

Fine Arts: HS Dance – Performance Dance Ensemble Honors

Unit/Topic:	Quarter:	Time Frame:
Dance – Performance Dance Ensemble	Full Year	Full Year
Essential Questions:		
AASA Enduring Understandings and Essential Questions		
Key Concepts:	Key Vocabulary:	
Explain the different meanings in choreographic works & how the movement aesthetic, timing, and other choreographic choices influence the greater idea. Progress to a deeper knowledge of dance technique and how it is used to create a full kinesthetic understanding and awareness of the body, as well as be able to apply them in a dance class and performance. Revise personal performance and movement style based on kinesthetic understanding of the body and its limitations. Understand how to achieve artistry in performance and apply it on stage or in live performance. Self-evaluate individual and/or group performance and choreography in the form of a written or verbal critique and apply that evaluation to a work in order to make it more comprehensible.	NCCAS Glossary of Dance Terms Focused Terminology: Choreographic Devices (Call and Response), Dance Structures (Fugue, Expressionism, Impressionism), Embody Artists to consider: • Ballet – Anna Pavlova, Rudolf Nureyev, George Balanchine, Lar Lubovitch, Mikhail Baryshnikov, Misty Copeland • Modern – Alvin Ailey, Merce Cunningham, Lester Horton, Jose Limon, Mark Morris, Pina Bausch, Martha Graham, Katherine Dunham, Doris Humphrey, Trisha Brown • Jazz – Luigi, Twyla Tharp, Fred Astaire, Charlie Chaplin, Gene Kelly, Debbie Allen, Jerome Robbins, Jack Cole, Gus Giordano;	

Develop a full kinesthetic awareness and how each movement connects and demonstrate that during class. Compare and contrast the audience's perception of a choreographic work to that of the initial intent and use those conclusions to make revisions or decisions about the work. Apply personal experience/context and movement preferences to choreography and performance in order to connect with the art form. Develop a unique and personal aesthetic/style and apply that style to movement and choreography. Cultivate the ability to recall movement phrases within self-exploration and improvisation and use that recall to create and set choreographic pieces.	• Hip Hop – Richard "Crazy Legs" Colon, Doug Elkins, Lil' C, Rennie Harris, Kyle Hanagami, Tabitha and Napoleon, Christopher Scott, Parri\$ Goebel, Sean Bankhead • Contemporary -- Jiri Kylian, William Forsythe, Mia Michaels, Wade Robson, Tyce Diorio, Mandy Moore, Mark Morris, Keone & Mari, Travis Wall Foundational Vocabulary: choreographic devices, choreographic form, choreographic principles, agility, aesthetic, dynamics, polyrhythmic Technical Terminology: c-curve, under/over curve, coupe/sur le cou de pied, contract, body patterning, body-mind principles, Laban Movement Analysis, Dance Movement Principles
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	DA.CR.1.HS3a - Develop creative process strategies that consider complex relationships of movement components and/or diverse choreographic sources for a dance composition (e.g. improvisational approaches). DA.CR.1.HS3b - Develop creative process strategies that consider complex relationships of movement components and/or diverse choreographic sources for a dance composition (e.g. improvisational approaches). DA.CR.1.HS3c - Synthesize content generated from multi-faceted stimuli to choreograph a sophisticated and innovative dance composition. Experiment and take risks to discover a personal voice to communicate artistic intent.

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.2.HS3a - Demonstrate fluency of choreographic elements, structures and processes. Express a personal/collective voice in designing and choreographing original dance compositions. Justify choreographic choices and explain how they are used to support artistry.

DA.CR.2.HS3b - Choreograph a dance based on a selected theme. Articulate the artistic intent and consider how the meaning drawn by the audience may differ.

DA.CR.3.HS3a - Refine the artistic intent of a dance by manipulating choreographic devices, dance structures/forms, and artistic criteria using self-reflection and feedback from others. Document choices made in the revision process and justify how the refinements support artistic intent.

DA.CR.3.HS2b - Document a dance as a tool to refine work during the creative process.

DA.PR.4.HS3a - Develop artistic and expressive clarity while performing alone and with others. Use varied focus to clarify movement and intent. Establish and break relationships with other dancers and audience as appropriate to the dance.

DA.PR.4.HS2b - Perform dance studies and compositions that use time and tempo in unpredictable ways. Use internal rhythms and kinetics as phrasing tools.

DA.PR.4.HS3c - Modulate dynamics and develop effort movement phrasing to clearly express intent while performing dance sequences and choreography. Perform movement sequences expressively using a broad dynamic range and employ dynamic skills for establishing relationships with other dancers and projecting to the audience.

DA.PR.5.HS3a - Embody body-mind principles to technical dance skills in complex choreography in a variety of dance genres and styles.

DA.PR.5.HS3b - Embody complex anatomical principles to technical dance skills and choreography in a variety of dance genres and styles.

DA.PR.5.HS3c - Perform complex movement sequences and choreography integrating somatic practices and movement principles.

DA.PR.6.HS2a - Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Model performance etiquette and performance practices during class, rehearsal and performance. Implement performance strategies to enhance projection. Post-performance, accept notes from the choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies using dance terminology and production terminology.

DA.PR.6.HS2b - Work collaboratively to produce a dance on a stage or in an alternative performance venue and plan the production elements that would be necessary to fulfill the artistic intent of the dance.

DA.RE.7.HS3a - Analyze dance works from a variety of dance genres and styles and explain how recurring patterns of movement and their relationships create well-structured and meaningful choreography.

DA.RE.7.HS3b - Provide evidence on how dance communicates aesthetic and cultural values in a variety of genres, styles, or cultural movement practices. Use genre specific dance terminology.

DA.RE.8.HS3a - Analyze and interpret how the components of dance contribute to artistic expression across different genres, styles, or cultural movement practices. Provide evidence of your findings. Use genre specific dance terminology.

DA.RE.9.HS3a - Define personal artistic preferences to critique dance. Consider societal and personal values, and a range of artistic expression. Discuss perspectives with peers and justify views.

DA.CN.10.HS2a - Analyze a dance to determine the ideas expressed by the choreographer. Draw connections between one's observations, and cultural and historical influences. Provide evidence to support one's analysis.

	DA.CN.10.HS2b - Research and compare an aspect of the cross-cultural, social or historical development and/or the dance elements of two or more dance genres or styles. Discuss how these findings reinforced or changed personal and collective views and understandings. Apply the findings to a project. Document the process of investigation and application. DA.CN.11.HS2a - Apply developed dance literacy skills of dance observation, writing and critique, understanding history and culture, implementing processes of evaluation, recognizing meaning and values of dance experiences, engaging in dialogue, contributing knowledge, and utilizing technology and symbol systems in one's learning.
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