

Dance II

September 2011

I. Course Description

Ballet II

Students will obtain a basic understanding of ballet principles through practical application including basic theory, body mechanics, alignment, and execution of ballet vocabulary with rhythmic acuity. Students will gain practical experience in the execution of selected ballet vocabulary in barre work, center work and complex floor combinations. This is a continuation of Ballet I course with an emphasis on developing strength, control, and flexibility, for a more difficult technique vocabulary in classical ballet. Selected students will have the opportunity to begin pointe work and develop their execution in a precise and physiologically sound manner.

Modern Dance II

Students will continue to expand and deepen their understanding of modern dance history and demonstrate by example modern dance vocabulary. Students will continue to gain practical experience in movement invention and be able to identify the elements of time, space and energy as they pertain to all dance forms and demonstrate by example a working knowledge of applied anatomy and kinesiology. Students will work to deepen their awareness of movement initiation, dynamics and quality.

Jazz Dance II

Students will obtain a basic understanding of contemporary as well as classical jazz techniques. The student is required to develop a variety of dance skills, both technical and rhythmical. The course will build on the fundamentals learned in Jazz Dance I. The class will increase the student's vocabulary by introducing a variety of turns and leaps and the methods and mechanics to stronger dancing. This class will work on correct alignment and strength needed to improve turning techniques and to jump more efficiently. There is an emphasis on the importance of energy, style, and rhythmical accuracy

Tap Dance II

A variety of skills will be developed to increase a dancer's tap dance vocabulary and develop rhythmical accuracy in the production of sounds in fundamental steps. The students will be required to recognize and perform various tap dance routines as well as executing the routines to selected music in combinations. Students will be expected to create pre-set tap routines and fit original combinations to selected music.

Dance History

Students will have the opportunity to gain an understanding of dance in various cultures and historical periods as well as the similarities and differences between classical and at least two contemporary forms of dance through repertory studies. In addition, they will be able to compare and contrast the role and significance of dance in different social/historical/cultural/and political contexts.

II. Course Objectives

Ballet II

1. To develop competency in use of introductory level ballet vocabulary in writing and movement.
2. To develop the student's understanding of body alignment principles, balance, points of initiation, articulation of isolated body parts, weight shifts, elevation, and landing,
3. To enable the student to use proper technique regarding physical conditioning for dance.
4. To enable the student to properly execute a series of developmental exercises at the barre.
5. To develop the student's ability to remember and execute extended movement sequences.
6. To develop precise and physiologically sound pointe technique for recommended students.

Modern Dance II

1. To enable the students to gain practical experience in modern dance vocabularies derived from first and second-generation world choreographers, utilizing arts elements and arts media to produce artistic products and performances.
2. To expand the students' understanding of modern dance as a world theatrical form.
3. To develop the students' understanding of the application of appropriate muscular-skeletal alignment, body mechanics and force used in the execution of modern dance vocabulary
4. To enable the students to perform basic modern dance combinations in a broad dynamic range demonstrating clarity, musicality and stylistic nuance in several choreographic styles.

Jazz Dance II

1. To develop the student's understanding of body alignment principles, balance, articulation of isolated body parts, weight shifts, elevations and landings necessary for execution of jazz and/or musical theater dance work.
2. To develop the student's technique properly throughout developmental exercises designed to improve posture and muscular control.
3. To develop the student's technique properly throughout developmental exercises designed to improve strength and alignment.
4. To enable the student to execute complex movement patterns in time and space using body part isolations.
5. To broadened the student's perspective on the connection between music and dance.
6. To develop the student's vocabulary by introducing a variety of turns and leaps.

Tap Dance II

1. To develop the student's tap dance vocabulary.
2. To develop the student's rhythmical accuracy in the production of sounds in fundamental steps.
3. To enable the student to recognize and perform basic routines and execute steps in combinations to selected music.
4. To enable students to create pre-set routines to selected music.

Dance History

1. To enable the student to become conscious of the similarities and distinctions between ballet and other forms of dance within a historical context.
2. To develop the student's understanding of dance history and distinguish between styles of at least two dance pioneers.
3. To develop the student's cultural/historical perspective on dance and how it developed into its role today.
4. To familiarize the student with the history and traditions different dance traditions.

New Jersey Core Curriculum Standards

- 1.1 All students will acquire knowledge and skills that increase aesthetic awareness in dance, music, theater, and visual arts.
- 1.2 All students will understand the role, development, and influence of the arts throughout history and across cultures.
- 1.3 All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
- 1.4 All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

New Jersey Cross Content 21st Century and Life Skills Standards

- 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- 9.3 All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
- 9.4 All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

III. Methods of Student Evaluation

Students are evaluated using the following assessment tools:

- Journals
- In class as well as online discussions
- Assignments: written and practical
- Quizzes: written and practical
- Tests
- Projects
- Performance evaluations
- Daily technique and participation evaluations

III. Textbooks and Instructional Materials

Textbooks:

- Kassing, Gayle. **History of Dance: An Interactive Arts Approach.** Human Kinetics: 2007

Instructional Materials

- Blackboard
- DVDs of choreographic works
- Various websites to view dance works

IV. Instructional Strategies

- Modeling and teacher demonstrations
- Lecture
- In class and online discussions
- Peer teaching
- Cooperative learning activities

V. Scope and Sequence

| Skill to be learned | 9 | 10 | 11 | 12 |
|--|----------|-----------|-----------|-----------|
| Demonstrate the use of ballet terminology | ID | D | DR | DR |
| Demonstrate proper body alignment, balance weight shifts, elevation, and landing in ballet | ID | D | DR | DR |
| Execute a series of developmental exercises at the barre | ID | D | DR | DR |
| Execute extended movement sequences in center work | I | ID | DR | DR |
| Demonstrate proper body alignment, balance, weight shifts, elevation and landing | I | D | DR | DR |
| Demonstrate an understanding of space, time, and dynamic energies | I | D | DR | DR |
| Employ proper technique and develop posture, muscle control, strength, and alignment | I | D | DR | DR |
| Execute complex movement patterns in time and space using body part isolations | I | D | DR | DR |
| Understand the connection between music and dance | I | D | DR | DR |
| Demonstrate rhythmical accuracy in the production of sounds in fundamental tap steps | I | D | DR | DR |
| Perform basic tap steps and execute in combinations to selected music | I | D | DR | DR |
| Identifying and discussing the anatomy of the human body as it relates to dance | I | D | DR | DR |
| Understanding proper bone alignment in the execution of developmental dance exercises | I | D | DR | DR |
| Demonstrate an awareness of qualities of movement and dance styles | I | D | DR | DR |
| Work collaboratively to create composition assignments | I | I | D | R |
| Understand the similarities and difference between different forms of dance | I | D | DR | DR |
| Create an original piece of choreography | I | I | D | DR |
| Understanding different traditions in dance and their history | I | DR | R | R |

VI. Pacing Chart

Technique classes are taken every day and are paced according to the needs of the specific class. The following chart is for the pacing of the Dance History course.

| |
|---|
| Marking Period 1 |
| Getting Started |
| Capturing dance from the past |
| Tools for Capturing dance from the past |
| Early Dance History |
| Prehistory |
| Ancient Civilizations |
| The Middle Ages through the Renaissance |
| |
| Marking Period 2 |
| Dance at Court: Late 16 th and 17 th Centuries |
| From court to the Theater: The 18 th Century |
| The 19 th Century |
| Romantic Ballet |
| Classical Ballet in Russia |
| Dance in the United States: 17 th through 19 th Century |
| Marking Period 3 |
| 20 th Century American Dance: 1900-1929 |
| Russo –American Ballet |
| New Dance |
| 1930-1944 |
| Emerging American Ballet |
| Emerging Modern Dance |
| Development of tap dance |
| 1945-1950 |
| Maturing American Ballet |
| Maturing American Modern Dance |
| Emergence of Jazz dance |
| Marking Period 4 |
| 1960-1979 |
| New Directions in Ballet – Neo classisism |
| Post Modern Dance |
| Jazz, Tap, & Video dance |
| 1980-Present |
| New Directions for American Ballet |
| New Directions for Post Modern Ballet |
| Contemporary Dance – the intertwining of dance forms |
| |
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VI. Student Handout

Dance II

Course Description

Students will continue their study of ballet, modern, tap, and jazz technique. Students will have the opportunity to gain an understanding of dance in various cultures and historical periods as well as the similarities and differences between classical and at least two contemporary forms of dance through repertory studies. In addition, they will be able to compare and contrast the role and significance of dance in different social/historical/cultural/and political contexts.

Proficiencies

Ballet II

1. Students will be able to use an introductory level ballet vocabulary in writing and movement.
2. Students will be able to understand body alignment principles, balance, points of initiation, articulation of isolated body parts, weight shifts, elevation, and landing,
3. Students will be able to use proper technique regarding physical conditioning for dance.
4. Students will be able to properly execute a series of developmental exercises at the barre.
5. Students will be able to remember and execute extended movement sequences.

Jazz Dance II

1. The student will be able to demonstrate an understanding of body alignment principles, balance, articulation of isolated body parts, weight shifts, elevations and landings necessary for execution of jazz and /or musical theater dance work.
2. The student will be able to comprehend and employ proper technique throughout developmental exercises designed to improve posture and muscular control.
3. The student will be able to comprehend and employ proper technique throughout developmental exercises designed to improve strength and alignment.
4. The student will be able to execute complex movement patterns in time and space using body part isolations.
5. The student will be able to express broadened perspective on the connection between music and dance.
6. The student will be able to execute a variety of turns and jumps.

Modern Dance II

1. Students will be able to expand and deepen their understanding of modern dance as a viable and theatrical art form.
2. Students will be able to gain practical experience in modern dance utilizing arts elements and arts media to produce their own choreographic endeavors.
3. Students will be able to deepen and refine their understanding of improvisation and partnering through performance and the use of breathe, weight, rhythm, dynamic energies, and space.

Tap Dance II

1. The student will be able to demonstrate an introductory level of tap dance vocabulary.
2. The student will be able to demonstrate rhythmical accuracy in the production of sounds in fundamental steps.
3. The student will be able to recognize and perform basic steps and execute steps in combinations to selected music.
4. Students will be able to create pre-set routines to selected movements.

Dance History

1. The students will be able to explain the similarities and distinctions between ballet and other forms of dance within a historical context.
2. The students will be able to distinguish between styles of at least two dance pioneers.
3. The student will be able to develop cultural/historical perspective on dance and how it developed into its role today.
4. The student will be to discuss the history and traditions different dance traditions

VI. Textbook Evaluation Form

| Title <u>History of Dance: An Interactive Arts Approach</u> Subject <u>Dance II</u> Publisher <u>Human Kinetics</u> Date of Publication <u>2007</u> Intended Grade(s) <u>10th grade</u> Evaluator(s) <u>Jennifer Ackermann</u> | Excellent | Acceptable | Unacceptable | Not Applicable |
|--|-----------|------------|--------------|----------------|
| I. General Characteristics | | | | |
| A. Current publication date | X | | | |
| B. Attractive appearance enriched with up-to-date illustration | X | | | |
| C. Written in clear, concise form | X | | | |
| D. Reasonable cost | X | | | |
| II. Physical and Mechanical Features, Illustrations | | | | |
| A. Appropriate for information, interest, and grade level | X | | | |
| B. Tables, graphs, and charts | X | | | |
| III. Philosophy | | | | |
| A. Acceptable | X | | | |
| B. Promotes a positive self-image for all social groups, and individuals depicted | X | | | |
| C. Depicts all types of social groups including minorities, in many different settings | X | | | |
| D. Treats controversial issues factually and in a scholarly manner | X | | | |
| E. Stresses equal rights and responsibilities for all | X | | | |
| F. When appropriate, supports values such as honesty, responsibility, and respect | X | | | |
| G. Uses current learning principles and psychological developments | X | | | |
| IV. Organization of Material | | | | |
| A. Organizes material clearly and logically | X | | | |
| B. Provides continuity throughout | X | | | |
| C. Provides for individual differences in learners | X | | | |
| V. Objectives | | | | |
| A. States general objectives of the textbook | X | | | |
| B. States specific objectives of the textbook | X | | | |
| C. Problems, exercises, and tests directly or indirectly develop the main objective | X | | | |
| VI. Subject-Matter Content | | | | |
| A. Fulfills most objectives of the course | X | | | |
| B. Contains current material | X | | | |
| C. Presents material correctly and truthfully | X | | | |
| D. Presents historical facts accurately | X | | | |
| E. Develops and presents material in an interesting manner | X | | | |
| F. States main ideas and expands on them | X | | | |
| G. Provides sufficient coverage of the subject | X | | | |
| F. States main ideas and expands on them | X | | | |
| G. Provides sufficient coverage of the subject | X | | | |
| H. Uses proper terminology | X | | | |
| I. Defines terms accurately | X | | | |
| J. Interest level suitable for grade level | X | | | |
| K. Adequately presents concepts and skills | X | | | |

| | | | | |
|--|---|--|--|--|
| L. Provides for individual differences | X | | | |
| VII. Readability | | | | |
| A. Most of the material estimated to be at or near the appropriate grade level | X | | | |
| B. Vocabulary appropriate for grade level | X | | | |
| VIII. Teaching Aids and Supplementary Materials | | | | |
| A. Each lesson, chapter, unity or subdivision, includes appropriate activities, exercises, or drills | X | | | |
| B. Includes necessary aids such as workbooks, materials and teacher's guide | X | | | |

COMMENTS (Optional):

DATE: 9/20/11

VI. Affirmative action Checklist for Textbook Adoption

| ILLUSTRATIONS | Yes | No |
|---|-----|----|
| Do the illustrations promote positive images that students can identify with regardless of race, or ethnicity? | X | |
| Do the illustrations portray women, minorities and the handicapped as active, contributing members of society | X | |
| Are males and females presented in non-stereo-typed activities and roles | X | |
| Are the illustrations free of bias and stereotyping? | X | |
| TEXTUAL CONTENT | X | |
| Is there adequate coverage of the contributions of minorities, women and the handicapped where appropriate? | X | |
| Is all content on matters of race, gender, religion, and ethnicity factual? | X | |
| Is the language free of sexual, cultural and racial bias? | X | |
| Does the material provide for diversity in career models that appeal to all students regardless of gender, race or ethnicity? | X | |
| Do the authors included in an anthology represent a cross section of minorities, males and females? | X | |
| Is the textbook acceptable in content and compatible with the curriculum? | X | |
| Is the textbook recommended for adoption? | X | |

COMMENTS (Optional):

Date of Evaluation: 9/20/11