

# PSRC Curriculum Map Prof/Adv Dance

## 1st 9-Weeks

Unit of Study	Objective/Learning Goals	Content Connections/ Digital Learning	Skills, Strategies, Behaviors,	Formative Assessments
Class and Dance Etiquette	Students will know proper dance etiquette including but not limited to entering and exiting classroom, appropriate behaviors, and set their personal dance goals Students will be able to maintain all assignments digitally, create a goal setting sheet, and understand what is required of them as a student.	Introduction of Digital Learning (Google Classroom, Remind, etc.)	Dance Etiquette Class Etiquette Healthy Life Choices Wellness Personal Goals Discipline	Checklist Q&A Exit Tickets Quiz Observation of Students Daily Behavior
<b>Proficient Modern Technique:</b>	Students will know how to execute the integration of anatomy, body organization, and body skills in dance. Students will be able to understand how articulation of movement and the use of movement vocabulary from a variety of sources support the development of dance technique.	European and American Styles, Codified Dance Forms, Civil War Era, Depression Era <ul style="list-style-type: none"> <li>English: Literary Works</li> <li>Music: Time Period Selections</li> <li>CTE: Apparel</li> <li>Visual Art Images</li> <li>Visual Art and Music</li> <li>CTE: Apparel</li> <li>Math</li> <li>English: Writing Process</li> </ul>	Class Etiquette Dance Etiquette Movement Technique Movement Combinations Vocabulary Barre Work Repertory Choreography Performance Interpretation Analysis	Discussion Group Work Independent Work 3-2-1 method Direct Observation
<b>Laban Effort:</b>	Students will be able to Discriminate between qualities of space, time, weight, and flow in dance sequences.	European and American Styles, Codified Dance Forms, Civil War Era, Depression Era <ul style="list-style-type: none"> <li>English: Literary Works</li> <li>Music: Time Period</li> </ul>	Class Etiquette Dance Etiquette Movement Technique Movement Combinations	Discussion Group Work Independent Work 3-2-1 method Direct Observation

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		Selections <ul style="list-style-type: none"> <li>● CTE: Apparel</li> <li>● Visual Art Images</li> <li>● Visual Art and Music</li> <li>● CTE: Apparel</li> <li>● Math</li> <li>● English: Writing Process</li> </ul>	Vocabulary Barre Work Repertory Choreography Performance Interpretation Analysis	
<b>Literacy and Dance Connections:</b>	Students will know how to create interdisciplinary projects integrating dance and other disciplines. Students will be able to use a defined creative process to plan, create, revise, and present dance. Compare the choreographer's intent and the audience members' interpretation of meaning.	European and American Styles, Codified Dance Forms, Civil War Era, Depression Era <ul style="list-style-type: none"> <li>● English: Literary Works</li> <li>● Music: Time Period Selections</li> <li>● CTE: Apparel</li> <li>● Visual Art Images</li> <li>● Visual Art and Music</li> <li>● CTE: Apparel</li> <li>● Math</li> <li>● English: Writing Process</li> </ul>	Class Etiquette Dance Etiquette Movement Technique Movement Combinations Vocabulary Barre Work Repertory Choreography Performance Interpretation Analysis	Discussion Group Work Independent Work 3-2-1 method Direct Observation

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## 2nd 9-Weeks

Unit of Study	Objective/Learning Goals	Content Connections/ Digital Learning	Skills, Strategies, Behaviors,	Formative Assessments
<b>Choreographic Process: Artistic Intent</b>	Students will be know how to generate aesthetic criteria for creating and evaluating dance. Students will be able to generate components of a creative process for choreographing and presenting dance.	European and American Styles, Codified Dance Forms, Civil War Era, Depression Era <ul style="list-style-type: none"> <li>English: Literary Works</li> <li>Music: Time Period Selections</li> <li>CTE: Apparel</li> <li>Visual Art Images</li> <li>Visual Art and Music</li> <li>CTE: Apparel</li> <li>Math</li> <li>English: Writing Process</li> </ul>	Class Etiquette Dance Etiquette Movement Technique Movement Combinations Vocabulary Barre Work Repertory Choreography Performance Interpretation Analysis	Discussion Group Work Independent Work 3-2-1 method Direct Observation
<b>Choreographic Process: Musical Form</b>	Students will be able to analyze the impact of theatrical elements (lighting, sound, setting, costumes, props and make-up) on choreography to communicate meaning in dance.	European and American Styles, Codified Dance Forms, Civil War Era, Depression Era <ul style="list-style-type: none"> <li>English: Literary Works</li> <li>Music: Time Period Selections</li> <li>CTE: Apparel</li> <li>Visual Art Images</li> <li>Visual Art and Music</li> <li>CTE: Apparel</li> <li>Math</li> <li>English: Writing Process</li> </ul>	Class Etiquette Dance Etiquette Movement Technique Movement Combinations Vocabulary Barre Work Repertory Choreography Performance Interpretation Analysis	Discussion Group Work Independent Work 3-2-1 method Direct Observation

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<b>Choreographic Process: Creation</b>	Students will be able to create dances that vary the use of dance elements and use simple choreographic principles and structures to fulfill choreographic intent. Students will be able to use consistently appropriate dance behaviors and etiquette as a dancer, performer, choreographer, and observer	European and American Styles, Codified Dance Forms, Civil War Era, Depression Era <ul style="list-style-type: none"> <li>• English: Literary Works</li> <li>• Music: Time Period Selections</li> <li>• CTE: Apparel</li> <li>• Visual Art Images</li> <li>• Visual Art and Music</li> <li>• CTE: Apparel</li> <li>• Math</li> <li>• English: Writing Process</li> </ul>	Class Etiquette Dance Etiquette Movement Technique Movement Combinations Vocabulary Barre Work Repertory Choreography Performance Interpretation Analysis	Discussion Group Work Independent Work 3-2-1 method Direct Observation
<b>Choreographic Process: Theatrical Elements</b> municate meaning in dance.	Students will be able to Integrate ideas and images from other disciplines to inspire new approaches to dance study. Students will be able to analyze the impact of theatrical elements (lighting, sound, setting, costumes, props and make-up) on choreography to communicate meaning in dance.	European and American Styles, Codified Dance Forms, Civil War Era, Depression Era <ul style="list-style-type: none"> <li>• English: Literary Works</li> <li>• Music: Time Period Selections</li> <li>• CTE: Apparel</li> <li>• Visual Art Images</li> <li>• Visual Art and Music</li> <li>• CTE: Apparel</li> <li>• Math</li> <li>• English: Writing Process</li> </ul>	Class Etiquette Dance Etiquette Movement Technique Movement Combinations Vocabulary Barre Work Repertory Choreography Performance Interpretation Analysis	Discussion Group Work Independent Work 3-2-1 method Direct Observation
<b>Culminating Choreography:</b>	Students know how to create dances using selected dance elements, choreographic principles, structures, processes, and production elements to fulfill choreographic intent and	European and American Styles, Codified Dance Forms, Civil War Era, Depression Era <ul style="list-style-type: none"> <li>• English: Literary Works</li> <li>• Music: Time Period Selections</li> </ul>	Class Etiquette Dance Etiquette Movement Technique Movement Combinations Vocabulary	Discussion Group Work Independent Work 3-2-1 method Direct Observation

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	meet aesthetic criteria. Students will be able to distinguish appropriate behaviors and etiquette for self and others in a variety of dance roles (such as dancer, performer, choreographer, and observer) to enhance the performance experience.	<ul style="list-style-type: none"><li>● CTE: Apparel</li><li>● Visual Art Images</li><li>● Visual Art and Music</li><li>● CTE: Apparel</li><li>● Math</li><li>● English: Writing Process</li></ul>	Barre Work Repertory Choreography Performance Interpretation Analysis	
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