

# DANCE I

September 2011

## I. Course Description

### **Ballet I**

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. They will be able to demonstrate selected ballet movements including barre work, center work, and complex floor combinations. In addition, they will be sensitized to the basic elements of dancing having to do with time, space, and energy. They will also be introduced to the relationship between music and dance.

### **Modern Dance I**

Students will be familiarized with modern dance history and will be able to demonstrate by example modern dance vocabulary derived from varying historical perspectives through a study of the work of first and second generation choreographers. Students will 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 develop awareness of movement initiation, dynamics and quality.

### **Jazz Dance I**

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 includes an overview of jazz dance and introduces students to outstanding personalities in the field. There is an emphasis on the importance of energy, style, and rhythmical accuracy.

### **Tap Dance I**

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 basic steps as well as executing the steps to selected music in combinations.

### **Survival Skills**

Students will obtain an understanding of dance-related areas including nutrition, anatomy, care of dance injuries, and dance vocabulary with an emphasis on ballet terminology. Students will have the opportunity to make connections between dance and other disciplines closely associated with dance and be introduced to career options in the field.

## II. Course Objectives

### **Ballet I**

1. To introduce the use of introductory level ballet vocabulary in writing and movement.
2. To develop the student's understanding of body alignment principles, balance, 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.

### **Modern Dance I**

1. To comprehend the principles of time, space and energy.
2. To gain a basic understanding of modern dance history and be able to make distinctions between styles.
3. To develop a basic understanding of good body mechanics and alignment, flexibility, strength, and movement initiation.
4. To familiarize students with the process of improvisation.
5. To develop the student's ability to remember and execute movement sequences.

### **Jazz Dance I**

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 enable 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 broaden the student's perspective on the connection between dance and music.

### **Tap Dance I**

1. To introduce the student to an introductory level of 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 steps and execute steps in combinations to selected music.

## **Survival Skills**

1. To introduce the student to the anatomy of the human body as it relates to a dancer.
2. To develop the student's understanding of proper bone alignment in the execution of developmental dance exercises
3. To develop the students' understanding of the causes of common dance injuries and how to prevent and treat such injuries.
4. To enable the student to comprehend proper nutrition as it relates to the field of dance.

## **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 21<sup>st</sup> 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:

- Hammond, Sandra Noll. **Ballet Basics, Fifth Edition.** McGraw-Hill: 2004.
- Bernardi, Gigi. **Finding Balance, Second Edition.** Routledge: 2005.

Instructional Materials

- Blackboard
- DVDs of famous dance 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

<b>Skill to be learned</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>
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 Survival Skills course.

Marking Period 1
Introduction to Dance
Dance as a profession
Demands of dance and use of the body
The Ballet class
Turnout
Terminology
The Dancer's Body
Skeleton and overview of basic anatomy
Nutrition, weight management, and diet for dancers
Body structure, training, foot care
Marking Period 2
Dance Related Injuries
Risk factors and causes of dance injuries
Anatomical and biomechanical differences of the body
Prevention of dance injuries
Treatment of dance injuries
Technique and Training
Analytical tools for technique
Structural and functional analysis
Strengthening the body
Marking Period 3
Ballet Technique
Schools of training and technique
Body Positions
Barre Work
Center Work
Terminology
Marking Period 4
Dance Related Careers
Career options for dancers
Career transitions
Finding one's place in the world of dance
African American Dance History
Timeline of African American Dance History
Influential African American Dance Pioneers

## VIII. Student Handout

### Dance I

#### Course Description

Students will be introduced to ballet, modern, tap, and jazz technique. Students will gain an understanding of proper body alignment as it relates to each of these dance forms. Students will be introduced to all aspects of dance including basic anatomy, nutrition, injury prevention, history, and careers. They will gain an appreciation for dance and an understanding of how they fit in to the world of dance.

#### Proficiencies

##### Ballet I

1. The student will be able to demonstrate the use of introductory level ballet vocabulary in writing and movement.
2. The student will be able to demonstrate an understanding of body alignment principles, balance, weight shifts, elevation, and landing.
3. The student will be able to explain and employ proper technique regarding physical conditioning for dance.
4. The student will be able to demonstrate the ability to properly execute a series of developmental exercises at the barre.
5. The student will be able to remember and execute extended movement sequences.

##### Modern I

1. The student will be able to demonstrate an understanding of proper body alignment, space, and dynamics.
2. The student will be able to demonstrate basic modern dance movement and recognize movement initiation.
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 and remember movement patterns.
5. The student will be able to explore movement through improvisational exercises solo and in groups.

##### Jazz Dance I

6. 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.
7. The student will be able to comprehend and employ proper technique throughout developmental exercises designed to improve posture and muscular control.
8. The student will be able to comprehend and employ proper technique throughout developmental exercises designed to improve strength and alignment.
9. The student will be able to execute complex movement patterns in time and space using body part isolations.
10. The student will be able to express broadened perspective on the connection between music and dance.

## **Tap Dance I**

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.

## **Survival Skills**

1. The student will be able to identify and discuss the anatomy of the human body as it relates to a dancer.
2. The student will be able to explain and demonstrate proper bone alignment in the execution of developmental dance exercises
3. The student will be able to recognize the causes of common dance injuries and how to prevent and treat such injuries.
4. The student will be able to explain how proper nutrition relates to the field of dance.

## IX. Textbook Evaluation Form

Title <u>Finding Balance, Second Edition</u> Subject <u>Dance I</u> Publisher <u>Routledge</u> Date of Publication <u>2005</u> Intended Grade(s) <u>9<sup>th</sup> grade</u> Evaluator(s) <u>Cassandra Roberts</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	
<b>TEXTUAL CONTENT</b>	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

### IX. Textbook Evaluation Form

Title <u>Ballet Basics, Fifth Edition</u> Subject <u>Dance I</u> Publisher <u>McGraw-Hill</u> Date of Publication <u>2004</u> Intended Grade(s) <u>9<sup>th</sup> grade</u> Evaluator(s) <u>Cassandra Roberts</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			
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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):

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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	
<b>TEXTUAL CONTENT</b>	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	
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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