



High School Advanced Dance

Deer Valley Unified School District #97

9-12

Outcomes For Concepts	Suggested Activities	Suggested Methods For Assessment	Suggested Areas For Integration
<p>1. MOVEMENT TECHNIQUE</p> <ul style="list-style-type: none">• Coordination Move various parts of the body simultaneously.• Rhythm Demonstrate the sense of rhythm, time, and accent.	<p>Select body parts and move them simultaneously in the same manner using a set rhythm (i.e., hip and head swinging to the right).</p> <p>Select body parts and move them simultaneously in the same manner (i.e. kick right leg while swinging left arm).</p> <p>Move to a 2/4 ,3/4, 4/4 ,and 6/8 meter.</p> <p>Create and perform rhythmic patterns using different accents.</p> <p>Perform movement with acceleration, deceleration, adagio, allegro, syncopation, half-time, and double time.</p> <p>Move one part of the body to a rhythm or tempo and another part of the body to a different rhythm or tempo.</p>	<p>Evaluate participation, effort, and skill..</p> <p>Monitor, correct and evaluate student performance.</p>	

- **Strength and Flexibility**

Develop through dance activities the major muscle groups of the body.

Understand and engage in flexibility exercises.

- **Body Alignment**

Develop an awareness of proper body alignment.

- **Balance and Control**

Participate in activities that develop both stationary balance and locomotor control.

During warm-ups and combinations, students will engage in exercises that improve strength, such as "crunches", push-ups, plies, releves, jumps, etc.

During warm-ups and combinations, students will demonstrate flexibility exercises, such as "butterfly" stretch, parallel-leg stretch with legs in 2nd position, camberes, splits, etc..

Students will demonstrate correct dance posture while standing still and while balancing in positions.

Students will practice using correct body alignment while performing dance movements.

During warm-ups and combinations, students will practice balance (i.e., releves, arabesques, attitudes, and retires, etc.)

Evaluate students on participation and drill.

Monitor and correct as needed.

Evaluate students on participation, effort, skill.

<p>• Dance Forms: Ballet</p> <p>Accurately identify and demonstrate the five basic positions of the feet and arms.</p> <p>Accurately identify and demonstrate ballet positions of the body.</p> <p>Demonstrate ballet movements using the barre. Mastery and demonstration of knowledge of all terms learned in lower dance levels. Pas de chevaux, fouette preparations, grande battements in attitude.</p> <p>Perform ballet movements without the barre.</p> <p>fouette turns double pirouette turns en dedans adagio, allegro, temps lie, entre chat quatre.</p>	<p>During locomotor movements, students will demonstrate control by maintaining balance, correctly performing the sequence, and utilizing correct timing.</p> <p>Students will continue to recognize and demonstrate dance movements using the five positions of the feet and arms.</p> <p>The student will identify and demonstrate ballet positions such as attitudes, ecarte, arabasques.</p> <p>Students will engage in barre exercises using any of the following movements: all ballet skills in longer and more difficult combinations pas de chevaux fouette preparations grande battements in attitude</p> <p>Students will perform the following exercises and movements in the center floor: fouette turns double pirouette turns en de dans adagio, allegro, temps lie-longer and more difficult jumps-entre chas chats</p>	<p>Monitor and correct as needed.</p> <p>Evaluate performance</p> <p>Evaluate participation, effort and skill.</p> <p>Evaluate participation, effort and skill.</p>	
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<p>Memorize and perform an extended movement of sequence.</p> <p>• Dance Forms: Modern Demonstrate modern dance positions and non-locomotor movements.</p> <p>Perform locomotor movements and combinations. Triplets with arm motions, prancing, parallel stag jumps, skips, leaps.</p> <p>Memorize and perform an extended movement sequence.</p> <p>• Dance Forms: Tap Demonstrate tap movements in the center floor or at the barre.</p>	<p>Memorize and perform a jazz routine.</p> <p>Memorize and perform a jazz dance for an audience.</p> <p>During warm-ups and combinations, students will engage in exercises that utilize positions such as parallel and tilt and non-locomotor movements such as swing, twist, contract/release, arch, shake and fall/recovery.</p> <p>Students will perform movements across the floor which include: triplets w/arm motions prancing parallel stag jumps skips, leaps, floor work</p> <p>Memorize and perform a modern dance combination and perform it for the class.</p> <p>During warm-ups, students will engage in exercises to practice isolated tap skills (i.e., flaps w/heel drops, shuffles w/heels, double shufflers w/heels, etc.)</p>	<p>Evaluate knowledge, technique, and performance quality.</p> <p>Evaluate, participation, effort, and skill.</p> <p>Evaluate, knowledge, technique, and performance quality</p> <p>Evaluate participation, effort, and skill..</p>	
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Perform tap combinations across the floor.	<p>Students will perform combinations moving across the floor utilizing the following movements:</p> <p>running flaps backward, running shuffles forward, drawbacks forward: single, double, triple. All tap movements from lower levels in faster, longer, more difficult combinations.</p>	Evaluate participation, effort, and skill.	
Memorize and perform and extended movement sequence.	<p>Memorize and perform a tap routine.</p> <p>Memorize and perform a tap routine for an audience.</p>	Evaluate knowledge, technique, and performance quality.	
<ul style="list-style-type: none"> Terminology Show written, verbal, and physical evidence of dance terminology. 	<p>Students will identify the correct terminology for the following dance terms:</p> <p>axel, balance, changement, developpe, echappe, en de dans, en de hours, fouette, grande battement, isolations, jete, pas de basque, pas de chat, passe, pique, stag leap, stamp, stomp, tour jete, turn out, waltz clog.</p>	Use written, verbal, and/or physical evaluation.	

2. CREATIVE EXPRESSION

- **Choreography**

Demonstrate a knowledge of choreographic principles, such as space, improvisation, movement qualities, shape, and design.

Create, memorize, and perform a dance that utilizes the choreographic principles.

- **Performance Techniques**

Identify and demonstrate the performing techniques of focus, muscle memory, projection, clarity of movements, and energy.

- **Critical Evaluation**

Observe, analyze, and critique a dancer's performance.

Teacher will explain the choreographic principles to students.

Students can practice each of the principles individually.

Students can create a group or solo dance that shows evidence of the utilization of choreographic principles.

Teacher and students should discuss performing techniques.

Students should practice each of the techniques separately when performing a dance routine.

Students can give constructive critical feedback to a fellow classmate after observing the classmate perform a dance or combination, either in oral or written format.

Each student can evaluate his/her own performance after watching him/herself on video tape in oral or written format.

Evaluate creativity, use of choreographic principles, knowledge/memory, and performance.

Evaluate performance quality when assessing dances and routines

Students could work together to choreograph musical theatre numbers incorporating dance, drama, and singing.

Work with science department to determine how students can incorporate what they are learning into their improvisational studies. Ex. the components of a cell.

Work with language arts teachers to determine when compare and contrast is discussed and incorporate it into the critical evaluations of live and video performances.

<p>Observe, analyze, and critique a dance piece.</p>	<p>Students can discuss the dances in their dance concert after viewing the video tape of the performance.</p>	<p>Evaluate observation skill, insight, and expression of thoughts.</p>	<p>Work with language arts teachers to determine when compare and contrast is discussed and incorporate it into the critical evaluations of live and video performances.</p>
<p>• Biography Write a performer's autobiography.</p>	<p>Students can attend a dance concert and fill out a critique sheet or write an evaluation of the dances, possibly for make-up credit or extra-credit.</p> <p>Look at programs from various shows and read the performers biographies.</p> <p>Develop an autobiography that is one paragraph in length about the students performance "career."</p>	<p>Evaluate observation skill, insights, and expression of thoughts.</p> <p>Evaluate participation and effort.</p>	<p>Work with language arts teachers to instruct students on the differences in a biography and a performer's biography.</p>
<p>3. DANCE HERITAGE</p> <p>• Culture Participate in discussions, movement activities, and video or live performances from various cultures.</p>	<p>Students should see and experience dances of other cultures through video tape, performances, guest teachers, etc. Sugg: Native American dance, clogging, hula dance, East Indian dance, country line dance, etc.</p>	<p>Evaluate participation and effort.</p>	

4. BODY AWARENESS

- **Warm-up**

Design and lead a small group in warm up exercises.

Teacher should discuss how to design a warm-up (i.e., begin with low impact exercises, warm-up each part of the body, use a variety of stretch and strength exercises, use standing, sitting, lying, etc.

Students can write out a plan for a warm-up which lists what exercises they will do, in what order, and what body part each exercise will warm-up.

Students can actually lead the class or group in a warm-up.

Read and give feedback on appropriateness of exercises, order and

Give feedback on appropriateness of exercises, order and variety.

Evaluate effort, evidence of planning, and warm-up design.

Students could work with special services students to demonstrate their ability to lead a small group in warm-up exercises.

5. PRODUCTION

- **Theater Etiquette**

Demonstrate the mannerisms and professionalism of a performer.

Teacher should explain specific theater etiquette such as not touching the curtains/legs, holding pose until black, no gum on stage, etc.

Students should then be expected to demonstrate correct theater etiquette of a performer.

Monitor student progress and give feedback.

Students could work with students in drama to compare the responsibilities of the cast and crew in a dance production to a drama production.

<p>Demonstrate the proper behaviors of an audience member.</p> <p>• Costuming Design a costume for a real or imaginary dance piece.</p>	<p>Teacher should discuss the proper behaviors of an audience and how the theater differs from other entertainment venues such as a football field, sports arena, rock concert, etc.</p> <p>Students can design a costume using fabric scraps, glitter, colored pencils, etc. using a paper doll, doll, or outline of a dancer on paper.</p>	<p>Monitor student progress and give feedback.</p> <p>Evaluate project on creativity, appropriateness, and use of costuming principles.</p>	
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