Fine Arts: HS Dance – Dance I

Unit/Topic:	Quarter:	Time Frame:
Dance – Dance I	**Full Year**	**Full Year**

Essential Questions:

AASA Enduring Understandings and Essential Questions

Key Concepts:	Key Vocabulary:
Acknowledge meaning in choreographic works & understanding the greater idea behind a dance. Learn the foundations of dance technique and be able to apply them in a dance class. Be able to understand artistry in performance and apply it on stage or in live performance. Self-evaluate individual and/or group performance in the form of a written or verbal critique. Apply personal experience/context to performance in order to connect with the art form.	Foundational Vocabulary: kinesphere, locomotor/gross motor skills, stretch, flexibility, gross motor warm-up, choreography, theme, repetition, Laban Elements (shape, time, effort, energy; including Laban Effort Actions), studio etiquette, Dance Styles: Jazz, Ballet, Modern, Urban Movement, Contemporary Technical Terminology: tendu, degage, battement, plie, positions of the feet, port de bras, soute, chasse, passe, jeté, saut de chat, develope, envelope, isolations, jazz walks, jazz square, triplets, inversions, pirouette, kick ball change Performance Vocabulary: upstage, downstage, stage left, stage right, center, proscenium, apron, wings, legs, crossover, green room, cyclorama, scrim, house, orchestra, pit, performer/audience etiquette,

	stage manager, lighting designer, lighting board, sound board, booms, trees
Priority Standards:	**Supporting Standards:**
Anchor Standard 1 - Generate and conceptualize artistic ideas and work **Anchor Standard 2** - Organize and develop artistic ideas and work **Anchor Standard 3** - Refine and complete artistic work that demonstrates understanding of characteristics of music or texts studied in rehearsal. **Anchor Standard 4** - Select, analyze, and interpret artistic work for performance **Anchor Standard 5** - Develop and refine artistic work for presentation **Anchor Standard 6** - Convey meaning through the presentation of artistic work **Anchor Standard 7** - Perceive and analyze artistic work **Anchor Standard 8** - Interpret intent and meaning in artistic work **Anchor Standard 9** - Apply criteria to evaluate artistic work **Anchor Standard 10** - Synthesize and relate knowledge and personal experiences to make art **Anchor Standard 11** - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding	**DA.CR.1.HS1a** - Explore various approaches to creative processes that consider relationships of movement components and/or diverse choreographic sources for a dance study (e.g. improvisational approaches). **DA.CR.1.HS1b** - Identify individual movement preferences and explore ways to expand movement possibilities. **DA.CR.1.HS1c** - Explore a variety of stimuli for inspiring movement to develop an original dance sequence or dance study. Analyze the process and the relationship between the stimuli and the movement. **DA.CR.2.HS1a** - Investigate and develop choreographic elements, structures and processes to create a dance study. Explain the choreographic intent of the movement. **DA.CR.2.HS1b** - Choreograph a dance study that expresses and communicates an idea or feeling. Discuss the effect of the movement choices. **DA.CR.3.5a** - Revise movement choices in response to feedback from others to improve a short dance study. Describe the differences and the changes made in the dance. **DA.CR.3.8b** - Explore or invent a system to record a dance sequence through writing, symbols, or a form of media technology (e.g. Laban motif symbols, creative writing, etc.). **DA.PR.4.8a** - Refine partner and ensemble skills through the development of kinesthetic awareness while performing diverse pathways, levels, and patterns in space. Maintain focus with a partner

	or group in near and far space. Convert inward focus to outward focus for projecting out to far space. **DA.PR.4.8b** - Use combinations of sudden and sustained timing as it relates to both the time and the dynamics of a sequence or dance work. Accurately use accented and unaccented beats in 3/4 and 4/4 meter. Use timing accents to add rhythmic interest to movement. **DA.PR.4.HS1c** - Connect energy/effort and dynamics to movements by applying them in and through all parts of the body. Develop total body awareness so that movement sequences demonstrate variances of energy/effort and dynamics. **DA.PR.5.HS1a** - Embody technical dance skills (for example, functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to execute complex dance movements, sequences, and choreography in a variety of genres and styles. **DA.PR.5.8b** - Identify and evaluate healthful practices including nutrition and basic anatomical knowledge that promote safe and healthful strategies when warming up, dancing, and in everyday life. **DA.PR.5.HS1c** - Identify and apply dance movement principles such as breath and core support when performing dance sequences in a variety of genres. Identify body patterning concepts. **DA.PR.6.8a** - Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Use performance etiquette and performance practices during class, rehearsal, and performance. Document efforts and create a plan for ongoing improvements. Post-performance, accept notes from the choreographer and apply corrections to future performances. **DA.PR.6.5b** - Identify, explore, and select a variety of production elements (costumes, props, music, scenery, lighting, or media) to

	heighten the artistic intent and audience experience of a dance performed in a chosen performance space. **DA.RE.7.HS1a** - Analyze recurring dance sequences and their relationships within a dance in context of artistic intent and structure. **DA.RE.7.8b** - Explain and compare how the elements of dance are used in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre specific dance terminology. **DA.RE.8.HS1a** - Compare different dances and discuss their intent and artistic expression. Provide evidence on how the relationships among the components of dance enhance meaning and support the intent using genre-specific dance terminology. **DA.RE.9.HS1a** - Analyze the artistic expression of a dance. Discuss insights using evaluative criteria and dance terminology. **DA.CN.10.HS1a** - Analyze a dance to determine the ideas expressed by the choreographer. Compare one's own interpretation with other interpretations. Provide evidence to support one's analysis. **DA.CN.10.8b** - Research an aspect or contrasting aspects from the cultural, social or historical development of a dance genre or style, and/or the dance elements. Share the findings and discuss how these reinforced or changed personal views and understandings. Document the process of investigation. **DA.CN.11.8a** - Investigate the dance literacy skills of dance observation, writing, and critique, understanding cultural influences, engaging in dialogue, and utilizing technology in one's learning.