

High School Fine Arts Department: Theatre

Name of Course: Dance

Course Description:

This performance-based class will introduce students to 3 major styles of dance: Ballet, Jazz/Modern, and Musical Theatre "Broadway". Students will be taught proper technique, positions, and steps for each genre. Students will also research and critique famous dances and choreographers throughout history.

Initial Creation Date (if applicable) and Revision Dates:

Revision Date: October 26th, 2023

Wallenpaupack Area School District Curriculum

COURSE: Dance

GRADE/S: 9-12

UNIT 1: Ballet

TIMEFRAME: 2.5 weeks

PA COMMON CORE/NATIONAL STANDARDS: 9.1.12. A, B, C, D, G H 9.2.12 G 9.3.12.A

UNIT OBJECTIVES (SWBATS):

- Identify ballet positions
- Demonstrate ballet positions
- Identify ballet techniques
- Understand their origin
- Demonstrate proper technique
- Practice and learn choreography
- Performance of Ballet Choreography

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Demonstration: Ballet Feet and Arm Positions
- Quiz: Ballet Positions
- Demonstration: Ballet Techniques (tendu, degage, grand battement, plie, ronde de jambe, arabesque, pirouette, glissade, chaine, jete)
- Learn choreography incorporating all ballet techniques

<ul style="list-style-type: none"> • Performance of Ballet Choreography
ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative): <ul style="list-style-type: none"> • In-Class Discussions • In-Class Participation • Written Work: self-evaluation • Quiz: Ballet Positions • Performance of Choreography
DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment): <ul style="list-style-type: none"> • Research/watch ballet productions • Research famous ballet choreographers and dancers • Research the history of ballet
RESOURCES (Technology Based Resources, Text Resources, etc.): Ballet soundtracks and videos: online Ballet Positions and Techniques Packet (handout) Choreography Requirement Rubrics Self-evaluation Sheet
KEY VOCABULARY: Choreography, Ballet, tendu, degage, grand battement, plie, ronde de jambe, arabesque, pirouette, glissade, chaine, jete

Wallenpaupack Area School District Curriculum	
COURSE: Dance	GRADE/S: 9-12
UNIT 2: Jazz/Modern	TIMEFRAME: 2.5 weeks

PA COMMON CORE/NATIONAL STANDARDS: 9.1.12. A, B, C, D, G H 9.2.12 G 9.3.12.A
UNIT OBJECTIVES (SWBATS): <ul style="list-style-type: none"> • Identify Jazz/Modern positions • Demonstrate Jazz/Modern positions • Identify Jazz/Modern techniques • Understand their origin • Demonstrate proper technique • Practice and learn choreography • Performance of Jazz/Modern Choreography
INSTRUCTIONAL STRATEGIES/ACTIVITIES: <ul style="list-style-type: none"> • Demonstration: Jazz/Modern Feet and Arm Positions • Quiz: Jazz/Modern Positions

<ul style="list-style-type: none"> • Demonstration: Jazz/Modern Techniques (hitch kick, knee spin, barrel turn, jazz drop, jazz layout, illusion, axel turn, 360 degree jump turn, swivel kick) • Learn choreography incorporating all ballet techniques • Performance of Ballet Choreography
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</p> <ul style="list-style-type: none"> • In-Class Discussions • In-Class Participation • Written Work: self-evaluation • Quiz: Jazz/Modern Positions • Performance of Choreography
<p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):</p> <ul style="list-style-type: none"> • Research/watch Jazz/Modern productions • Research famous Jazz/Modern choreographers and dancers • Research the history of Jazz/Modern
<p>RESOURCES (Technology Based Resources, Text Resources, etc.):</p> <p>Jazz/Modern soundtracks and videos: online</p> <p>Jazz/Modern Positions and Techniques Packet (handout)</p> <p>Choreography Requirement Rubrics</p> <p>Self-evaluation Sheet</p>
<p>KEY VOCABULARY: Choreography, Jazz/Modern, hitch kick, knee spin, barrel turn, jazz drop, jazz layout, illusion, axel turn, 360 degree jump turn, swivel kick</p>

Wallenpaupack Area School District Curriculum	
COURSE: Dance	GRADE/S: 9-12
UNIT 3: Musical Theatre Dance	TIMEFRAME: 2.5 weeks

<p>PA COMMON CORE/NATIONAL STANDARDS: 9.1.12. A, B, C, D, G H 9.2.12 G 9.3.12.A</p>
<p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> • Identify Musical Theatre Dance Styles • Identify Musical Theatre techniques • Understand their origin • Demonstrate proper technique • Practice and learn choreography • Performance of Musical Theatre Choreography
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p>

<ul style="list-style-type: none"> • Demonstration: Musical Theatre Dance Styles • Quiz: Musical Theatre Positions • Demonstration: Musical Theatre Techniques (tap techniques, showstopper techniques, kick line, Fosse, 50's and 60's rock styles) • Learn choreography incorporating all musical theatre techniques • Performance of musical theatre Choreography
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</p> <ul style="list-style-type: none"> • In-Class Discussions • In-Class Participation • Written Work: self-evaluation • Practical Quiz: Musical Theatre Styles/Techniques • Performance of Choreography
<p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):</p> <ul style="list-style-type: none"> • Research/watch Musical Theatre productions • Research famous Musical Theatre choreographers and dancers • Research the history of Musical Theatre
<p>RESOURCES (Technology Based Resources, Text Resources, etc.):</p> <p>Musical Theatre soundtracks and videos: online</p> <p>Musical Theatre Positions and Techniques Packet (handout)</p> <p>Choreography Requirement Rubrics</p> <p>Self-evaluation Sheet</p>
<p>KEY VOCABULARY: Choreography, Musical Theatre, Tap, Kickline, stinger, jazz hands/spirit fingers, shimmee, kick ball change, pivot turn, step pivot turn, sugar foot, grapevine, jazz square</p>

Wallenpaupack Area School District Curriculum	
COURSE: Dance	GRADE/S: 9-12
UNIT 4: Music Video Imitation	TIMEFRAME: 1.5 weeks

<p>PA COMMON CORE/NATIONAL STANDARDS: 9.1.12. A, B, C, D, G H 9.2.12 G 9.3.12.A</p>
<p>UNIT OBJECTIVES (SWBATS):</p> <ul style="list-style-type: none"> • Observe music videos with connection to famous choreographers, dancers, etc • Choose a music video • Study the video • Learn the steps • Perform the dance with the music
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p>

- Observe music videos
- Choose a music video with at least 1 ½ minutes of dance
- Study the music video and break down each dance step
- Learn the dance steps
- Practice with music
- Present the dance with the music to the class

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- In-class participation: observing, working on steps, breaking down steps, listening to song
- Written Work: write down steps, evaluate performance, answer essay questions

DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):

- View more music videos with different dance styles, genres of music
- Critique music videos based on 3 styles of dance learned in class.

RESOURCES (Technology Based Resources, Text Resources, etc.):

- Music Video Requirements, Handout & Rubric
- Online: youtube, music, and video resources

KEY VOCABULARY: choreography, style, genre, beat, rhythm, timing, speed, pace, expression, placement, interpretation, energy