



# High School Dance 1-2

Deer Valley Unified School District #97

# 9-12

| Outcomes For Concepts  | Suggested Activities  | Suggested Methods For Assessment   | Suggested Areas For Integration  |
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| <p><b>1. MOVEMENT TECHNIQUE</b></p> <ul style="list-style-type: none"><li>• <b>Coordination</b><br/>Move various parts of the body simultaneously.</li><li>• <b>Rhythm</b><br/>Demonstrate the sense of rhythm, time, and accent.<br/><br/>Demonstrate an understanding of acceleration, deceleration, adagio, allegro, syncopation, half-time, and double time.</li></ul> | <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>Observe student progress and give feedback.</p> <p>Monitor, correct and evaluate student performance.</p> | <p>Work with a choir or music teacher to teach students a variety of ways to create rhythmic patterns.</p> |

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| <p>• <b>Strength and Flexibility</b><br/>Develop through dance activities the major muscle groups of the body.</p> <p>Understand and engage in flexibility exercises.</p> <p>• <b>Body Alignment</b><br/>Develop an awareness of proper body alignment.</p> <p>Demonstrate proper alignment while performing dance movements.</p> <p>Demonstrate proper alignment while performing dance movements.</p> <p>• <b>Balance and Control</b><br/>Participate in activities that develop both stationary balance and locomotor control.</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>During warm-ups and combinations, students will engage in exercises that improve strength, such as "crunches", push-ups, plies, relevés, jumps, etc.</p> <p>During warm-ups and combinations, students will demonstrate flexibility exercises, such as "butterfly" stretch, parallel-leg stretch, cambres, splits, etc.</p> <p>Students will begin to understand and demonstrate correct body alignment while standing still.</p> <p>Students will begin to understand and demonstrate correct body alignment while performing dance movements.</p> <p>During warm-ups and combinations, students will practice balance (i.e., relevés, arabesques, side tilts, etc.)</p> | <p>Evaluate students on effort, participation and skill.</p> <p>Teacher monitor and correct as needed.</p> <p>Evaluate students on participation, effort, skill.</p> |  |
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| <p>Perform ballet movements without the barre: spotting, pirouette turns (single, en-dehor), sous sus, and jumps (1st, 2nd, 5th, changements, echappes to 2nd).</p>   | <p>Students will perform the following exercises and movements in the center floor:</p> <p>spotting exercises</p> <p>pirouette turns (single, en-dehor)</p> <p>sous sus</p> <p>simple adagio</p> <p>simple allegro</p> <p>jumps (1st, 2nd, 5th, changements, echappes to 2nd)</p> | <p>Check for mastery of spotting skill when observing all turns.</p> <p>Evaluate performance</p> |            |          |               |           |          |             |       |             |               |                |         |         |                   |   |  |
| <p>Perform ballet combinations across the floor that utilize any of the following:</p> <table><tr><td>bouree</td><td>jete</td><td>grand jete</td></tr><tr><td>glissade</td><td>pas de bouree</td><td>tour jete</td></tr><tr><td>assemble</td><td>pas de chat</td><td>pique</td></tr><tr><td>pique turns</td><td>pas de basque</td><td>saut de basque</td></tr><tr><td>chaines</td><td>chasses</td><td>saut de arabesque</td></tr></table> | bouree  | jete   | grand jete | glissade | pas de bouree | tour jete | assemble | pas de chat | pique | pique turns | pas de basque | saut de basque | chaines | chasses | saut de arabesque | <p>Students will perform combinations that move across the floor.</p> | <p>Evaluate participation, effort and skill.</p> |
| bouree  | jete  | grand jete   |            |          |               |           |          |             |       |             |               |                |         |         |                   |   |  |
| glissade  | pas de bouree   | tour jete  |            |          |               |           |          |             |       |             |               |                |         |         |                   |   |  |
| assemble  | pas de chat   | pique  |            |          |               |           |          |             |       |             |               |                |         |         |                   |   |  |
| pique turns   | pas de basque   | saut de basque   |            |          |               |           |          |             |       |             |               |                |         |         |                   |   |  |
| chaines   | chasses   | saut de arabesque  |            |          |               |           |          |             |       |             |               |                |         |         |                   |   |  |
| <p>Memorize and perform an extended movement sequence.</p>  | <p>Students will memorize and perform a ballet adagio and an allegro.</p>   | <p>Evaluate knowledge, technique, and performance quality.</p>                                   |            |          |               |           |          |             |       |             |               |                |         |         |                   |   |  |
| <p>Perform a simple adagio and simple allegro.</p>  | <p>Students will memorize and perform a ballet dance for an audience.</p>   |  |            |          |               |           |          |             |       |             |               |                |         |         |                   |   |  |

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| <p>• <b>Dance Forms: Jazz</b></p> <p>Perform jazz movements and positions in the center floor.</p> <p>pointed and flexed feet<br/>isolation<br/>demi plies (1st, 2nd, 5th, parallel and jazz 4th)<br/>lunges<br/>jazz squares/box step<br/>kick ball change<br/>lindy<br/>pivots<br/>3-step turns</p> <p>Perform jazz combinations across the floor.</p> <p>kicks (all directions): pointed, flexed, plie, releve, developpe</p> <p>turns: chaine in releve, chainse in plie<br/>pas de bourrees: forward, backward, turning w/single outside turn.</p> <p>chasses: forward, backward, sideways, alternating sides leading with hip</p> <p>leaps/elevations: grande jetes w/ oppositional arms, leap turns, hitch kicks, tuck, 1/2 tuck or hop, "pick-ups"</p> | <p>During warm-ups and combinations, student will engage in exercises to practice the following jazz movements and positions:</p> <p>pointed and flexed feet<br/>isolation<br/>demi plies (1st, 2nd, 5th, parallel and jazz 4th)<br/>lunges<br/>jazz squares/box step<br/>kick ball change<br/>lindy<br/>pivots<br/>3-step turns</p> <p>Students will perform combinations that move across the floor that utilize the following movements:</p> <p>kicks (all directions):<br/>pointed, flexed, plie, releve, developpe</p> <p>turns:<br/>chaine in releve, chainse in plie<br/>pas de bourrees:<br/>forward, backward, turning, w/single outside turn.</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>• <b>Dance Forms: Modern</b><br/> Demonstrate modern dance positions and non-locomotor movements.</p> <p>Perform locomotor movements and combinations.</p> <p>Demonstrate knowledge of triplets, prancing, skip, gallop.</p> <p>Show written, verbal, and physical evidence of dance terminology:<br/> arabesque, buffalo, chasse, demi plie, grande plie, hop, irish, jump, leap, maxie ford, pas de bouree, pirouette, releve, shuffle, spotting.</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, fall/recovery, twist, arch, contract/release and suspend.</p> <p>Students will perform movements across the floor which include:<br/> triplets-forward, backward, turning. prancing, run (in different floor patterns), skip, gallop.</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>Work with global studies teachers to design a lesson. What was happening in the world when modern dance developed.</p> |
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| <p>Memorize and perform an extended movement sequence.</p> <p>• <b>Dance Forms: Tap</b></p> <p>Demonstrate tap movements in the center floor or at the barre.</p> <p>Toe taps, flaps, heel drops, shuffles, hops, leaps, toe backs.</p> <p>Shuffle heel drop, shuffle hop, shuffle ball change, double shuffles, cramp rolls, toe heels turning.</p> <p>Perform tap combinations across the floor.</p> <p>toe heels walking, toe heels turning, flap turns, flap heel turns, flap double heel turns, flap double heels (forward, backward, turning) flap ball changes (forward, backward, sideways) buffaloes (singles, singles turning) maxie fords (forward and turning) irishes (forward w/double shuffles.) riffs( 4-ct, 6-ct, 7-ct.) drawbacks, pull backs (2-ct.) back essence.</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., toe taps, flaps, heel drops, shuffles, hops, leaps, toe backs, etc.) Students will perform the following non-locomotor skills:</p> <p>shuffle heel drop, shuffle hop, shuffle ball change, double shuffles, cramp rolls, toe heels - circling.</p> <p>Students will perform combinations moving across the floor utilizing the following movements:</p> <p>toe heels walking, toe heels turning, flap turns, flap heel turns, flap double heel turns, flap double heels (forward, backward, turning) flap ball changes (forward, backward, sideways) buffaloes (singles, singles turning) maxie fords (forward and turning) irishes (forward w/double shuffles.) riffs( 4-ct, 6-ct, 7-ct.) drawbacks, pull backs (2-ct.) back essence.</p> | <p>Evaluate knowledge, technique, and performance quality.</p> <p>Evaluate participation, effort, and skill.</p> <p>Evaluate participation, effort, and skill.</p> | <p>Research jazz periods affect on tap development.</p> |
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| <p>Memorize and perform and extended movement sequence.</p> <p>• <b>Terminology</b><br/>Show written, verbal, and physical evidence of dance terminology:<br/>arabesque, buffalo, chasse, demi plie, grande plie, hop, irish, jump, leap, maxie ford, pas de bourree, pirouette, releve, shuffle, spotting.</p> | <p>Memorize and perform a tap routine.</p> <p>Memorize and perform a tap dance for an audience.</p> <p>Students will identify the correct terminology for the following dance terms:<br/>arabesque, buffalo, chasse, demi plie, grande plie, hop, irish, jump, leap, maxie ford, pas de bourree, pirouette, releve, shuffle, spotting.</p> | <p>Evaluate knowledge, technique, and performance quality.</p> <p>Use written, verbal, and/or physical evaluation.</p> |
| <p><b>2. CREATIVE EXPRESSION</b></p> <p>• <b>Performance Techniques</b><br/>Identify and demonstrate the performing techniques of focus, muscle memory, projection, clarity</p>   | <p>Teacher and students should discuss performing techniques.</p> <p>Students should practice each of the techniques separately when performing a dance routine.</p> <p>Students should demonstrate all of the techniques while performing a dance.</p>  | <p>Evaluate performance quality when assessing dances and routines</p>   |



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| <p>• <b>Critical Evaluation</b><br/>Observe, analyze, and critique a dancer's performance.</p> <p>Observe, analyze, and critique a dance piece.</p> | <p>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.</p> <p>Each student can evaluate his/her own performance after watching him/herself on video tape in oral or written format.</p> <p>Students can discuss the dances in their dance concert after viewing the video tape of the performance.</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>Evaluate observation skill, insight, and expression of thoughts.</p> <p>Evaluate observation skill, insights, and expression of thoughts.</p> | <p>Work with a speech teacher on tips for effective communication.</p>  |
| <p><b>3. DANCE HERITAGE</b></p> <p>• <b>History</b><br/>Demonstrate a knowledge of the history of ballet, jazz, modern, and tap dance.</p>          | <p>Discuss a brief outline of the history of ballet, jazz, modern, and tap dance.</p> <p>Students can read articles or books on the specific dance histories.</p> <p>Students can watch videotapes detail-</p>  | <p>Evaluate written and/or verbal evidence of knowledge.</p>   | <p>Discuss what was happening in the world when court dance started and what occurred to influence its development into ballet as we know it today.</p> |

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| <p>Compare and contrast the history of two of the dance forms.</p> <p>• <b>Culture</b><br/>Participate in discussions, movement activities, and video or live performance of dances from various cultures.</p> <p>• <b>Labanotation</b><br/>Demonstrate a knowledge of basic Labanotation.</p> <p>Interpret and perform a dance from Labanotation score.</p> | <p>ing the origins of the dance forms.</p> <p>Students will orally or in written form discuss at least one similarity between and two differences between two of the dance forms.</p> <p>Students should see and experience dances of other cultures through video tape, performance, guest teachers, etc.</p> <p>Students will recognize basic Labanotation symbols of the eight main directions, the place symbol, and the three level markings.</p> <p>Perform a Labanotated dance, such as "Yankee Doodle." <i>see appendix</i></p> | <p>Determine understanding through essay or verbal response.</p> <p>Evaluate participation and effort.</p> <p>Evaluate knowledge of symbols and markings.</p> <p>Evaluate effort and the correct interpretation of the symbols.</p> | <p>Incorporate history of the world with the history of dance forms.</p> <p>Work with foreign language teachers to develop a unit that would incorporate the language, dance, food, and customs of different countries. The unit could be developed into a cultural heritage day where students could speak the language, cook the food, and dance the dances of other countries.</p> |
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#### 4. BODY AWARENESS

- **Anatomy**

Demonstrate a knowledge of basic human anatomy as it relates to dance movement.

Identification of major muscle groups: biceps, gluteus maximus, gastrocnemius, hamstrings, quadriceps, rectus abdominus, and triceps.

Students should be able to identify the location of major muscle groups such as: biceps, gluteus maximus, gastrocnemius, hamstrings, quadriceps, rectus abdominus, and triceps.

Students should identify at least one exercise or dance movement that utilizes each of the above muscles.

Determine knowledge through written or oral test.

Determine knowledge through written or student demonstration

Work with anatomy teacher on developing a unit on the body and how it moves. Students from both areas could work together on discovering what parts of the body are necessary to perform certain functions. Small group presentations could be given over what they discovered.

#### 5. PRODUCTION

- **Stage Terminology**

Identify stage terminology and stage directions.

Students should be able to identify and define the stage term such as apron, cyclorama, scrim, proscenium, and wings and identify the stage directions (upstage, downstage, stage right, stage left).

Evaluate written and/ or verbal knowledge.

- **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.

Monitor student progress and give feedback.

Demonstrate the proper behaviors of an audience member.

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

Teacher should discuss the proper behaviors of an audience, such as no cat-calling, no hats, no feet on the seats, etc.

Students should be able to demonstrate these behaviors at a concert.

Monitor student progress and give feedback.