

PUBLIC SCHOOLS OF EDISON TOWNSHIP
OFFICE OF CURRICULUM AND INSTRUCTION



Introduction to Dance

Length of Course:	Term
Elective/Required:	Elective
Schools:	Middle School
Eligibility:	Grade 6 – 8
Credit Value:	N/A
Date Approved:	August 24, 2020

TABLE OF CONTENTS

Course Description	3
Course Objectives	4
Pacing Guide	5
Ballet	6
Modern	8
Jazz & Musical Theatre	10
Social & Cultural Dance	12
Choreography	14

Course Description

Subject(s): introduction to Dance

Grade level(s)/Course: 6-8

Designer: Vicki Jenkins

Brief Summary of Course:

Introduction to Dance is a survey-style introduction to the art of dance. The course focuses on developing proper dance etiquette, basic technique and performance skills, as well as an appreciation for a variety of dance techniques and styles. Students acquire knowledge of dance history and have several opportunities to explore the elements of dance and principles of choreography by creating original dance works, viewing professional examples, and learning to critique and write about dances. Students with no previous training will acquire a basic foundation of dance skills and art appreciation, while more advanced students will continue to advance their technique, artistry and dance awareness.

Units in Course:

- 1) Ballet
- 2) Modern
- 3) Jazz & Musical Theatre
- 4) Social & Cultural Dance
- 5) Elements and Principles of Choreography

Course Objectives

Course Name or Grade Level Content: Introduction to Dance

Course Instructional Resources (including text(s), software programs, supplemental reading)

- None at this time

Unit Titles or Learning Events

- Ballet
- Modern
- Jazz & Theatre Dance
- Social & Cultural Dance
- Elements and Principles Choreography

Benchmark Assessments

- Course Pre/Post Test (written & performance based)

Modifications made for students with Special Needs, ELL, Exceptionally-Abled (G&T)

- Deliver information in various formats for different types of learners
- Modify the depth of skills, complexity and expectations within units
- Make connections between student interests and coursework to engage and motivate

Interdisciplinary Connections (Can be a list of other standards addressed such as speaking & listening, technology, etc)

- NJCCCS 9.1 21st Century Life & Career Skills

Pacing Guide

- Ballet 30-35 classes
- Modern 30-35 classes
- Jazz and Musical Theatre 35-40classes
- Social & Cultural Dance 25-30classes
- Principle elements of Choreography 35-40 classes

All of these units include dance history

Unit Title: BALLET**Approximate time frame: 30-35 classes****Brief summary of unit including curricular context:**

In this unit, students explore the artistry and history of Ballet, through daily dance exercises/activities and by making connections with the development of other dance styles, art forms and the world today.

Standards Addressed

- 1.1.8.Pr5e: Transfer vocabulary and codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing.
- 1.1.8.Pr6a: Investigate visualization, motor imagery and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill.
- 1.1.8.Pr5b: Examine how kinesthetic principles and various body systems (e.g., cardiovascular, respiratory, musculoskeletal) relate to the dancing body.
- 1.1.8.Pr6c: Apply feedback to make changes to and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Accept notes from the choreographer, apply corrections and document performance process using dance and production terminology. Analyze and evaluate the success of a performance.

Unit Objectives/Enduring Understandings

- Students learn and follow dance *class etiquette* as it pertains to the flow of class, direction of travel, spatial awareness and proper usage of the ballet barres.
- Students identify, translate, and define *dance terminology and concepts, with a general anatomical understanding* of how each skill functions and which aspect(s) of physical fitness is being addressed within an activity.
- Students will be able to demonstrate an understanding of *proper dance posture and technique* and striving to maintain this throughout all ballet exercises and activities.
- Students develop a sense of *ballet style and musicality* through varied dance activities including the performance and/or creation of adagio combinations – and by viewing professional examples.
- Students develop their ballet artistry and learn to properly *utilize a critique process* by:
 - Receiving and applying general and direct criticisms from the teacher.
 - Observing, analyzing and self-correcting through body awareness and use of mirrors.
 - Observing, analyzing and assisting classmates through constructive criticism and team troubleshooting.

Essential Questions

- How does self-discipline improve achievement?
- How does the knowledge of terminology help aid in the communication process between teacher and student?
- How does the repetition of skills improve strength, flexibility, and coordination?
- How will the knowledge of history be beneficial to critiquing skills?

Concepts

- Students will incorporate ballet skills into his/her vocabulary as a dancer.
- Students will connect and apply basic ballet concepts to studies of other dance technique and styles.
- Students will explore basic dance history to enhance their knowledge of the art.
- Students will utilize the critical process when observing dance works.

Unit Title: MODERN**Approximate time frame: 30-35 classes****Brief summary of unit including curricular context:**

In this unit, students explore the artistry and history of Modern Dance, through daily dance exercises/activities and by making connections with the development of other dance styles, art forms and the world today.

Standards Addressed

- 1.1.8.Pr5e: Transfer vocabulary and codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing.
- 1.1.8.Pr6a: Investigate visualization, motor imagery and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill.
- 1.1.8.Pr5b: Examine how kinesthetic principles and various body systems (e.g., cardiovascular, respiratory, musculoskeletal) relate to the dancing body.
- 1.1.8.Pr6c: Apply feedback to make changes to and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Accept notes from the choreographer, apply corrections and document performance process using dance and production terminology. Analyze and evaluate the success of a performance.

Unit Objectives/Enduring Understandings

- Students follow *dance class etiquette* as it pertains to the flow of class, direction of travel, spatial awareness.
- Students identify, translate, and define *dance terminology and concepts, with a general anatomical* understanding of how each skill functions and which aspect(s) of physical fitness is being addressed within an activity.
- Students utilize the arm and leg positions of various modern dance techniques, making connections with Ballet while *exploring parallel and neutral positions*.
- Students will build upon *basic modern dance movements and concepts* to execute simple combinations and across the floor phrases.
- Students explore modern *styles and develop a sense of musicality* through varied dance activities including the performance and/or creation of modern dance combinations – and by viewing professional examples.
- Students develop their artistry and learn to properly utilize a *critique process* by:
 - Receiving and applying general and direct criticisms from the teacher.
 - Observing, analyzing and self-correcting through body awareness and use of mirrors.
 - Observing, analyzing and assisting classmates through constructive criticism and team troubleshooting.

Essential Questions

- How does self-discipline improve achievement?
- How does the knowledge of terminology help aid in the communication process between teacher and student?
- What exercise and movement phrases contribute to clarity and enhance technique?
- How do major historical events prompt the creation of art?
- What questions are used in critiquing choreography both positively and negatively?

Concepts

- Students will incorporate modern dance skills and style into his/her vocabulary as a dancer and a choreographer.
- Students will connect and apply basic modern concepts to studies of other dance technique and styles.
- Students will explore basic dance history to enhance their knowledge of the art.
- Students will utilize the critical process when observing dance works.

Unit Title: JAZZ & MUSICAL THEATRE**Approximate time frame: 35-40 classes****Brief summary of unit including curricular context:**

In this unit, students explore the artistry and history of Jazz Dance, through daily dance exercises and by making connections with the development of other dance styles, art forms and the world today. Students will also explore how musical theatre and jazz dance intersect and examine Broadway choreographers' contribution to the current theatre world.

Standards Addressed

- 1.1.8.Pr5e: Transfer vocabulary and codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing.
- 1.1.8.Pr6a: Investigate visualization, motor imagery and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill.
- 1.1.8.Pr5b: Examine how kinesthetic principles and various body systems (e.g., cardiovascular, respiratory, musculoskeletal) relate to the dancing body.
- 1.1.8.Pr6c: Apply feedback to make changes to and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Accept notes from the choreographer, apply corrections and document performance process using dance and production terminology. Analyze and evaluate the success of a performance.

Unit Objectives/Enduring Understandings

- Students follow *dance class etiquette* as it pertains to the flow of class, direction of travel, spatial awareness.
- Students identify, translate, and define *dance terminology and concepts, with a general anatomical understanding* of how each skill functions and which aspect(s) of physical fitness is being addressed within an activity.
- Students will execute and explore the use of *rhythmic structures and isolations* in jazz dance technique.
- Students will build upon *basic jazz dance movements* and concepts to execute simple combinations, and across the floor phrases.
- Students develop a sense of *jazz styles and musicality* through varied dance activities including the performance and/or creation of jazz dance combinations - and by viewing professional examples.
- Students develop their artistry and learn to properly *utilize a critique process* by:
 - Receiving and applying general and direct criticisms from the teacher.
 - Observing, analyzing and self-correcting through body awareness and use of mirrors.
 - Observing, analyzing and assisting classmates through constructive criticism and team troubleshooting.

Essential Question

- What are the essential vocabulary and terms of movement in each dance form?
- How does time and rhythm affect the quality of movements?
- How does turnout differ in different dance genres?
- How do major historical events prompt the creation of art?
- What questions and feedback are used in critiquing choreography both positively and negatively?

Concepts

- Students will incorporate jazz and musical theatre dance skills and style into his/her vocabulary as a dancer and a choreographer.
- Students will connect and apply basic jazz concepts to studies of other dance techniques and styles.
- Students will explore jazz and musical theatre dance as a broad stylistic genre, unified by rhythmic complexity and cultural influences.
- Students will utilize the critical process when observing dance works.

Unit Title: SOCIAL & CULTURAL DANCE**Approximate time frame: 25-30 classes****Brief summary of unit including curricular context:**

In this unit, students experience the styles and history of social and cultural dances from around the world, through dance exercises and choreography, and by making connections with the development of other dance styles, art forms and the world today.

Standards Addressed

- 1.1.8.Pr5e: Transfer vocabulary and codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing.
- 1.1.8.Pr6a: Investigate visualization, motor imagery and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill.
- 1.1.8.Pr5b: Examine how kinesthetic principles and various body systems (e.g., cardiovascular, respiratory, musculoskeletal) relate to the dancing body.
- 1.1.8.Cn11a: Research and analyze how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people from whom the dances originate.
- 1.1.8.Pr6c: Apply feedback to make changes to and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Accept notes from the choreographer, apply corrections and document performance process using dance and production terminology. Analyze and evaluate the success of a performance.

Unit objectives/Enduring Understandings

- Students follow *dance class etiquette* as it pertains to the flow of class, direction of travel, spatial awareness.
- Students identify, translate, and define *dance terminology and concepts, with a general anatomical understanding* of how each skill functions throughout the different cultures.
- Students will execute and explore the use of the *rhythmic structures and how different parts of the body* are used in different social and cultural dances.
- Students will build upon basic social dance movements to explore *basic partnering skills* when learning about social dances.
- Students gain knowledge of *the many different styles and musicality* through varied dance activities including the performance and/or creation of different cultural dances by *viewing and sharing* their own cultural dances.
- Students develop their artistry and learn to properly *utilize a critique process* by:
 - Receiving and applying general and direct criticisms from the teacher.
 - Observing, analyzing and self-correcting through body awareness and use of mirrors.
 - Observing, analyzing and assisting classmates through constructive criticism and team troubleshooting.

Essential questions

- How do dances differ for social, ceremonial, and entertainment purposes?
- How do major historical events prompt the creation of art?
- How does partnering change the focus of the individual dancer?
- How does understanding the cultural significance of a dance help to perform it accurately?

Concepts

- Students will differentiate between dances for social, ceremonial and entertainment purposes.
- Students will connect and convey meaning in the different dances.
- Students will share with their peers their own cultural dances.
- Students will value and respect other cultures through the universal language of dance.

Unit Title: CHOREOGRAPHY**Approximate time frame: 35-40 classes****Brief summary of unit including curricular context:**

In this unit, students gain an understanding of the elements of dance and principles of choreography through the observation of professional dancers'/choreographers' methods, and the exploration and application of these concepts in the creation of their own original dances.

Standards Addressed

- 1.1.8.Cr1a: Implement movement created from a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) to develop an original dance study.
- 1.1.8.Cr3a: Revise choreography collaboratively or independently based on artistic criteria, self reflection and the feedback of others. Explain movement choices and revisions and how they impact the artistic intent
- 1.1.8.Pr4c: Perform planned and improvised movement sequences and dance combinations applying dynamic phrasing, energy, emotional intent, and characterization.
- 1.1.8.Pr6c: Apply feedback to make changes to and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Accept notes from the choreographer, apply corrections and document performance process using dance and production terminology. Analyze and evaluate the success of a performance.

Unit Objectives/Enduring Understandings

- Students will use *improvisation* to explore and expand their movement preferences beyond the familiar.
- Students will utilize the *basic elements of dance* -body, energy, space, and time, when creating and choreographing.
- Students will utilize knowledge of *elements/principles* to observe, analyze and categorize choreography.
- Students will explore a variety of *sources as inspiration (stimuli)* and transform concepts into movement for artistic expression.
- Students work individually or collaboratively *produce original works* from the beginning of the creative process, through the rehearsal/critique process, culminating in the performance (formal or informal) of the completed work.
- As choreographers, students will *reflect on the process*, successes and shortcomings of a finalized work in terms of their own project goals.
- Students develop their original works and learn to properly *utilize a critique process* by:
 - Receiving and applying general and direct criticisms from the teacher.
 - Observing, analyzing and assisting classmates through constructive criticism and team troubleshooting.
 - Reflecting, defining the aesthetic, analyzing and applying critiques as appropriate.

Essential Questions

- How does creating and performing dance differ from viewing dance?
- How does music influence dance and a choreographers' choice?
- How does the process of improvisation help to evolve movement?
- How can your directions changes, change your intent?

Concepts

- Students will know how to define and identify the elements of dance and principles of choreography.
- Students will collaborate to produce original work from conception to performance.
- Students will identify and utilize the principle elements of choreography.
- Students will synthesize knowledge and personal experience to create art.
- Students will apply a critique process with respect toward oneself and others.