



Dance Curriculum Vision (Scope and Sequence)

Subject Vision: The dance department is a student-centered pre-professional program that prepares students to engage and transform the world locally and globally through dance. Students are supported through a system of training that stresses the collaborative and interdisciplinary nature of theatrical performance and the production process. This dance curriculum allows students to develop artistic skills, creative abilities and critical thinking by providing them with a solid foundation of history, theory, technique, and practical experience in dance and related disciplines.

6th Grade

Length: Unit 1

Big Picture: Dance History

Questions: What are the elements of dance? What are the many styles of dance and where did they come from? Students will learn the elements of dance. They will be challenged to identify pioneers associated within dance genres. They will articulate dance terminologies and learn about the history of dance as it relates to their culture.

Length: Unit 2

Big Picture: Introduction to Hip-Hop

Questions: What do you know about the history of hip-hop? Why is it important to learn about the history of hip-hop? Why does hip-hop sometimes have a negative image? What impact has hip-hop had on the culture of your country? Students will explore the history of hip-hop. Identify hip hop music among other styles of music. Describe elements belonging to the subculture of hip-hop from the fashion to its pioneers related to this art form. Perform both old school and new school dances styles within the hip-hop genre.

Length: Unit 3

Big Picture: Latin Dance (Celebrating Hispanic Heritage Month)

Questions: What is the origin of Latin dance? Latin dance is deeply rooted in what culture? What kinesthetic trend is essential for a latin dance move? What are the three basic elements of Latin dance? What is the difference between traditional and ballroom style ?

Students will learn the three basic elements of latin dance. They will explore a variety of latin dance styles both as soloists and in pairs. Students will learn the mechanics of working with a partner and how to move in unison. Students will learn a latin dance routine to perform at the whole school gathering.

Length: Unit 4

Big Picture: Improvisation

Questions: How would you describe improvisation? What are the benefits of improvisation? How does improvisation help you in creating a dance? How are elements of dance used in improvisation? In this unit students will be able to learn a variety of improvisational games and work together as a team. Students will learn to engage creatively, comprehend dramatic terminology and solve problems on the spot.

Length: Unit 5

Big Picture: Across the Floor: Progressions/Technique

Questions: What is the structure of across the floor movement? What is the purpose of an across the floor exercise and why is it important in dance? What pathways should you take when completing an across the floor movement exercise?

Students will develop their own kinesthetic awareness. Students learn their boundaries for personal space while

7th Grade

Length: Unit 1

Big Picture: Modern Dance

Questions: How is modern dance different from ballet?

Students will discuss the rise of modern dance in America. The history and development of modern dance are emphasized, as well as recognizing differences between pioneers in the field. Recognize how different dancers and choreographers contributed to the landscape of dance and analyze how modern dance has developed alongside other art forms.

Length: Unit 2

Big Picture: Creative Movement/ Storytelling

Questions: How can dance tell a story? How do you tell a story through dance? How does the development of technique and Choreography support the clarity of telling a story through the body?

Students are challenged to learn how to communicate a narrative non-verbally by exploring literal and abstract gestures/movement. They begin with retelling known stories and end the year by telling their own stories and determining the importance of the audience understanding all of the details and nuances of the story and/or movement. Students learn to analyze (images, ideas, themes, narratives and context of) movement so that they are able to articulate the many ways to communicate stories through the body.

Length: Unit 3

Big Picture: Multicultural Dances

Questions: What culture and people traditionally perform this dance? Why? When was this dance developed? What was occurring in this place and culture during that time period? Does this dance tell a story? If so, what?

Students will collaborate their knowledge of various cultures and traditional dances to choreograph an original cultural dance from a culture of their choice. They will also have learned how to collaborate and coordinate with other students in order to create a single product.

Length: Unit 4

Big Picture: Across the Floor: Progressions

Questions: What is the structure of across the floor movement? What is the purpose of an across the floor exercise and why is it important in dance? What pathways should you take when completing an across the floor movement exercise?

Students will develop their own kinesthetic awareness. Students learn their boundaries for personal space while working individually and in groups. They define body science applications through dance genres, styles, and vocabulary. They identify dance movement elements through space, energy and time, and learn the importance of a healthy lifestyle. (Kinesthetic and spatial awareness, Genres and styles, Health, safety, and wellness)

Length: Unit 5

Big Picture: Jazz Dance

Questions: What is Jazz dance? Who are the originators of Jazz? What are some reasons jazz is important to dance in America?

Students will be introduced to the basic movement skills in Jazz Dance. They will identify its terminology and will explain the historical and cultural significance.

8A Grade Dance Curriculum

Length: Unit 1

Big Picture: Dance Making

8B Grade Dance Curriculum

Length: Unit 1

Big Picture: African Dance

Questions: Did the dance hold your interest? Why or why not? Did the dance teach a lesson? A moral or message? How did the dance make you feel? Does the dance have a specific purpose?

Students learn the process of choreographing and planning a performance. Students create an all inclusive safe space for sharing and performing. Students are challenged to create a dance around a social justice topic of their choice.

Length: Unit 2

Big Picture: Ballet Fundamentals

Questions: What is the origin of ballet? What are the four styles of ballet? Where does technique come from and why is it important in dance? How has ballet changed since the 15th century? Is ballet for everyone? How can ballet enhance your performance as a mover?

Students will learn the history of Ballet. They will explore ballet fundamentals from body alignment, tendues, plies, positions of the feet, port de bras, to barre work and center combinations.

Length: Unit 3

Big Picture: Performance Etiquette

Questions: Define etiquette in your own words? Why is it important in dance? What are the benefits of operating in a dance space with performance etiquette in mind?

Students will be developed on the quality of movement, memorization of movement sequences, communication through performance, rhythmic accuracy, proper skeletal alignment, conditioning, warm-up and cool down practices, as well as opening the door to a larger variety of dance genres.

Length: Unit 4

Big Picture: Critiquing Dance

Questions: What does it look, feel and sound like to give feedback respectfully? What qualities are you looking for in a dance performance?

Students will learn how to articulate constructive responses to dance performances with a purpose of providing feedback to dance performances. Students will practice having structured conversations with peers about their performance with the goal of providing feedback on the way they danced.

Length: Unit 5

Big Picture: Lyrical Dance

Questions: What is lyrical dance? How can an audience connect with a performance? How can creating emotional intent change the perspective of dance? What

Questions: What are the characteristics of African dance?

Students will learn about the history of African dance. They will explore African dance themes, formation, and fashion and work in small groups to create a choreographic score using the African dance moves learned in class.

Length: Unit 2

Big Picture: Commercial Dance

Questions: What is commercial dance? What does it look like? Where is it used? What training is required?, and how does it compare to concert dance?

Length: Unit 3

Big Picture: Performance Etiquette

Questions: Define etiquette in your own words? Why is it important in dance? What are the benefits of operating in a dance space with performance etiquette in mind? Students will be developed on the quality of movement, memorization of movement sequences, communication through performance, rhythmic accuracy, proper skeletal alignment, conditioning, warm-up and cool down practices, as well as opening the door to a larger variety of dance genres.

are ways to express emotion?

Students will understand how jazz and ballet inspire “lyrical” movement. Students will describe the connection between the lyrics and the gestural phrases. Students will use their bodies to express emotional energy.