

Madison Public Schools

Introduction to Dance Curriculum

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Approval date:

August 20, 2019

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Course Overview

Description

Introduction to Dance is a semester long elective for students in grades 9-12. This course is designed for students looking for an alternative to the traditional physical education class, as well as for those students interested in dance as an art form. No prior experience is necessary. In this course, students will learn the basic fundamentals of dance. They will learn dance warm-ups and rhythmic fundamentals. Stretching, balance, coordination and posture will be emphasized. The class will serve as an introduction to basic dance skills, positions and contemporary dance techniques. Students will gain strength, flexibility and creativity of artistic expression. Students will learn an extensive warm-up for the entire body which will be done at the beginning of every class, work across the floor with moving step combinations, and then finish each class by working on simple combinations in the middle of the dance floor. The course will also include units on dance history, dance forms and techniques, performance and production, aesthetics and criticism.

Goals

This course aims to:

- allow students to discover their own innate capacity for the communication of thoughts and feelings through dance.
- place emphasis on aesthetic understandings, communication, expression and creative physical fitness.
- use movement to develop students' ability to communicate without words.
- develop higher order thinking skills through perceiving, analyzing and making discriminating judgments about dance.
- provide opportunities to develop kinesthetic awareness, proper body alignment, physical strength, flexibility and endurance.

Materials

Core: The only necessary items for this class are appropriate footwear, including tap, jazz and/or ballet shoes.

Supplemental: YouTube videos, various online resources

Resources

[Suggested Activities and Resources Page](#)

Benchmark Assessments

A benchmark assessment is given at the end of the semester to measure students' ability to perceive, analyze and make discriminating judgments about dance. Students are also required to perform and/or choreograph an end-of-semester dance piece. Unit assessments are given at the conclusion of each unit as noted within the curriculum.

Modifications and Adaptations for Special Needs Learners

(Gifted and Talented Students, English Language Learners, Students with Special Needs, At-Risk Students, and Students with 504 Plans)

Scope and Sequence (Pacing Guide)

Unit Number	Topic of Study	Duration (Weeks Taught)
1	Basic Dance Fundamentals and Techniques	4 weeks
2	Dance History and Aesthetics	2 weeks
3	Styles of Dance	6 weeks
4	Audience and Critic	2 weeks
5	Performance and Production	4 weeks

Unit 1 Overview	
Unit Title: Basic Dance Fundamentals and Techniques	
<p>Unit Summary:</p> <p>This unit serves as an ideal starting point for beginner dance students. Students are guided through the key principles of dance in a relaxed and informative class setting, which provides students with a sound knowledge of the basic technique, movement vocabulary, coordination, and confidence. Technique is the basis of all fundamentals of dance, from holding your body correctly while performing, to executing skills properly in a routine. Strong technique extends across all areas of dance, regardless of the style. Whether it's jazz, ballet, hip hop, or tap, there is always an element of technique that can be improved upon. This unit allows both beginners and more advanced students to experience the sheer joy of dance and introduces integral concepts like body awareness, alignment, strength, flexibility, and endurance.</p>	
Suggested Pacing: 10 lessons	
Learning Targets	
<p>Unit Essential Questions:</p> <ul style="list-style-type: none"> • How do daily warm ups prepare and assist the body to dance? • Why are precise foot positions important for alignment and dance movement? • What commands are given to instruct dancers through a warm up combination and subsequent lesson? • How do rhythm, tempo and symmetrical/asymmetrical shapes affect the performance of a dance combination? 	
<p>Unit Enduring Understandings:</p> <ul style="list-style-type: none"> • Good technique will ensure a dancer's longevity, prevent injuries, build strength and flexibility, and refine movement quality. • Basic dance skills need to be analyzed, practiced, and executed repeatedly. • The diversification of dance styles in any dancer's repertoire can only make a young dancer stronger, both mentally and physically. 	
Evidence of Learning	
<p>Formative Assessments: The purpose of this course is to provide students with the basic dance fundamentals as well as to instill a lifelong interest in creative physical fitness. Therefore, students will be assessed on multiple criteria including effort, participation, and each individual's growth and development as a dancer. The evaluations and assessments allow the instructor to analyze each student's ability, creativity and range of improvement. Students will receive both oral and written critiques from the instructor. However, because the course is primarily one of participation, grades should not interfere with spontaneity and experimentation. Emphasis should be placed on the intrinsic value of the dance process and individual improvement, not on using grades as rewards. The course is comprised of students of all ability levels and care should be taken not to penalize or reward students on either end of the ability spectrum. Evaluations should be used to disclose the student's progress as well as areas for future growth. Additionally, it is important to note that a portion of a student's grade is also determined by their preparedness for class on a daily basis. A student must be dressed appropriately and have the required footwear or his/her grade will be negatively affected.</p>	

Summative Assessments: Students will take a quiz on dance terminology

Objectives (Students will be able to...)	Key Concepts (Students will know...)	Suggested Assessments	Standards (NJSLS)
Identify and demonstrate proper stretching, posture, body alignment and warm up techniques	Correct body posture and alignment Stretch at Barre routine	Teach a warm up combination and have students perform it across the floor in pairs or small groups	1.1.12.A.4 Synthesize knowledge of anatomical principles related to body alignment, body patterning, balance, strength, and coordination in compositions and performances. 2.6.12.A.4 Compare and contrast the impact of health-related fitness components as a measure of fitness and health.
Learn and identify the five positions of ballet	Each position leads to a movement (i.e. tendu front, tendu jete, releve, plie, etc.) Without proper foot alignment, the movement can not be executed correctly.	Have students break into small groups to work on their foot positions. Have each group work together to correct imbalances.	1.3.12.A.3 Demonstrate dance artistry with technical proficiency, musicality, stylistic nuance, clarity of choreographic intent, and efficiency of movement through the application of proper body mechanics.
Define proper dance terminology	Dance vocabulary	Give students a quiz where they must correctly describe the meaning of each term. If the class is advanced, they may also come to the front and perform the command as opposed to just writing it down	1.3.12.A.1 Integrate and recombine movement vocabulary drawn from a variety of dance genres, using improvisation as a choreographic tool to create solo and ensemble compositions. CRP4. Communicate clearly and effectively and with reason.
Identify and demonstrate the dance elements of time and space	How rhythm, tempo and symmetrical/asymmetrical shapes affect the performance of a dance combination	Have students move across the floor at both fast tempos and slow tempos according to the music the instructor plays and his/her commands. Then with a hand drum, a student can beat out a tempo as others perform that tempo, carefully listening and following when the tempo changes. Review rhythmic notation with students—quarter notes, half notes and whole notes. Then the instructor will choreograph a phrase and teach it to the students. The students will learn the movement combination and then notate the phrase. The instructor will beat out various rhythms on a hand drum. Students will identify the “1” in an 8 count, 5 count, 3 count and a 1 count. Students will identify how many beats are in each phrase. Then play a recorded piece of music and have the students identify the “1” (using 4/4, 3/4, 2/4, and 9/8 time signatures).	1.1.12.A.1 Articulate understanding of choreographic structures or forms (e.g., palindrome, theme and variation, rondo, retrograde, inversion, narrative, and accumulation) in master works of dance. CRP6. Demonstrate creativity and innovation. 9.1.12.A.3 Analyze the relationship between various careers and personal earning goals. 9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.

Unit 2 Overview	
Unit Title: Dance History and Aesthetics	
Unit Summary: One of the most basic motives of dance is the expression and communication of emotion. People often dance as a way of releasing powerful feelings, such as sudden accesses of high spirits, joy, impatience, or anger. This unit will explore the history and development of various dance forms, as well as its cultural and historical relevance.	
Suggested Pacing: 2 weeks (5 classes)	
Learning Targets	
Unit Essential Questions: <ul style="list-style-type: none"> • How and when did the art of dance first come about? • How many different types of dance are there and where did they originate? • How does personal experience influence the interpretation of dance? • How do abstract, literal and non-literal movements create differences in the interpretation of a dance? 	
Unit Enduring Understandings: <ul style="list-style-type: none"> • All dance is based on natural body movements that is the moving of joints and limbs • If we appreciate something aesthetically, we are appreciating it for its qualities, how it makes us feel when we observe it. • History of dance closely follows the development of the human race. Since the earliest times of our existence, far before the creation of the first modern civilizations, dance served as an irreplaceable way of expressing human thought and emotion. 	
Evidence of Learning	
Formative Assessments: The purpose of this course is to provide students with the basic dance fundamentals as well as to instill a life long interest in creative physical fitness. Therefore, students will be assessed on multiple criteria including effort, participation, and each individual's growth and development as a dancer. The evaluations and assessments allow the instructor to analyze each student's ability, creativity and range of improvement. Students will receive both oral and written critiques from the instructor. However, because the course is primarily one of participation, grades should not interfere with spontaneity and experimentation. Emphasis should be placed on the intrinsic value of the dance process and individual improvement, not on using grades as rewards. The course is comprised of students of all ability levels and care should be taken not to penalize or reward students on either end of the ability spectrum. Evaluations should be used to disclose the student's progress as well as areas for future growth. Additionally, it is important to note that a portion of a student's grade is also determined by their preparedness for class on a daily basis. A student must be dressed appropriately and have the required footwear or his/her grade will be negatively affected.	
Summative Assessments: Research project and presentation about a style of dance and it's origins	

Objectives (Students will be able to...)	Key Concepts (Students will know...)	Suggested Assessments	Standards (NJSLs)
Demonstrate and discuss the history and development of ballet, modern, tap and jazz	<p>The origins of tap, jazz and ballet</p> <p>The different styles of dance--what they look like, defining features, cultural relevance, etc.</p>	<p>Have students go to the library and break into small groups to research the origins of tap, jazz and ballet. After each group researches their assigned area, they will give an oral presentation to the class.</p> <p>Activities from the suggested resources page</p>	<p>1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</p> <p>9.2.12.C.4 Analyze how economic conditions and societal changes influence employment trends and future education.</p> <p>8.2.12.B.4 Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.</p>
Research and learn dances from various historical, cultural and social genres to increase knowledge and appreciation of dance and its relationship to other significant components of human history.	<p>The different types and styles of dance and where they originated.</p>	<p>Have students demonstrate and learn about the Latin dances of salsa, mambo, meringue, rumba, cha cha and samba through oral group presentations on the dance. Attention should also be given to costumes and information on the country where each dance originated.</p> <p>Activities from the suggested resources page</p>	<p>1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p> <p>8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.</p>
Use aesthetic principles to analyze, interpret and critique dance	<p>View and interpret a dance based upon the emotion of a personal experience.</p> <p>Create a checklist/rubric to evaluate a dance or performer</p>	<p>Have students view a dance performance and write a personal interpretation of that dance. Then discuss interpretational differences among the students.</p>	<p>1.4.12.A.1 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.</p> <p>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.</p> <p>CRP6. Demonstrate creativity and innovation.</p>
Identify and apply various criteria in dance aesthetics in order to develop critical and creative thinking skills.	<p>Discuss how certain elements create the desired aesthetics of a piece. These elements should include movement (locomotor and non-locomotor), time (fast/medium/slow, with music/without music), space (levels, direction and focus), energy (strong/light, sharp/smooth) and body (shape—curves and angles and parts—arms, legs, head, fingers, etc.)</p>	<p>Play a piece of music for the class. Have the students close their eyes and move their body in formations that reflect the mood of the music.</p>	<p>1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p>

Unit 3 Overview	
Unit Title: Styles of Dance	
Unit Summary: In this unit, students will begin to learn the basic dance steps and combinations for a variety of dance styles including ballet, jazz, tap, hip hop and musical theatre. Students are introduced to a variety of dance techniques and genres. At this level, classes focus on dance technique and performance, body awareness, studies of choreographers, guided improvisation and intermediate choreography.	
Suggested Pacing: 6 weeks (15 lessons)	
Learning Targets	
Unit Essential Questions: <ul style="list-style-type: none"> • Why are dynamics, qualities of movement and the action essential to correctly executing a dance step? • How does the choreographer's personal style create a unique approach to crafting a dance or combination sequence? • What are the foundations of each dance form needed to progress to a more advanced level? 	
Unit Enduring Understandings: <ul style="list-style-type: none"> • Know your instrument, the purpose of warming up and how breath supports movement • Different styles of dance and different choreographic choices determine the narrative and the experience for the audience • Dance can be fun and a wonderful alternative to traditional physical exercise. 	
Evidence of Learning	
Formative Assessments: The purpose of this course is to provide students with the basic dance fundamentals as well as to instill a life long interest in creative physical fitness. Therefore, students will be assessed on multiple criteria including effort, participation, and each individual's growth and development as a dancer. The evaluations and assessments allow the instructor to analyze each student's ability, creativity and range of improvement. Students will receive both oral and written critiques from the instructor. However, because the course is primarily one of participation, grades should not interfere with spontaneity and experimentation. Emphasis should be placed on the intrinsic value of the dance process and individual improvement, not on using grades as rewards. The course is comprised of students of all ability levels and care should be taken not to penalize or reward students on either end of the ability spectrum. Evaluations should be used to disclose the student's progress as well as areas for future growth. Additionally, it is important to note that a portion of a student's grade is also determined by their preparedness for class on a daily basis. A student must be dressed appropriately and have the required footwear or his/her grade will be negatively affected.	
Summative Assessment: Students will perform a solo piece or small group combination in front of the class. The choreography must be original and students will both self-assess and peer assess using a rubric.	
Alternative Assessment: Students will watch a dance performance, either live or recorded, and write a one page review of the performance, including at least five points about style and choreographic choices.	

Objectives (Students will be able to...)	Key Concepts (Students will know...)	Suggested Assessments	Standards (NJSLS)
Identify and demonstrate elements and skill in performing ballet	Barre techniques and hand/foot placement. Plie, demi plie, grand plie, eleve, releve, battement tendu, tendu jete and rond de jambe.	Students will perform a short beginner or intermediate combination across the floor. Performance of barre work and five positions	1.1.12.A.1 Articulate understanding of choreographic structures or forms (e.g., palindrome, theme and variation, rondo, retrograde, inversion, narrative, and accumulation) in master works of dance.
Identify and demonstrate elements and skill in performing jazz	Basic Jazz movements Names and work of Jazz legends Jazz choreography Core principles of Jazz dance	Memorization and performance of jazz warm-up Responses to readings Demonstration of completed jazz routine	1.1.12.A.3 Analyze issues of gender, ethnicity, socio-economic status, politics, age, and physical conditioning in relation to dance performances. 9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.
Identify and demonstrate elements and skill in performing tap	Perform basic Tap vocabulary and dance steps Historical figures of Tap dance Basic Tap choreography	Responses to readings/video about historical Tap figures Demonstration of completed Tap routine Presentation and accuracy of student created Tap phrase based on teacher created rubric	1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history. CRP6. Demonstrate creativity and innovation.
Identify and demonstrate elements and skill in performing other dance forms (i.e. hip hop, musical theatre)	History and purpose of the selected styles of dance Basic dance steps from the selected styles Important and influential choreographers	Completion of the choreographic exercises graded by a rubric Written feedback and critique of dance works in a specific style Responses to readings	1.3.12.A.1 Integrate and recombine movement vocabulary drawn from a variety of dance genres, using improvisation as a choreographic tool to create solo and ensemble compositions. 2.5.12.A.3 Design and lead a rhythmic activity that includes variations in time, space, force, flow, and relationships (creative, cultural, social, and fitness dance). 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.
Understand and explore choreographic principles, processes and structure	Choreographic exercises: such as creating small group or individual choreography based on principles of dance (i.e.: using "I Statements," creating shape phrases, manipulating choreography using dance elements, creating phrases using props/outside motivation, etc.)	Observe a dance work from one or more of the listed choreographers on the suggested resources page (or others at teacher discretion). Students will fill out a guided observation/critique questionnaire and discuss feedback with the class	1.1.12.A.2 Categorize the elements, principles, and choreographic structures of dance masterworks. 1.4.12.A.1 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. 2.5.12.A.4 Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.

			<p>CRP6. Demonstrate creativity and innovation.</p> <p>9.1.12.A.3 Analyze the relationship between various careers and personal learning goals.</p>
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Unit 4 Overview	
Unit Title: Audience and Critic	
Unit Summary: Students will take on the role of audience member and gain an understanding of what makes for a good performance. Students will gain knowledge and understanding of the elements of critique.	
Suggested Pacing: 2 weeks (5 lessons)	
Learning Targets	
Unit Essential Questions: <ul style="list-style-type: none"> What aesthetic criteria should be used for evaluating dance? What role does the audience play during a performance? 	
Unit Enduring Understandings: <ul style="list-style-type: none"> Self-evaluation is extremely valuable for personal and professional growth Feedback is essential to improvement and for understanding multiple points of view Criticism is partially subjective based on the critic's personal preferences 	
Evidence of Learning	
Formative Assessments: Students will self-assess and peer assess throughout this unit as they hone their skills as critic. Students will also receive a grade for effort and participation.	
Summative Assessments: Students will write a written critique of a formal dance performance. The guidelines for the assignment are as follows: When writing about a piece of choreography, include the following: Italicize the title of the Piece, name the Choreographer and any outstanding performer. <ol style="list-style-type: none"> Discuss the choreographer's intent or theme of the piece (narrative/abstract) Discuss the technique or movement style used in the piece (Hip Hop, Jazz, Ballet, etc.) Discuss the genre of music and the relationship it had to the choreography Explain how the costumes were appropriate to the piece (color, texture, design) Comment on the lighting, sets, or props if applicable Describe the use of stage space, floor patterns, exits & entrances Discuss the high point (climax) of the piece. Did it work? How did resolve? Comment on the dancers' performance and execution of the movement Your conclusion should tie all of your thoughts together and may include suggestions for improvement or give praise as appropriate 	

Objectives (Students will be able to...)	Key Concepts (Students will know...)	Suggested Assessments	Standards (NJSLS)
<p>Demonstrate knowledge of the process of critique and complete both self and peer evaluations.</p>	<p>The elements that should be used to evaluate a performance. Criteria that should be included are skill of the performers, style and quality of movement, technical elements, visual or emotional impact, compositional elements and choreographer's intent.</p>	<p>After students perform a short solo or group piece for the class, have them use a rubric for a self-evaluation. Encourage them to elaborate on their responses and use their feedback as means for improvement.</p> <p>Videotape each student performing a basic combination. Have them watch it back and critique themselves.</p>	<p>1.4.12.A.2 Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.</p> <p>1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.</p> <p>2.5.12.A.4 Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.</p>
<p>Demonstrate appropriate audience etiquette using good listening skills, attentive behavior and respect for the audience and performers</p>	<p>Proper audience etiquette</p>	<p>Throughout the semester, as students perform for the class during assessment periods, reinforce the importance of supporting their classmates and practicing good audience behavior. Students should attentively watch one another, and keep notes for themselves in a dance journal. One of the best ways to self improve is to observe others and learn from both their mistakes and successes.</p> <p>After viewing a recorded production, have students identify a target audience for the work and explain why.</p>	<p>1.2.12.A.2 Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p>
<p>Critique a professional dance performance</p>	<p>The elements and technique that make for a good performance</p> <p>How to use and score on a rubric</p>	<p>Assessment detailed above in the summative assessment for this unit.</p>	<p>1.4.12.A.3 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.</p> <p>1.4.12.A.4 Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.</p> <p>1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the</p>

			<p>creation or 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.</p> <p>2.5.12.A.4 Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>9.3.12.ED.2 Demonstrate effective oral, written and multimedia communication in multiple formats and contexts.</p>
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Unit 5 Overview	
Unit Title: Performance and Production	
Unit Summary: The students will synthesize improvisational skills with choreographic devices, structures, and elements to create a dance work. During this unit of creating a dance in a style of their choice, students will work together to engage in conversation about the elements, devices, and principles of choreography and presentation.	
Suggested Pacing: 4 weeks (10 classes)	
Learning Targets	
Unit Essential Questions: <ul style="list-style-type: none"> • How do movement choices communicate abstract ideas in dance? • How do lights, sets, costumes and props depict the desired visual effects of a dance performance? • How does a dancer prepare for a performance before an audience? • How can we apply the principles of a specific style of dance to our choreography? 	
Unit Enduring Understandings: <ul style="list-style-type: none"> • The study of dance cultivates self discipline, creativity, teamwork, leadership, fellowship, responsibility, and self-pride • Performance is a skill that takes time to master but with every performance in front of an audience, one improves. 	
Evidence of Learning	
Formative Assessments: <ul style="list-style-type: none"> • Observation • Individual critique • Daily participation • Daily preparedness (clothing and shoes) 	

- Rehearsal
- Written evaluations
- Movement assessments
- Performance
- Self/Peer evaluations

Summative Assessment: Students will perform a final dance piece for the class in either a solo or small group format utilizing one of the forms of dance studied in the course. The dance work must utilize different choreographic elements, structures, and devices as learned throughout the semester. Students must demonstrate proper form and technique and will be evaluated using a teacher created rubric.

Alternative Assessment: Students will choreograph a piece utilizing all the above mentioned elements and either use other students as dancers and submit a video of the piece, or submit a solo video of the piece.

Objectives (Students will be able to...)	Key Concepts (Students will know...)	Suggested Assessments	Standards (NJSLs)
Create and communicate meaning through dance composition	How to select a theme and then create a dance that effectively communicates that theme How music tells a story as a partner to the dance	Each student will select his or her own music and will create a composition based on specific guidelines from the instructor. For example, they may be required to include movement on high, medium and low levels, use fast and slow tempos, four different traveling steps, an eight count freeze used two different times, etc. Both the instructor and the other students will watch the performance and critique it based on the requirements.	1.1.12.A.4 Synthesize knowledge of anatomical principles related to body alignment, body patterning, balance, strength, and coordination in compositions and performances. 2.5.12.A.4 Critique a movement skill/performance and discuss how each part can be made more interesting, creative, efficient, and effective. CRP6. Demonstrate creativity and innovation. 9.2.12.C.3 Identify transferable career skills and design alternate career plans.
Recognize and demonstrate the use of lighting, sets, props, costumes and other technical and theatrical elements in dance works.	How to use available stage furniture to arrange a set How to create a lighting plot for a dance performance of one of their prepared pieces.	Watch a live or recorded dance performance, asking students to pay close attention to the technical elements. Afterwards, have them discuss the lighting, set, costume and prop choices and state whether or not they agree or disagree with the director.	1.1.12.A.2 Categorize the elements, principles, and choreographic structures of dance masterworks. 9.3.12.AR-PRF.5 Explain key issues affecting the creation of characters, acting skills and roles. 8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.
Participate in a formal dance performance	Plan the program for an end of semester dance recital. Each student must perform in at least one number. They can make invitations and send them out to their teachers and parents. Hold daily rehearsals for the final performance. Have students select costumes, props, sets and lighting designs.	Final performance as detailed above in the summative evaluation section for this unit	1.3.12.A.2 Create theme-based solo and ensemble dances that have unity of form and content, conceptual coherence, and aesthetic unity. 1.3.12.A.3 Demonstrate dance artistry with technical proficiency, musicality, stylistic nuance, clarity of choreographic intent, and efficiency of movement through the application of proper body mechanics.

			<p>9.1.12.A.3 Analyze the relationship between various careers and personal earning goals.</p> <p>9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace.</p> <p>CRP6. Demonstrate creativity and innovation.</p>
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