



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT Visual and Performing Arts

COURSE Dance and Choreography I

Curriculum Development Timeline

School: Ocean Township High School

Course: Dance and Choreography I

Department: Visual and Performing Arts

Board Approval	Supervisor	Notes
August 2013	Jayne VanNosdall	Born Date
August 2017	Valerie Sorce	Revision
March 2019	Ian Schwartz	Review
August 2020	Ian Schwartz	Alignment to Standards
August 2022	Derek Tranchina	Incorporate State Mandates
August 2024	Erin Leahy	Updated to Include New State Mandates

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Ocean Township Pacing Guide			
Week	Unit	Week	Unit
1	Perception: Introduction to Technique in Dance	11	Creative Expression: Introduction to Performance in Dance
2	Perception: Introduction to Technique in Dance	12	Creative Expression: Introduction to Performance in Dance
3	Perception: Introduction to Technique in Dance	13	Creative Expression: Introduction to Performance in Dance
4	Perception: Introduction to Technique in Dance	14	Creative Expression: Introduction to Performance in Dance
5	Perception: Introduction to Technique in Dance	15	Creative Expression: Introduction to Performance in Dance
6	Knowledge of Background and History in Dance	16	Criticism and Choreography
7	Knowledge of Background and History in Dance	17	Criticism and Choreography
8	Knowledge of Background and History in Dance	18	Criticism and Choreography

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9	Knowledge of Background and History in Dance	19	Criticism and Choreography
10	Knowledge of Background and History in Dance	20	Criticism and Choreography

Climate Change: Creative Expression: Introduction to Performance in Dance unit
Diversity and Inclusion, Individuals with Disabilities, and LGBT: Creative Expression: Introduction to Performance in Dance unit

Core Instructional & Supplemental Materials including various levels of Texts

The Dancer Prepares: Modern Dance for Beginners

By: James Penrod

Jump into Jazz The Basics and Beyond for the Jazz Dance Student

By: Minda Goodman Kraines

Ballet Basics

By: Sandra Noll Hammond

Newsela - Articles and Text Sets Differentiated by Reading Level (Struggling Learners; Advanced Learners)

YouTube

Dance Magazine, Pointe, Dance Spirit, ARTSEdge

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Time Frame	5 Weeks
Topic	
Perception: Introduction to Technique in Dance	
Alignment to Standards	
1.1.12prof.Cr1a: Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement. 1.1.12prof.Cr1b: Analyze the elements of dance to expand personal movement vocabulary and ascertain new movement possibilities through the creation of choreographic works. 1.1.12prof.Cr2a: Manipulate a variety of choreographic devices and dance structures to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to explain how the dance structures clarify the artistic intent. 1.1.12prof.Cr2b: Choose a theme to develop a dance and create corresponding movements to communicate the theme. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally. 1.1.12prof.Cr3a: Revise a movement study based on self-reflection and feedback of others to improve the quality of a planned movement sequence. Articulate movement choices and revisions. Analyze and evaluate the impact of choices made in the revision process. 1.1.12prof.Cr3b: Compare recognized notation systems to document a section of a dance using writing, symbols, or media technologies (e.g., graphic symbols and figures, path mapping, numerical systems, letter and word notations).	
Learning Objectives and Activities	
Students will be able to answer the following 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	

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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?

Students will be able to demonstrate understanding of the following:

- 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.

Learning Activities:

- Students will practice the following skills and techniques:
 - Fall and Recover
 - Alignment
 - Balance/ Center Axis
 - Turnout
 - Contract/Release
 - Jumps; Grand Jete
 - Tilts
 - Flat Backs
 - Partnering- Basic Lifts
 - Counterbalance
 - Flexibility
 - Strength

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- Pirouettes; Chaîne, 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
- **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, chaîne 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

Alternative:

- Performance on written assignments and journals

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- Performance on quizzes and tests.
- Observing performance
- Class etiquette

Summative:

- Written self-evaluations and critiques of class work and performance
- Written critiques of professional performance through videos
- Performance in movement exams
- Completion of projects and creative assignments, written journals and small papers

Interdisciplinary Connections

English Language Arts/Literacy: Written self-evaluations and critiques of class work and performance

W.RW.9-10.7 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL.PE.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Career Readiness, Life Literacies, and Key Skills

9.3.12.AR-PRF.2 Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and tradition

Technology Integration

Learners will make strategic use of digital media to view and analyze examples of a variety of dance genres and techniques.

Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Students will access and assess digital resources to conduct research and investigations which extend their knowledge.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

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Career Education

CRP2. Apply appropriate academic and technical skills.
CRP6. Demonstrate creativity and innovation.

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Time Frame	5 Weeks
Topic	
Knowledge of Background and History in Dance	
Alignment to Standards	
1.1.12prof.Pr4a: Develop partner and ensemble skills that enable contrasting level changes while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases. 1.1.12prof.Pr4b: Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing. 1.1.12prof.Pr4c: Perform planned and improvised movement sequences and dance combinations with variations that accurately demonstrate contrasting dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose). 1.1.12prof.Cr1a: Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement. 1.1.12prof.Cr1b: Analyze the elements of dance to expand personal movement vocabulary and ascertain new movement possibilities through the creation of choreographic works. 1.1.12prof.Cr2a: Manipulate a variety of choreographic devices and dance structures to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to explain how the dance structures clarify the artistic intent. 1.1.12prof.Cr2b: Choose a theme to develop a dance and create corresponding movements to communicate the theme. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally. 1.1.12prof.Cr3a: Revise a movement study based on self-reflection and feedback of others to improve the quality of a planned movement sequence. Articulate movement choices and revisions. Analyze and evaluate the impact of choices made in the revision process. 1.1.12prof.Cr3b: Compare recognized notation systems to document a section of a dance using writing, symbols, or media technologies (e.g., graphic symbols and figures, path mapping, numerical systems, letter and word notations). 1.1.12prof.Re7a: Use genre-specific terminology to analyze recurring patterns of movement and their relationships in dance in context of artistic intent. 1.1.12prof.Re7b: Analyze the use of elements of dance in a variety of genres, styles	

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or cultural movement practices within the cultural context to communicate intent. Use genre-specific dance terminology to compare and contrast.

Learning Objectives and Activities

SWBAT answer the following 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 are the originations of Ballet, Modern, and Jazz, stick to Timeline Early Modern and Central. Dance I starts at the beginning in Dance History, SEE DANCE II?
- How does strength and endurance increase the suspension of jumps?

SWBAT demonstrate understanding of the following:

- 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.

Learning Activities:

- Origination of Ballet, Modern and Jazz dance genres
- Barre Exercises
- Center Exercises
- Traveling Movements

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- Facings/Directions
- Canon
- 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. Stick to the timeline.

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

Alternative:

- Observing performance
- Back stage and class etiquette
- Written critiques of professional performance through videos

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.
- Written self-evaluations and critiques of class work and performance

Interdisciplinary Connections

Written self-evaluations and critiques of class work and performance; Written critiques of professional performance through videos

W.RW.9-10.7 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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SL.PE.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Career Readiness, Life Literacies, and Key Skills

9.3.12.AR-PRF.2 Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.

Technology Integration

Learners will make strategic use of digital media to view and analyze examples of a variety of dance genres and techniques.

Dance History/Genre Research:

Additional resources and extension activities will be posted on Google Classroom or other collaborative platforms in order to encourage students to reflect on their learning, the role of technology in facilitating collaboration, and to expand on their knowledge.

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environment.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

Time Frame

5 Weeks

Topic

Creative Expression: Introduction to Performance in Dance

Alignment to Standards

1.1.12prof.Re9a: Analyze artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, and/or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology

1.1.12prof.Pr6a: Investigate visualization, motor imagery, and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill.

1.1.12prof.Pr6b: Rehearse a dance and apply specific feedback to refine performance accuracy, consistency, and expressiveness. Demonstrate group awareness and

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develop personal rehearsal strategies.

1.1.12prof.Pr6c: Adapt movements to performance area. Demonstrate performance etiquette and performance practices during class, rehearsal and performance. Accept notes from the choreographer and apply corrections to future performances.

Document the rehearsal and performance process using dance and production terminology. Analyze and evaluate the success of a performance.

1.1.812prof.Pr6d: Demonstrate a variety of technical elements (e.g., costumes, lighting, sound, performance cues) of a dance performance. Utilize production and technical terminology to communicate with performers and backstage personnel.

1.1.12prof.Pr5a: Evaluate and apply healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) and safe body-use practices that are essential for the dancer.

1.1.12prof.Pr5b: Demonstrate joint articulations and basic anatomical terms (e.g., muscles, bones, tendons, ligaments) as they relate to dance. Apply kinesthetic principles and various body systems.

1.1.12prof.Pr5c: Demonstrate body coordination while moving (e.g., elongated spine, vertical alignment, release of tension from shoulders; use of vertical, off center, non-vertical alignment) the body through space.

1.1.12prof.Pr5d: Explore movement that develops a wide range of motion, muscular flexibility, strength, and endurance. Explore different body conditioning techniques (e.g., yoga, weight training, aerobics, Pilates).

1.1.12prof.Pr5e: Demonstrate style/genre specific vocabulary and codified movements with style/genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing

1.1.12prof.Pr4a: Develop partner and ensemble skills that enable contrasting level changes while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases.

1.1.12prof.Pr4b: Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing.

1.1.12prof.Pr4c: Perform planned and improvised movement sequences and dance combinations with variations that accurately demonstrate contrasting dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose).

1.1.12prof.Cr1a: Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement.

1.1.12prof.Cr1b: Analyze the elements of dance to expand personal movement vocabulary and ascertain new movement possibilities through the creation of choreographic works.

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1.1.12prof.Cr2a: Manipulate a variety of choreographic devices and dance structures to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to explain how the dance structures clarify the artistic intent.

1.1.12prof.Cr2b: Choose a theme to develop a dance and create corresponding movements to communicate the theme. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.

1.1.12prof.Cr3a: Revise a movement study based on self-reflection and feedback of others to improve the quality of a planned movement sequence. Articulate movement choices and revisions. Analyze and evaluate the impact of choices made in the revision process.

1.1.12prof.Cr3b: Compare recognized notation systems to document a section of a dance using writing, symbols, or media technologies (e.g., graphic symbols and figures, path mapping, numerical systems, letter and word notations).

Learning Objectives and Activities

SWBAT answer the following 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 a 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?
- How does choreography evoke certain themes such as global and social issues? ***

SWBAT demonstrate understanding of the following:

- 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

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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.
- The student will discover ways to create movement thematically to portray a certain idea or big issue such as loss, climate change, social injustice, etc. ***

Learning Activities:

- 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
- Basic Choreographic Principles
- 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
- Create dance phrases with transitions
- Performance opportunities; Coffee House and Ocean Dance Theater

* NJ Climate Change Education

**NJ Diversity, Equity, and Inclusion/NJ LGBT and Persons with Disabilities Education

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

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Alternative:

- Observing performance
- Back stage and class etiquette
- Written critiques of professional performance through videos

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.
- Written self-evaluations and critiques of class work and performance

Interdisciplinary Connections

Written self-evaluations and critiques of class work and performance; Written critiques of professional performance through videos

W.RW.9-10.7 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL.PE.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Career Readiness, Life Literacies, and Key Skills

9.3.12.AR-PRF.2 Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.

Technology Integration

Learners will make strategic use of digital media to view and analyze examples of a variety of dance genres and techniques.

Students will use Google Classroom to collaborate, work towards solving authentic problems, or participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Students will access and assess digital resources to conduct research and investigations which extend their knowledge.

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9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources. Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

Time Frame

5 Weeks

Topic

Criticism and Choreography

Alignment to Standards

1.1.12prof.Pr4a: Develop partner and ensemble skills that enable contrasting level changes while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases.

1.1.12prof.Pr4b: Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and **kinesthetic phrasing**.

1.1.12prof.Pr4c: Perform planned and improvised movement sequences and dance combinations with variations that accurately demonstrate contrasting dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose).

1.1.12prof.Cr1a: Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement.

1.1.12prof.Cr1b: Analyze the elements of dance to expand personal movement vocabulary and ascertain new movement possibilities through the creation of choreographic works.

1.1.12prof.Cr2a: Manipulate a variety of choreographic devices and dance structures to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to explain how the dance structures clarify the artistic intent.

1.1.12prof.Cr2b: Choose a theme to develop a dance and create corresponding

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movements to communicate the theme. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.

1.1.12prof.Cr3a: Revise a movement study based on self-reflection and feedback of others to improve the quality of a planned movement sequence. Articulate movement choices and revisions. Analyze and evaluate the impact of choices made in the revision process.

1.1.12prof.Cr3b: Compare recognized notation systems to document a section of a dance using writing, symbols, or media technologies (e.g., graphic symbols and figures, path mapping, numerical systems, letter and word notations).

Learning Objectives and Activities

SWBAT answer the following 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?

SWBAT demonstrate understanding of the following:

- The student will apply observation and critical thinking skills for the evaluation of dance works.

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DEPARTMENT Visual and Performing Arts

COURSE Dance and Choreography I

- 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.

Learning Activities:

- 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
- 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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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

Alternative:

- Observing performance
- Back stage and class etiquette
- Written critiques of professional performance through videos

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.

Benchmark

- Performance-based assessment and written critique

Interdisciplinary Connections

Completion of projects and creative assignments, written journals, class discussions, and small papers:

W.RW.9-10.7 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL.PE.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Career Readiness, Life Literacies, and Key Skills

9.3.12.AR-PRF.2 Demonstrate the fundamental elements, techniques, principles and

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processes of various dance styles and traditions.

Technology Integration

End of course digital portfolio update:

Students will use Google Sites to curate a portfolio demonstrating their learning, growth, and reflection throughout the course.

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

Career Education

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

Modifications for Physical Education/Dance/or any other physical coursework (ELL, Special Education, At-Risk Students, Gifted and Talented, and 504 Plans)

ELL:

- Use visuals
- Demonstrate all movements
- Introduce key vocabulary for movements and equipment
- Provide peer support/partnering
- Use of Bilingual Dictionary (only in safe situations)
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

Supports for Students With IEPs:

- Demonstrate all movements
- Allow extra time for practice drills, adapt where necessary
- Guided notes and/or scaffold outline for any assessments or written assignments
- Provide peer support/partnering
- Accept demonstration and verbal assessments in lieu of written tests.
- Follow all IEP modifications

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At-Risk Students:

- Demonstrate all movements
- Lesson taught again using a differentiated approach
- Provide peer support/partnering
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

Gifted and Talented:

- Create an enhanced set of practice/drill activities
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Encourage students to focus on challenging themselves
- Propose interest-based extension activities
- Allow independent projects/learning objectives which allow student to extend learning, achieve fitness gains.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Demonstrate all movements.
- Amplification system as needed
- Fine motor skill stations embedded in rotation as needed
- Provide peer support/partnering
- Guided notes and/or scaffold outline for any assessments or writing assignments (if applicable)
- Accept demonstration and verbal assessments in lieu of written tests.

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