



Jazz 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"> • The student will develop greater flexibility by performing the following exercises: stretches (in parallel, 2nd position, “butterfly”, and “hurdle”) bend at waist (flat back, curved back, laterally, arched back) • The student will develop his/her strength through exercises such as: sit-ups (“crunches”) push-ups, plies, releves. • The student will perform movements, movement combinations, and dances with correct counts and with the beat of the music. 	<p>Use exercises during warm-up period of class.</p> <p>Use exercise during warm-up period of class.</p> <p>Teacher counts music when demonstrating movement.</p> <p>Students can count music out loud or clap with the beat of the music.</p>	<p>Give points for participation and effort.</p> <p>Give points for participation and effort.</p> <p>Evaluate rhythm when skills testing as a separate category or as part of the grade for technique.</p>	

<ul style="list-style-type: none"> • The student will demonstrate movement with weight changes, such as: step vs. touch, chasses (forward, backward, sideways), lunges, pas de bourrees (forward, backward), grapevines, ball changes. • Students will demonstrate movement with turns, such as: turn forward (chaine), turn backward, step pivot, cross-spin, (soutenue), pas de bourree turn, leap turns. • Students will perform movements of the legs, such as: kicks (front, back, side-low and high), scuff the heel, plies, releves, heel and toe digs. • Students will perform arm movements, such as: circle arms, opposition arms, bend/straighten, clap, clasped together, reach. • Students will demonstrate the ability to isolate and move one body part (isolations), head (side, forward, backward, circle), rib cage (side, forward, backward, circle), shoulders (roll forward, roll backward, shrug - one shoulder at a time & both shoulders together), hips (side-to-side, circle) feet (point, flex, circle) 	<p>Students can practice this skill in movement combinations across the floor and in dances.</p> <p>Students can practice these movements in the center floor, in combinations across the floor and in dances.</p> <p>Rehearse these movements when warming-up across the floor, and in dances.</p> <p>Arm movements can be practiced with other movements or by themselves.</p> <p>Practice these movements during the warm-up and as part of combinations and dance routines.</p>	<p>Skills tests these movements separately or as part of a dance routine.</p> <p>Evaluate each of these movements in skills tests or when testing a dance containing the skills.</p> <p>Skills tests these movements within a dance routine or each movement separately.</p> <p>When skills testing movements or dances, evaluate arm movements and positions as well.</p> <p>Incorporate isolations into combinations and dance routines that will be skills tested.</p>
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<ul style="list-style-type: none"> • Student will perform movement elevations, such as: hop, jump, leap, “cow-boy” leaps, hitch kicks, “pick-ups”, hop-with both legs bent (tuck). 	<p>These movements should be practiced across the floor and can be incorporated into dance routines.</p>	<p>Skills tests these movements separately or as part of a dance.</p>
<p>2. MOVEMENT SEQUENCING</p> <ul style="list-style-type: none"> • Students will demonstrate combinations of movement listed above to develop coordination, muscle memory, and sequencing skills (i.e.: kick, ball change; chasse w/opposition arms; scuff leap, step together, etc.) • Students will practice a dance of at least 128 counts consisting of movement technique listed above. 	<p>Practice combinations of movement across the floor, starting with 4 count phrases, and then 8 count phrases, and continue increasing length of movement combination.</p> <p>Add to dance over a period of several days. Rehearse dance.</p>	<p>Give points for participation and effort or a skills test grade.</p> <p>Skills test dance in groups of 2-5 students. Give points for knowledge/memory or dance, technique/rhythm, and performance/energy/confidence.</p>
<p>3. PERFORMANCE TECHNIQUE</p> <ul style="list-style-type: none"> • Students will perform a dance in class. 	<p>Practice dancing in front of peers.</p> <p>Critique a fellow student orally or in written format.</p> <p>Critique self orally or in writing.</p>	<p>Give points for participation & effort.</p> <p>Give points for critical evaluation.</p> <p>Grade critique on thoughtfulness and writing style.</p>

<ul style="list-style-type: none"> • Perform a dance for an audience. 	<p>Skills test dances with 2-5 students dancing while others watch as an “audience”.</p> <p>Rehearse dance in class and perhaps at an after school rehearsal.</p>	<p>Grade skills test, giving points for performance/energy/confidence.</p> <p>Give participation/effort points.</p>	
<p>4. CREATIVITY</p> <ul style="list-style-type: none"> • Choreograph a dance with a small group. 	<p>Discuss how to choreograph and show specific examples of choreographic elements (i.e.: levels, contrast, roll-offs, etc.)</p> <p>Monitor progress by having students complete checklists or by giving points for each portion of the project completed.</p>	<p>Grade project on specific categories such as, creativity, use of choreographic elements (levels, contrast, formations, floor patterns), knowledge of dance, overall performance of dance.</p>	