

DANCE IV

September 2011

I. Course Description

Ballet IV

Students will continue to improve their knowledge and execution of ballet technique through an increasingly sophisticated approach. Students will expand their knowledge of aesthetics, critical analysis and the relationship of ballet to music. Selected students will have the opportunity to develop and expand on their pointe work and partnering.

Modern Dance IV

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

Jazz Dance IV

Students will continue to examine jazz dance through body alignment principles, balance, points of initiation, articulation of isolated body parts, weight shifts, elevations and landings necessary for physiologically sound execution of jazz technique. They will work to meet the requirements of the choreographer as well as developing their own sense of style. They will explore the viability of jazz dance as a career and choreography as a related art form.

Tap Dance IV

Students will continue to build a strong technique base. Students will focus on strength, flexibility, and clear sounds. Students will explore more intricate rhythms and increase confidence and articulation in their tap skills. Students will begin to create their own rhythms as well as improvisation. Each class includes some rhythm work, moving across the floor, and a combination.

Choreography

Students will explore and set various movement and design elements on each other using the principles of space, time, and sound. They will increase skills in movement analysis, space harmony, oral and written critique, aesthetics and character development. They will be expected to set a choreographic exercise on three or more dancers, which will be presented in a theatrical setting.

II. Course Objectives

Ballet IV

1. To review the ballet foundation from the previous year.
2. To enable the student to execute ballet barre, center, and complex floor work investigating intermediate and advanced combinations.
3. To enable the student to execute and identify ballet combinations on the basis of verbal instruction only.
4. To enable the student to execute basic dance elements of time, space, and energy to gain a better appreciation of the relationship between music and dance.
5. To enable the student to critique a single ballet performed by more than one company.
6. To enable selected students will have the opportunity to develop and expand on their level of skill in pointe work and partnering.

Modern Dance IV

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 complex modern dance combinations in a broad dynamic range demonstrating clarity, musicality and stylistic nuance in several choreographic styles.

Jazz Dance IV

5. To develop the student's ability to align the spine according to mechanical principles based on the natural laws of motion.
6. To enable the student to demonstrate the ability to lower the center of gravity by using the body's own gravity bound instinctive logic.
7. To enable the student to gain the ability to free the body's joints from unnecessary tension in order to allow the energy in the muscles to flow outward to the body's extremities.

8. To enable the student to demonstrate the ability to use rhythm as the primary source of generating movement using a concept-based rather than a style or step-based approach to jazz dance.

Tap Dance IV

1. To increase the student's tap dance vocabulary.
2. To develop the student's rhythmical accuracy in the production of sounds in fundamental steps.
3. To introduce more intricate rhythms and enable students to create their own.
4. To enable the student to use rhythms and steps to improvise to selected music.

Choreography

1. To enable the student to comprehend how artist and artistic works connect with political, social, and historical events.
2. To develop the student's understanding of the process of choreography including creating, rehearsing, and performing.
3. To enable students to create, rehearse, and perform original individual choreographic studies for presentation.
4. To enable the student to identify and apply basic principles of choreography utilizing arts elements and arts media to generate individual original works that communicate meaning and demonstrate an understanding of their craft.
5. To allow students to investigate various aspects of technical theater including lighting design, costume design, music and set design for dance.
6. To enable the student to experience front of house operations (house management, stage management, box office, and publicity), applying their skills and knowledge in practical situations including the production of their own choreographic works in a concert setting.

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

IV. Textbooks and Instructional Materials

Textbooks:

- Minton, Sandra Cerny. **Choreography: A Basic Approach Using Improvisation.**
Human Kinetics: 1986

Instructional Materials

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

V. Instructional Strategies

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

VI. 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

VII. 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 Choreography course.

Marking Period 1
Exploring and Improvising Movement
The creative process
Discovering movement through exploration
Discovering movement through improvisation
Solving improvisational challenges
Finding accompaniment
Designing and Shaping the Dance
Manipulating Movement
Arranging movement for effective communication
Choreographic ideas from post-modern choreographers and dancers
Marking Period 2
Identifying Choreographic Forms
Choreographic form and development
Dance styles
Dance subject matter
Finishing touches
Learning to choreograph
Staging the Performance
Planning and organization
Technical considerations
Informal concerts
Marking Period 3
Rehearsal Period
Holding auditions
Choosing dancers
Creating rehearsal schedules
Preparing for rehearsals
Music editing
Costuming
Lighting Design
Marking Period 4
Production
Programming
Technical rehearsals
Final showing
Teaching a dance class
Creating a lesson plan
Implementing a lesson plan

VIII. Student Handout

Dance IV

Course Description

Students will continue their study of ballet, modern, tap, and jazz technique. Students will explore and set various movement and design elements on each other using the principles of space, time, and sound. They will increase skills in movement analysis, space harmony, oral and written critique, aesthetics and character development. They will be expected to set a choreographic exercise on three or more dancers, which will be presented in a theatrical setting.

Proficiencies

Ballet IV

1. The student will be able to build on a strong ballet base from the previous year.
2. The student will be able to execute ballet barre, center, and complex floor work with intermediate and advanced level combinations.
3. The student will be able to execute and identify ballet combinations on the basis of verbal instruction only.
4. The student will be able to compare and contrast modern and jazz vocabulary and execution to the heritage of ballet.
5. The student will be able to execute basic dance elements of time, space, and energy to gain a better appreciation of the relationship between music and dance.
6. The student will be able to critique a single ballet performed by more than one company.

Jazz Dance IV

1. The student will be able to align the spine according to mechanical principles based on the natural laws of motion.
2. The student will be able to demonstrate the ability to lower the center of gravity by using the body's own gravity bound instinctive logic.
3. The student will be able to free the body's joints from unnecessary tension in order to allow the energy in the muscles to flow outward to the body's extremities.
4. The student will be able to use rhythm as the primary source of generating movement using a concept-based rather than a style or step-based approach to jazz dance.

Modern Dance IV

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 IV

1. The student will be able to recognize an increased tap dance vocabulary.
2. The student will be able to utilize rhythmical accuracy in the production of sounds in fundamental steps.
3. The student will be able to execute more intricate rhythms as well as creating their own.
4. The student will be able to use rhythms and steps to improvise to selected music.

Choreography

1. The student will be able to compare and contrast their own works to significant choreographers.
2. The student will be able to comprehend and appreciate how artist and artistic works connect with political, social, and historical events.
3. The student will be able to understand and work through the process of choreographing which includes creating, rehearsing, and performing and will be able to work through the process
4. The student will be able to self-critique their choreography.

IX. Textbook Evaluation Form

Title <u>Choreography: A Basic Approach Using Improvisation</u> Subject <u>Dance IV</u> Publisher <u>Human Kinetics</u> Date of Publication <u>1986</u> Intended Grade(s) <u>12th 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

X. 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	
	X	
TEXTUAL CONTENT		
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