



High School Performance 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>	

<p>• Strength and Flexibility Develop through dance activities the major muscle groups of the body.</p> <p>Understand and engage in flexibility exercises.</p> <p>• Body Alignment Develop an awareness of proper body alignment.</p> <p>• Balance and Control Participate in activities that develop both stationary balance and locomotor control.</p>	<p>During warm-ups and combinations, students will engage in exercises that improve strength, such as "crunches", push-ups, plies, releves, jumps, etc.</p> <p>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..</p> <p>Students will demonstrate correct dance posture while standing still and while balancing in positions.</p> <p>Students will practice using correct body alignment while performing dance movements.</p> <p>During warm-ups and combinations, students will practice balance (i.e., releves, arabesques, attitudes, and retires, etc.)</p>	<p>Evaluate students on participation and drill.</p> <p>Monitor and correct as needed.</p> <p>Evaluate students on participation, effort, skill.</p>	
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<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. All ballet skills in longer and more difficult sequences: triple frappes and roun de jambs en l'air double.</p> <p>Perform ballet movements without the barre. All ballet movements taught in lower levels should be done at a mastery level in longer and more difficult combinations.</p> <p>Royale and pirouettes landing in various positions.</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.</p> <p>Students will perform the following exercises and movements in the center floor:</p> <p style="padding-left: 40px;">adagio, allegro, temps lie-longer and more difficult grande roun de jambs en l'air jumps-royale pirouette turn landing in various positions</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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Perform ballet combinations across the floor.	<p>Students will perform combinations that move across the floor with the following ballet skills:</p> <ul style="list-style-type: none"> double pique turns en de hors brise ballote double attitude turns tour jetes landing in attitude w/battou 	Evaluate participation, effort and skill.	
Memorize and perform an extended movement sequence.	<p>Students will memorize and perform a ballet adagio and an allegro.</p> <p>Students will memorize and perform a ballet dance for an audience.</p>	Evaluate knowledge, technique, and performance quality.	
<p>• Dance Forms: Jazz</p> <p>Perform jazz movements and positions in the center floor.</p>	<p>During warm-ups and combinations, student will engage in exercises to practice the following jazz movements and positions.</p>	Evaluate participation, effort and skill.	
Perform jazz combinations across the floor.	<p>Students will perform combinations that move across the floor that utilize the following movements:</p> <ul style="list-style-type: none"> fan kick turn triple outside turn barrel leaps switch leaps 	Evaluate participation, effort and skill.	

<p>Memorize and perform an extended movement of sequence.</p> <p>• Dance Forms: Modern</p> <p>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</p> <p>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.</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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	<p>Students will perform the following non-locomotor skills:</p> <ul style="list-style-type: none"> all tap movements from lower levels in faster, longer, and more difficult combinations 6ct cramp roll single foot wings 		
Perform tap combinations across the floor.	<p>Students will perform combinations moving across the floor utilizing the following movements:</p> <ul style="list-style-type: none"> maxie ford turns w/swaps various tap turns in a circle all tap movements from lower levels in faster, longer, and more difficult combinations. 	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 <p>Show written, verbal, and physical evidence of dance terminology.</p>	<p>Students will identify the correct terminology for dance movements.</p>	Monitor and correct	

2. CREATIVE EXPRESSION

- **Performance Techniques**

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

Teacher and students should discuss performing techniques.

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

- **Critical Evaluation**

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

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.

Observe, analyze, and critique a dance piece.

Students can discuss the dances in their dance concert after viewing the video tape of the performance.

Evaluate performance quality when assessing dances and routines

Work with language arts teachers to determine what elements they look for in a critical evaluation.

Evaluate observation skill, insight, and expression of thoughts.

Work with language arts teachers to determine which class reads Romeo and Juliet. Students could also read the ballet and attend a live performance of the ballet. A critical review could be written on the performance. An essay could be written comparing and contrasting the ballet and play.

	<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><i>Sugg:</i></p> <p><i>As a project or final exam students could write a 1-2 page type written critique of a dance concert, analyzing the choreograph, dancer's performance, production, and concert design. Students would utilize their knowledge from the past years of dance.</i></p>		
<p>3. DANCE HERITAGE</p> <p>• Culture</p> <p>Participate in discussions, movement activities, and video or live performances from various cultures.</p> <p>• Dance Careers</p> <p>Develop an awareness of available careers in dance.</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>Read and/or research careers in dance, such as dance companies, teaching, theme parks, commercials/videos, industrials, cruise ships, etc.</p>	<p>Evaluate participation and effort.</p> <p>Evaluate autobiography on completeness, writing style, and spelling/grammar.</p>	

	<p>Students can listen to and ask questions of a dance professional guest speaker.</p> <p>Students can view video tapes on the subject of dance careers.</p>		
<p>4. BODY AWARENESS</p> <ul style="list-style-type: none"> • Warm-up <p>Design and lead a small group in warm up exercises.</p>	<p>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).</p> <p>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.</p> <p>Students can actually lead the class or group in a warm-up.</p>	<p>Read and give feedback on appropriateness of exercises, order and</p> <p>Give feedback on appropriateness of exercises, order and variety.</p> <p>Evaluate effort, evidence of planning, and warm-up design.</p>	
<p>5. PRODUCTION</p> <ul style="list-style-type: none"> • Theater Etiquette <p>Demonstrate the mannerisms and professionalism of a performer.</p>	<p>Teacher should explain specific theater etiquette such as not touching the curtains/legs, holding pose until black, no gum on stage, etc.</p>	<p>Monitor student progress and give feedback.</p>	

<p>Demonstrate the proper behaviors of an audience member.</p> <p>• Dance Production Jobs Identify the responsibilities of the cast and crew members involved in a dance production.</p>	<p>Students should then be expected to demonstrate correct theater etiquette of a performer.</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 should be expected to demonstrate these behaviors at a concert.</p> <p>Discuss the responsibilities of the cast and crew members.</p> <p>Students can each perform a crew job in a dance concert.</p>	<p>Monitor student progress and give feedback.</p> <p>Monitor and give feedback.</p>	
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