

PUBLIC SCHOOLS OF EDISON TOWNSHIP
OFFICE OF CURRICULUM AND INSTRUCTION



Dance 1

Length of Course:	Term
Elective/Required:	Elective
Schools:	High School
Eligibility:	Grades 9-12
Credit Value:	5 Credits
Date Approved:	August 17, 2021

TABLE OF CONTENTS

Course Description	3
Course Objectives	4
Pacing Guide	5
Ballet	6
Modern	8
Jazz	10
Theater Dance	12
Social & Ethnic Dances	14
Elements & Principles of Choreography	16

Modifications will be made to accommodate IEP mandates for classified students.

Course Description

Subject(s): Dance 1

Grade level(s)/Course: 9-12

Brief Summary of Course:

Dance 1 is a survey-style introduction to the art of dance. The course focuses on developing proper technique and performance skills, as well as an appreciation for a variety of dance techniques and styles. Students acquire knowledge of dance history, class etiquette, injury prevention, and the rehearsal process. They also 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 Dance
- 3) Jazz Dance
- 4) Theater Dance
- 5) Social & Ethnic Dances
- 6) Elements & Principles of Choreography

Course Objectives

Course Name or Grade Level Content: Dance 1

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

- None at this time

Unit Titles or Learning Events

- Ballet
- Modern
- Jazz
- Theater Dance
- Social & Ethnic Dances
- Elements & Principles of 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 20-30 classes
- Modern 20-30 classes
- Jazz 15-20 classes
- Theater Dance 10-15 classes
- Social & Ethnic Dances 10-15 classes
- Elements & Principles of Choreography 15-30 classes

Unit Title: BALLET**Approximate time frame: 20-30 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

NJCCCS 2009: 1.1.12.A.1-4, 1.2.12.A.1, 1.3.12.A.1-3, 1.4.12.A.1&3, 1.4.12.B.1
NCCAS 2014: Pr4.1-6.1, Re7.1-9.1, Cn11.1
C21: (9.1.12) A.1, B.3, C.4, D.3, F.2

Transfer Goals

- Incorporate ballet skills and style into his/her vocabulary as a dancer and a choreographer
- Connect and apply basic ballet concepts to studies of other dance techniques and styles, recognizing ballet as the foundation of most concert dance styles
- Expand previous ideas of ballet beyond stereotypes and misconceptions

Essential Questions

- What is old and what is new in any work of art?
- How does creating and performing in the arts differ from viewing the arts?
- What's the difference between a thoughtful and thoughtless artistic judgment?
- When is art criticism vital and when is it not?

Enduring Understandings

- Every artist has a style; every artistic period has a style.
- Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.
- Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value.
- The point of studying the arts is to foster meaning-making, deeper emotional response and more inventive decision-making.
- The critical processes of observing, describing, interpreting, and evaluating leads to informed judgments about the relative merits of artworks.

Knowledge

- 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.

Skills

- They demonstrate an understanding of proper dance posture and the concept of “pulling up”, striving to maintain this throughout all ballet exercises and activities.
- They utilize the arm and leg positions of ballet, along with basic ballet concepts, to learn, execute and incorporate various jumps, balances, turns and footwork into simple and complex movement patterns and sequences at the ballet barre, in center, and across the floor.
- Students develop a sense of ballet style and musicality through varied dance activities including the performance and/or creation of allegro and 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.

Unit Title: MODERN**Approximate time frame: 20-30 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

NJCCCS 2009: 1.1.12.A.1-4, 1.2.12.A.1, 1.3.12.A.1-3, 1.4.12.A.1-4, 1.4.12.B.1

NCCAS 2014: Pr4.1-6.1, Re7.1-9.1, Cn11.1

C21: (9.1.12) A.1, B.3, C.4, D.3, F.2

Transfer Goals

- Incorporate modern dance skills and style into his/her vocabulary as a dancer and a choreographer.
- Connect and apply basic modern concepts to studies of other dance techniques and styles
- Value modern dance as an ever-evolving art form that reflects and speaks on history, society and culture through each choreographer's unique voice

Essential Questions

- What is old and what is new in any work of art?
- How does creating and performing in the arts differ from viewing the arts?
- What's the difference between a thoughtful and thoughtless artistic judgment?
- When is art criticism vital and when is it not?

Enduring Understandings

- Every artist has a style; every artistic period has a style.
- Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.
- Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value.
- The point of studying the arts is to foster meaning-making, deeper emotional response and more inventive decision-making.
- The critical processes of observing, describing, interpreting, and evaluating leads to informed judgments about the relative merits of artworks.

Knowledge

- 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.

Skills

- Students demonstrate and utilize an understanding of proper dance posture to explore the use of alignment in various planes.
- Students utilize the arm and leg positions of various modern dance techniques, making connections with Ballet while exploring parallel and neutral positions.
- They explore the use of breath to initiate and/or flow through movements on various levels, incorporating weight shift, floor work, and upper body weight bearing or inversions (if physically ready).

Unit Title: JAZZ**Approximate time frame: 15-20 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.

Standards Addressed

NJCCCS 2009: 1.1.12.A.1-4, 1.2.12.A.1, 1.3.12.A.1-3, 1.4.12.A.1-4, 1.4.12.B.1
NCCAS 2014: Pr4.1-6.1, Re7.1-9.1, Cn11.1
C21: (9.1.12) A.1, B.3, C.4, D.3, F.2

Transfer Goals

- Incorporate jazz dance skills and style into his/her vocabulary as a dancer and a choreographer
- Connect and apply basic jazz concepts to studies of other dance techniques and styles
- Value jazz dance as a broad stylistic genre, unified by rhythmic complexity and cultural influences

Essential Questions

- What is old and what is new in any work of art?
- How does creating and performing in the arts differ from viewing the arts?
- What's the difference between a thoughtful and thoughtless artistic judgment?
- When is art criticism vital and when is it not?

Enduring Understandings

- Every artist has a style; every artistic period has a style.
- Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.
- Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value.
- The point of studying the arts is to foster meaning-making, deeper emotional response and more inventive decision-making.
- The critical processes of observing, describing, interpreting, and evaluating leads to informed judgments about the relative merits of artworks.

Knowledge

- Students continue to 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.

Skills

- They demonstrate and utilize an understanding of proper dance posture to explore and purposefully manipulate body alignment in various planes.
- Students utilize the arm and leg positions of jazz dance techniques, making connections with Ballet and/or Modern while exploring parallel and neutral positions.
- Students execute and explore the use of isolations as a means to warm up specific muscle groups, gain control of one body part at a time, and to stylize movements.
- Students build upon basic dance concepts to learn, execute and incorporate various jazz jumps, balances, turns and footwork into simple and complex movement patterns and sequences in center and across the floor.
- Students develop a sense of jazz style 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.

Unit Title: THEATER DANCE**Approximate time frame:** 10-15 classes**Brief summary of unit including curricular context:**

In this unit, students explore the styles and history of dance in the theater world, through dance exercises and choreography, by learning and performing Broadway repertory, and by making connections with the development of other dance styles, art forms and the world today.

Standards Addressed

NJCCCS 2009: 1.1.12.A.1-4, 1.2.12.A.1-2, 1.3.12.A.1-4, 1.4.12.A.1-4, 1.4.12.B.1

NCCAS 2014: Pr4.1-6.1, Re7.1-9.1, Cn10.1-11.1

C21: (9.1.12) A.1, B.3, C.4, D.3, F.2

Transfer Goals

- Develop performance skills as an individual and ensemble dancer
- Convey meaning (character, emotion, story-telling) through dance
- Readily adapt to and execute stylistic nuances

Essential Questions

- How do underlying structures unconsciously guide the creation of art works?
- How does creating and performing in the arts differ from viewing the arts?
- What's the difference between a thoughtful and thoughtless artistic judgment?
- When is art criticism vital and when is it not?

Enduring Understandings

- Breaking accepted norms often gives rise to new forms of artistic expression.
- Every artist has a style; every artistic period has a style.
- Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.
- Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value.
- The point of studying the arts is to foster meaning-making, deeper emotional response and more inventive decision-making.
- The critical processes of observing, describing, interpreting, and evaluating leads to informed judgments about the relative merits of artworks.

Knowledge

- They continue to follow dance class etiquette as it pertains to the flow of class, direction of travel, spatial awareness.
- Students identify and define Tap Dance terminology and concepts with a general anatomical understanding of how each skill functions and how rhythm is being used.
- Students identify and define signature Fosse-style skills and postures, with a general anatomical understanding of how each skill functions and how to safely execute misaligned postures.

Skills

- Students explore Tap Dance by executing various types of footwork in simple and complex movement patterns, sequences and rhythms.
- Students perform classic tap dance choreography (or an excerpt) using ensemble performance skills.
- They examine the Fosse Style, by observing, learning and performing repertory works.
- Students develop a sense of style and musicality through the performance and/or creation of choreography in a musical number – 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.

Unit Title: SOCIAL & ETHNIC DANCE**Approximate time frame: 10-15 classes****Brief summary of unit including curricular context:**

In this unit, students experience the styles and history of social and ethnic 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

NJCCCS 2009: 1.1.12.A.1-4, 1.2.12.A.1-2, 1.3.12.A.1-4, 1.4.12.A.1-4, 1.4.12.B.1

NCCAS 2014: Pr4.1-6.1, Re7.1-9.1, Cn10.1-11.1

C21: (9.1.12) A.1, B.3, C.4, D.3, F.2

Transfer Goals

- Differentiate between dances for social, ceremonial, and entertainment purposes
- Convey meaning (character, emotion, story-telling) through dance
- Value and respect other cultures through the universal language of dance

Essential Questions

- How do underlying structures unconsciously guide the creation of art works?
- How does creating and performing in the arts differ from viewing the arts?
- What's the difference between a thoughtful and thoughtless artistic judgment?
- Does art define culture or does culture define art?
- When is art criticism vital and when is it not?

Enduring Understandings

- Breaking accepted norms often gives rise to new forms of artistic expression.
- Every artist has a style; every artistic period has a style.
- Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.
- Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value.
- The point of studying the arts is to foster meaning-making, deeper emotional response and more inventive decision-making.
- The critical processes of observing, describing, interpreting, and evaluating leads to informed judgments about the relative merits of artworks.

Knowledge

- Students continue to follow dance class etiquette as it pertains to the flow of class, direction of travel, spatial awareness.
- Students explore and discuss how dance is a part of cultures through time and around the world, distinguishing between dances for social, ceremonial, and entertainment reasons.
- Students identify and define related terminology and concepts, with a general anatomical understanding of how each skill functions and how rhythm is being used.

Skills

- Students experience both a social and ethnic style of dance by executing various types of footwork in simple and complex movement patterns, sequences and rhythms.
- Students build upon basic dance concepts to learn, execute and incorporate various modern dance jumps, balances, turns and footwork into simple and complex movement patterns and sequences in center and across the floor.
- 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.

Unit Title: ELEMENTS & PRINCIPLES OF CHOREOGRAPHY**Approximate time frame:** 15-30 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

NJCCCS 2009: 1.1.12.A.1-4, 1.2.12.A.2, 1.3.12.A.1-4, 1.4.12.A.1-4, 1.4.12.B.1

NCCAS 2014: Cr1.1-3.1, Pr4.1-6.1, Re7.1-9.1, Cn10.1-11.1

C21: (9.1.12) A.1, B.3, C.4-5, D.3, F.2-3

Transfer Goals

- Collaborate to produce original work from conception to performance
- Synthesize knowledge and personal experience to create art
- Utilize and apply a critique process with respect toward oneself and others

Essential Questions

- How does music influence dance and a choreographers' choice?
- How does creating and performing dance differ from viewing dance?
- To what extent does the viewer properly affect and influence dance and the dancer, and to what extent is dance for the dancer?
- What's the difference between a thoughtful and a thoughtless artistic judgment?

Enduring Understandings

- Space, time, and energy are basic elements of dance.
- Choreographers use a variety of sources as inspiration and transform concepts into movement for artistic expression
- Every artist has a style; every artistic period has a style.
- Though the artist's imagination and intuition drive the work, great art requires skills and discipline to turn notions into a quality product.
- The artistic process can lead to unforeseen or unpredictable outcomes.
- Aesthetics fosters artistic appreciation, interpretation, imagination, significance and value.
- The point of studying the arts is to foster meaning-making, deeper emotional response and more inventive decision-making.
- The critical processes of observing, describing, interpreting, and evaluating leads to informed judgments about the relative merits of artworks.

Knowledge

- Students know how to define and identify the elements of dance and principles of choreography.
- They observe and explore the connections between movement, emotions, and the audience.
- Students examine the unique methods of renowned choreographers.

Skills

- Students use improvisation to explore and expand their movement preferences beyond the familiar.
- They utilize knowledge of elements/principles to observe, analyze and categorize choreography.
- They create a distinction between “execution” and “performance” of movement to communicate artistic expression.
- Students work individually or collaboratively to implement the elements/principles in their design and choreography processes when improvising and/or developing original dances.
- 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
- Students work collaboratively to 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 reflect on the process, successes and shortcomings of a finalized work in terms of their own project goals.