in master works of dance.*
- **AR.9-12.1.1.12.2** - [Content Statement] - *Acute kinesthetic awareness and mastery of composition are essential for creating and interpreting master works of art.*
- **AR.9-12.1.1.12.A.2** - [Cumulative Progress Indicator] - *Categorize the elements, principles, and choreographic structures of dance masterworks.*
- **AR.9-12.1.1.12.3** - [Content Statement] - *Interpretation of dance is heavily reliant on its context.*
- **AR.9-12.1.1.12.A.3** - [Cumulative Progress Indicator] - *Analyze issues of gender, ethnicity, socio-economic status, politics, age, and physical conditioning in relation to dance performances.*
- **AR.9-12.1.1.12.4** - [Content Statement] - *Artistry in dance performance is accomplished through complete integration of anatomical principles and clear direction of intent and purpose.*
- **AR.9-12.1.1.12.A.4** - [Cumulative Progress Indicator] - *Synthesize knowledge of anatomical principles related to body alignment, body patterning, balance, strength, and coordination in compositions and performances.*
- **AR.9-12.1.3.12.1** - [Content Statement] - *Creating highly integrated improvisational movement sequences develops personal style for solo and ensemble work. Characteristics of style vary broadly across dance genres.*
- **AR.9-12.1.3.12.A.1** - [Cumulative Progress Indicator] - *Integrate and recombine movement vocabulary drawn from a variety of dance genres, using improvisation as a choreographic tool to create solo and ensemble compositions.*
- **AR.9-12.1.3.12.2** - [Content Statement] - *Aesthetic quality results from conceptual coherence and from understanding and application of the principle unity of form and content.*
- **AR.9-12.1.3.12.A.2** - [Cumulative Progress Indicator] - *Create theme-based solo and ensemble dances that have unity of form and content, conceptual coherence, and aesthetic unity.*
- **AR.9-12.1.3.12.3** - [Content Statement] - *Dance artistry is achieved through refined technique, musicality, clarity of choreographic intent, stylistic nuance, and application of proper body mechanics.*
- **AR.9-12.1.3.12.A.3** - [Cumulative Progress Indicator] - *Demonstrate dance artistry with technical proficiency, musicality, stylistic nuance, clarity of choreographic intent, and efficiency of movement through the application of proper body mechanics.*
- **AR.9-12.1.3.12.4** - [Content Statement] - *Dance production is collaborative and requires choreographic, technological, design, and performance skill.*
- **AR.9-12.1.3.12.A.4** - [Cumulative Progress Indicator] - *Collaborate in the design and production of dances that use choreographic structures and incorporate various media and/or technologies.*

Theater:

- **AR.9-12.1.1.12.2** - [Content Statement] - Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques.
- **AR.9-12.1.1.12.3** - [Content Statement] - Theatre production is an art, but it is also a science requiring knowledge of safety procedures, materials, technology, and construction techniques.
- **AR.9-12.1.1.12.C.3** - [Cumulative Progress Indicator] - Apply the basic physical and chemical properties (e.g., light, electricity, color, paint, scenic construction, costumes, makeup, and audio components) inherent in technical theatre to safely implement theatre design.

Music:

- **AR.9-12.1.3.12.1** - [Content Statement] - Technical accuracy, musicality, and stylistic considerations vary according to genre, culture, and historical era.

Aesthetic Responses:

- **AR.9-12.1.4.12.A.1** - [Cumulative Progress Indicator] - Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
- **AR.9-12.1.4.12.A.3** - [Cumulative Progress Indicator] - Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

Critique Methodologies:

- **AR.9-12.1.4.12.B.1** - [Cumulative Progress Indicator] - Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
- **AR.9-12.1.4.12.2** - [Content Statement] - The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.
- **AR.9-12.1.4.12.B.2** - [Cumulative Progress Indicator] - Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

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Key Concepts and Skills

- Basic Elements of Choreography
- Performance
- Dynamics in Movement
- Elements of Space
- Beginner Manipulation Techniques
- Beginner Elements of Time
- Basic Production Elements
- Repetition
- Canon
- Improvisation
- Levels in Space and Time
- Basic Stage Components- Stage Directions
- Theme

Learning Activities

- Choreograph an original dance piece
- Perform an original piece
- Watch, analyze, write and discuss videos and DVD's of various dance companies
- Research on various internet sites
- Work in small groups
- Magazines and Newspaper articles
- Creative assignments in class
- Performance opportunities; Coffee House and Ocean Dance Theater
- Improvisation exercises
- Small group choreography projects
- Oral Presentations

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Formative:

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X	Life and career skills	X		X	Media Literacy X		

Interdisciplinary Connections

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