

Fine Arts: HS Dance – Dance II

Unit/Topic:	Quarter:	Time Frame:
Dance – Dance II	Full Year	Full Year
Essential Questions:		
AASA Enduring Understandings and Essential Questions		
Key Concepts:	Key Vocabulary:	
<p>Acknowledge meaning in choreographic works, understand the greater idea behind a dance, & compare and contrast choreographic works while being able to recognize artistic choreographic elements.</p> <p>Apply the foundations of dance technique to performance and choreography. Technical elements (versus purely thematic) should be more apparent in students' own works.</p> <p>Be able to understand artistry on a deeper level and apply personal/emotional connections to movement on stage or in live performance.</p>	<p>Foundational Vocabulary: axial, fine motor skills, initiation, musicality, alignment, balance, articulation, energy, endurance, Fundamental Movement Patterns (breath, core-distal, head-tail, upper-lower, body half, spiral, cross lateral, vestibular), performance quality, downbeat, dynamics</p> <p>Technical Terminology: chaîne, pique, pirouette, arabesque, assemble, allegro, adagio, rond de jambe, balance, pencil turn, drag turn</p> <p>Artists to consider:</p> <ul style="list-style-type: none"> ● Ballet – Louis XIV, Marie Taglioni, Agrippina Vaganova ● Modern – Isadora Duncan, Martha Graham, Doris Humphrey ● Jazz – Bob Fosse, Gus Giordano ● Hip Hop – the Rock Steady Crew 	

<p>Self-evaluate individual and/or group performance in the form of a written or verbal critique. Begin to apply evaluations to personal performances and make corrections to their work.</p>	
<p>Priority Standards:</p>	<p>Supporting Standards:</p>
<p>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</p>	<p>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.3.8a - Revise dance compositions using collaboratively developed artistic criteria. Explain reasons for revisions and how choices made relate to artistic intent 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</p>

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.HS1b - Apply healthful practices in dance activities including nutrition and injury prevention. Identify anatomical principles that contribute to functional alignment.

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

	<p>heighten the artistic intent and audience experience of a dance performed in a chosen performance space.</p> <p>DA.RE.7.HS1a - Analyze recurring dance sequences and their relationships within a dance in context of artistic intent and structure.</p> <p>DA.RE.7.HS1b - Analyze the use of components of dance and their relationships in a variety of genres, styles, or cultural movement practices within cultural context to communicate intent. Use genre specific dance terminology.</p> <p>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.</p> <p>DA.RE.9.HS1a - Analyze the artistic expression of a dance. Discuss insights using evaluative criteria and dance terminology.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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