

**CUMBERLAND COUNTY SCHOOL DISTRICT
BENCHMARK ASSESSMENT CURRICULUM PACING GUIDE**

School: CCHS

Subject: Creative Arts and Dance

Grade: 9-10

Benchmark Assessment 1

Instructional Timeline: First Semester

Topic(s): Elements of dance, choreographic forms, performance elements, the four styles of dance, world culture dance, 20th century American dance, and ballroom dance.

Kentucky Core Academic Standards	Learning Targets (I Can Statements)	Key Vocabulary
<p>AH-HS-SA-S-Da1: use appropriate terminology to analyze and evaluate the use of elements in a variety of dance.</p> <ul style="list-style-type: none"> • AH-HS-1.2.1.c: Styles: (characteristics of) <ul style="list-style-type: none"> • AH-HS-1.2.1.c.1: Ballet • AH-HS-1.2.1.c.2: Tap • AH-HS-1.2.1.c.3: Jazz • AH-HS-1.2.1.c.4: Modern <p>AH-HS-SA-S-Da2: apply elements of dance and principles of movement to:</p> <ul style="list-style-type: none"> • AH-HS-SA-S-Da2.a: expressively create and perform a range of patterns of movement • AH-HS-SA-S-Da2.b: analyze and evaluate the use of 	<p>I can use appropriate terminology to analyze and evaluate the use of elements in a variety of dance.</p> <p>I can analyze the basic characteristics of the dance styles of ballet, tap, jazz, and modern dance..</p> <p>I can differentiate between the four different styles of dance: ballet, tap, jazz, and modern.</p> <p>I can expressively create and perform a range of patterns of movement.</p> <p>I can observe classify and perform dance representing a variety of world cultures.</p> <p>I can observe classify and perform dance representing a variety of historical time periods.</p> <p>I can analyze and evaluate the use of</p>	<p>Elements of Dance:</p> <ul style="list-style-type: none"> • Space • Time • Force <p>Principles of movement:</p> <ul style="list-style-type: none"> • Balance • Initiation of movement • Weight shift <p>Dance Styles: (characteristics of)</p> <ul style="list-style-type: none"> • Ballet - standardized dance movements, specialized leaps and lifts, French terminology to describe each standardized movement (actual terms not to be assessed), pointe shoes for women, slippers for men, costumes - tights, tutu, root is

<p>choreographic forms in dance</p> <ul style="list-style-type: none"> • AH-HS-SA-S-Da2.c: analyze and describe how themes in dances and styles of dance communicate ideas and feelings <p>AH-HS-HA-S-Da2: observe, classify and perform dance representing a variety of world cultures and historical/style periods</p> <p>AH-HS-HA-S-Da2: observe, classify and perform dance representing a variety of world cultures and historical/style periods</p>	<p>choreographic forms in dance.</p> <p>I can analyze and describe how themes in dances and styles of dance communicate ideas and feelings.</p>	<p>court dances</p> <ul style="list-style-type: none"> • Tap - emphasis on rhythm, tap shoes, costumes - formal to street wear, improvisation, roots in recreational dance (e.g., Irish step dance, jig, and African steps) • Jazz - stylized movement, accents in hands, head, hips, feet, English/French terminology to describe movements (actual terms not to be assessed), jazz shoes or boots, costume related to theme of dance, improvisation, root in social dances and early musical theatre dance • Modern - freedom in movement, English/French/new words to describe movements (actual terms not to be assessed), usually barefoot but can use shoes based on theme, costume related to dance theme, improvisation used in the development of choreography <p>Choreographic forms:</p> <p>Theme and variation Rondo</p>
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		Narrative Cultural Dance Vocabulary American Dance History Vocabulary
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