

## High School Dance Curriculum

High School Dance is taught in five units throughout the school year. The dance curriculum looks at different elements of dance and how those elements influence dance creation. Students will look at how to keep a fit, health body and learn proper nutrition needed to maintain a healthy lifestyle. The history of dance will be taught with an emphasis on how the past has influenced dance today. Dance will be looked at from different time periods, cultures and continentants. Students will learn about the creative process and how to critique other performances in a constructive way. Lastly they will choreography solo and group pieces.

### Suggested Course Sequence:

Unit 1: Elements of Dance and Kinesthetic Movement : 10 weeks

Unit 2: History of Arts and Culture: 10 weeks

Unit 3: Influence of Dance: 10 weeks

Unit 4: Choreography and Performance: 10 weeks

**Content Area: Dance****Unit Title: Elements of Dance and Kinesthetic Movement****Grade Level: 9-12**

**Unit Summary:** In this unit students will look at how to use the body in dance and how to keep healthy. Students will also look at different elements of dance and how those elements can influence dance creation.

**Interdisciplinary Connections:**

- NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitative, and orally

**21<sup>st</sup> Century Themes and Skills:**

- CRP2. Apply appropriate academic and technical skills
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP12. Work productively in teams while using cultural global competence.

**Standards (Content and Technology):**

<b>CPI#:</b>	<b>Statement:</b>
<b>1.1.12.A.1</b>	Articulate understanding of choreographic structures or forms (e.g., palindrome, theme and variation, rondo, retrograde, inversion, narrative, and accumulation) in master works of dance
<b>1.1.12.A.2</b>	Categorize the elements, principles, and choreographic structures of dance masterworks.
<b>1.1.12.A.4</b>	Synthesize knowledge of anatomical principles related to body alignment, body patterning, balance, strength, and coordination in compositions and performances.
<b>1.1.12.B.2</b>	Evaluate how an artist's technical proficiency may affect the creation of presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
<b>TS - 8.1.12.A.1</b>	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

**Unit Essential Question(s):**

- How do we execute proper dance technique?
- How do I develop an understanding of the proper use of their instrument in creating art?
- How do I utilize, identify and develop the different possibilities of movement and imagery with my body?
- How do I blend the breaks/changes between movements?
- What is the characteristic tone for my dance?
- How do I manipulate my instrument in order to develop that tone?
- How do I develop an understanding of the proper maintenance of the "healthy body"?
- How do I keep my instrument in the best possible condition?
- What are the indicators and treatment/management of the unhealthy body?
- How do the elements of dance influence dance creation?
- How do the elements of dance effect dance performance?

**Unit Enduring Understandings:**

- Understand how to use the body in different ways involving dance
- Understand how movement and tone affect dance
- Understand what a "healthy body" is and how to maintain one
- Understand the different elements of dance.

Movement Vocabulary	- Integrate codified movement vocabulary from a variety of dance genres using the American Ballet Theater National Training Curriculum ten principles of dance.	The entire unit will take approximately 10 weeks to complete
Improve	- Observe group improvisations, and discuss how dance elements are used in combination or isolation. - Improvise using text and/or sounds while moving.	
Repetition	- Analyze the effects of repetition and variation.	
Structures	- Evaluate the effects of open-ended structures (e.g., chance) and closed structures (e.g., palindrome).	
De-construction	- Deconstruct a dance, webbing movement, musical and design elements to analyze their combined effects.	
Nutrition	- Research on the internet which foods are classed as dancer friendly snacks.	
Choreography	- Apply choreographic devices such as repetition, call and response, echoing, accumulation, retrograde, inversion, etc. - Construct a dance warm-up, demonstrating safe and sound physical principles	
<b>Teacher Notes:</b>		
<b>Additional Resources</b>		
Click links below to access additional resources used to design this unit:		

<b>Content Area: Dance</b>	
<b>Unit Title: History of the Arts and Culture</b>	
<b>Grade Level: 9-12</b>	
<b>Unit Summary:</b> In this unit students will learn how dance in the past has influenced dance today. Students will also look at dance from different time periods, cultures and continents.	
<b>Interdisciplinary Connections:</b> <ul style="list-style-type: none"> <li>- NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li> <li>- NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally</li> <li>- NJSLSA.R7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</li> <li>- NJSLSA.R10 Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</li> <li>- NJSLSA.W4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> </ul>	
<b>21<sup>st</sup> Century Themes and Skills:</b> <ul style="list-style-type: none"> <li>- CRP2. Apply appropriate academic and technical skills</li> <li>- CRP4. Communicate clearly and effectively and with reason.</li> <li>- CRP6. Demonstrate creativity and innovation.</li> <li>- CRP12. Work productively in teams while using cultural global competence.</li> </ul>	
<b>Standards (Content and Technology):</b>	
<b>CPI#:</b>	<b>Statement:</b>
<b>1.1.12.A.1</b>	Articulate understanding of choreographic structures or forms (e.g., palindrome, theme and variation, rondo, retrograde, inversion, narrative, and accumulation) in master works of dance
<b>1.1.12.A.2</b>	Categorize the elements, principles, and choreographic structures of dance masterworks.
<b>1.1.12.A.3</b>	Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.
<b>TS-8.1.12.A.1</b>	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
<b>Unit Essential Question(s):</b> <ul style="list-style-type: none"> <li>• How have dancers today been influenced by dancers of the past?</li> <li>• How will students develop an appreciation and understanding of the importance of the arts within culture?</li> <li>• How do the arts represent the culture, time period that it comes from?</li> <li>• What is the impact of the arts on culture and history?</li> <li>• How do the traits of different cultures influence the art that they produce?</li> <li>• How will students develop the ability to think, critically about the elements, performance and aesthetic effect of the arts?</li> </ul>	<b>Unit Enduring Understandings:</b> <ul style="list-style-type: none"> <li>• Understand how the history of dance influenced dance today</li> <li>• Understand how different cultures and their history affect dance</li> <li>• Understand how the arts have impacted culture and history.</li> </ul>
<b>Unit Learning Targets/Objectives:</b> <i>Students will...</i>	

Family Tree	- Create a "family tree" of dance forms, tracking influences and interrelationships.	
Critique Dance	- Write a critique on dance masterworks by comparing and contrasting two different genres that are from the same time period.	
Dance Analyzation	- Analyze a dance in reference to the spectrum of dance, synthesizing historical, cultural and stylistic information.	
<b>Teacher Notes:</b>		
<b>Additional Resources</b>		
Click links below to access additional resources used to design this unit:		

**Content Area: Dance****Unit Title: Influence of Dance****Grade Level: 9-12**

**Unit Summary:** In this unit students will analyze different dance performances including each others and partners. Students will learn how dance can evoke emotion. Lastly students will research influential people in the dance world.

**Interdisciplinary Connections:**

- NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitative, and orally

**21<sup>st</sup> Century Themes and Skills:**

- CRP2. Apply appropriate academic and technical skills
- CRP4. Communicate clearly and effectively and with reason.
- CRP6. Demonstrate creativity and innovation.
- CRP12. Work productively in teams while using cultural global competence.

**Standards (Content and Technology):**

<b>CPI#:</b>	<b>Statement:</b>
<b>1.1.12.A.3</b>	Analyze issues of gender, ethnicity, socioeconomic status, politics, age, and physical conditioning in relation to dance performances
<b>1.4.12.A.1</b>	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art
<b>1.4.12.A.2</b>	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
<b>1.4.12.A.4</b>	Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.
<b>1.4.12.B.3</b>	Determine the role of art and art-making in global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.
<b>TS - 8.1.12.A.1</b>	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
<b>TS - 8.1.12.E.1</b>	Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

**Unit Essential Question(s):**

- How are forms of dance influenced by time, place, and people?
- How do students develop an understanding on the aesthetic meaning, focus, and literary tone of their repertoire?
- How can music and movement evoke emotion?
- How does the music affect the performance of the dance?
- What makes for a good performance?
- How can we improve upon the last performance?
- How did your partner reveal her personal uniqueness in that phrase?
- What images came alive for you as you watched your partner perform?
- When did you experience your own kinesthetic response

**Unit Enduring Understandings:**

- Understand how dance is influenced by time, place, and people
- Understand how music and movement evoke emotion
- Understand different responses and emotion to dance

Analyze and Critique	- Attend/watch performances by a range of large and small contemporary dance companies working in different styles and genres, and report to the class.	The entire unit will take approximately 10 weeks to complete
Influences of Culture and Society	- Analyze the influences that have affected students' personal dance styles. - Analyze the differences between dance created as theater art and dance created as a participatory experience within a community.	
Dance Forms	- Identify whether a dance form is theatrical, ritual, social or a combination of these, and describe its function.	
Observation	- Observe a partner/dancer perform and evaluate their intent	
Research	- Navigate a wide range of dance websites for dance news, and research independently. - Conduct a research project on an influential person in the world of dance such as Katherine Dunham, Pearl Primus, Jean-Léon Destiné, Lavinia Williams, Alvin Ailey and others.	
<b>Teacher Notes:</b>		
<b>Additional Resources</b> Click links below to access additional resources used to design this unit:		

<b>Content Area: Dance</b>		
<b>Unit Title: Choreography and Performance</b>		
<b>Grade Level: 9-12</b>		
<p><b>Unit Summary:</b> In this unit students will learn and evaluate the creative process. They will create and perform solo routines as well as works created by others. Students will also learn how to critique others performances in a constructive way.</p> <p><b>Interdisciplinary Connections:</b></p> <ul style="list-style-type: none"> <li>- NJSLSA.SL1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</li> <li>- NJSLSA.SL2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitative, and orally</li> </ul> <p><b>21<sup>st</sup> Century Themes and Skills:</b></p> <ul style="list-style-type: none"> <li>- CRP2. Apply appropriate academic and technical skills</li> <li>- CRP4. Communicate clearly and effectively and with reason.</li> <li>- CRP6. Demonstrate creativity and innovation.</li> <li>- CRP12. Work productively in teams while using cultural global competence.</li> </ul>		
<b>Standards (Content and Technology):</b>		
<b>CPI#:</b>	<b>Statement:</b>	
<b>1.3.12.A.1</b>	Integrate and recombine movement vocabulary drawn from a variety of dance genres, using improvisation as a choreographic tool to create solo and ensemble compositions.	
<b>1.3.12.A.2</b>	Create theme-based solo and ensemble dances that have unity of form and content, conceptual coherence, and aesthetic unity	
<b>1.2.12.A.3</b>	Demonstrate dance artistry with technical proficiency, musicality, stylistic nuance, clarity of choreographic intent, and efficiency of movement through the application of proper body mechanics.	
<b>1.3.12.A.4</b>	Collaborate in the design and production of dances that use choreographic structures and incorporate various media and/or technologies.	
<b>1.4.12.A.1</b>	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.	
<b>TS - 8.1.12.A.1</b>	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.	
<b>TS - 8.1.12.E.2</b>	Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.	
<p><b>Unit Essential Question(s):</b></p> <ul style="list-style-type: none"> <li>• How do we provide appropriate feedback about dance performance?</li> <li>• What is your creative process?</li> <li>• Why is it important to have structure when crafting your work?</li> <li>• How do students learn how to perform by themselves as well as with others?</li> <li>• How does my individual participation benefit and effect the whole ensemble?</li> <li>• What can I do personally to improve my own performance as an individual and as part of an ensemble?</li> </ul>		<p><b>Unit Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Understand how to provide appropriate feedback about dance performances</li> <li>• Understand how to perform as an individual</li> <li>• Understand how to perform in an ensemble</li> </ul>
<p><b>Unit Learning Targets/Objectives:</b></p> <p><i>Students will...</i></p>		

graphy	revise choreography - Create a dance with a beginning, development, elaboration, resolution and ending.	
Performance	- Perform student works, teacher-created works, and works by guest artists.	
Abstract Performance	- Create a group work for peers based on an abstract concept such as Time.	
Evaluation	- Create a class-generated evaluation tool based on principles of dance. - Show and discuss dance studies-in-progress, using a standard or class-generated critical protocol	
Research and Technology	- Read articles and reviews of dance to broaden understanding of criteria used for dance evaluation. - Transfer dance ideas from digital sources to performance. - Evaluate the impact of sharing dance performances online.	

**Teacher Notes:**

**Additional Resources**  
Click links below to access additional resources used to design this unit: