

Burlington County Institute of Technology

Medford Campus

Academy of Performing Arts

Course Title: Dance

Curriculum Area: CTE

Credits: 5

Board Approved: January, 2023

Prepared by: Lauren Gebhart

**Academy of Performing Arts - Dance
Curriculum**

I. Course of Study (Proposed):

A. Dance Technique I	(9th)	S1 B4
B. Dance Technique II	(9th)	S2 B4
C. Dance Technique III	(10th)	S1 B1
D. Dance Technique IV	(10th)	S2 B2
E. Dance History	(10th)	S1 B2a
F. Dance Technique V	(11th)	S1 B1
G. Dance Technique VI	(11th)	S2 B2
H. Improvisation and Composition	(11th)	S2 B2a
I. Advanced Composition	(12th)	S1 B3a
J. Anatomy for Dancers	(12th)	S1 B3b
K. Advanced Dance Technique	(12th)	S2 B3
L. Musical Theatre Dance (Optional)	(10th or 11th)	S1 B2b/ S2

B1b

All courses are semester length courses

II. Program Descriptor:

The Dance Program is designed for the serious minded individual who plans on a career in dance. Students who complete this program will be prepared to pursue various careers in dance including Dancer, Choreographer, Dance Teacher, Technical Design and Dance Production. Students will be well trained and versed in Ballet, Modern and Jazz techniques. In Ballet training, students will learn body placement/alignment, identification of core strength, correct body positions and initiation of proper rotation. Modern Training will introduce students to free-form based movement through center work and across the floor combinations. Jazz Training will stress the technique, dynamics, qualities and rhythm of movement of both Lyrical and Modern Jazz. Emotional energy and dramatic expression will be explored, and students will gain the ability to connect with fellow dancers in an ensemble piece appreciating the importance of sharing the energy, joy and exhilaration to enhance the performance level of the group. Students' knowledge of various dance styles will be further expanded through thematic units in Musical Theatre and Rhythmic Tap. Students will also learn improvisational and choreographic techniques, culminating in a choreographing and producing their own pieces of choreography in their junior and senior years. The concepts of discipline and full participation in classes will be introduced.

Along with the English and History curricula, which focus on World Literature and History, students will be exposed to the functions of dance as ritual, analyze various ethnic and folk dances from many world cultures, including ancient cultures such as Egypt, Greece and Rome. Curricular performance experiences will abound, with class recitals at semester end. Technical training in Dance and Theatre will involve sound design and recording and lighting design, as well as rotation through the district's professional shops. Body maintenance, healthy eating and injury treatment and prevention will be stressed as necessary knowledge for a successful career in dance.

The safe operation of equipment and the proper handling of hazardous materials is the responsibility of every individual in the Department of the Performing Arts. Faculty, staff and students have the responsibility to maintain safe practices at all times. Every individual in the department has the right to work in a safe and secure environment. Issues related to proper use of equipment, construction and usage of performance materials and props as well as a basic level of cleanliness and sanitization of shared equipment and facilities will be emphasized and taught every year as applicable to the curriculum.

Rowan University and the BCIT Academy of Performing Arts will partner to provide students with the unique and exciting opportunity to earn college credit for their work completed in high school. Through this innovative program, students pursuing a degree in dance through Rowan University's Performing Arts Department will be exempt from several freshman level courses at Rowan based on their successful completion of courses at BCIT. Faculty members from the Rowan University Performing Arts Department will serve as artists-in-residence on the campus of BCIT to provide our students with instruction, direction and guidance in this Career Major area.

III. Program Outcome:

Graduates of the Dance program will be prepared to enter competitive post-secondary dance training programs, whether at colleges or with professional companies. Students will also be prepared to work entry level positions in the dance world including dancer, dance teacher at a private studio and administrative assistant of a dance studio or arts organization.

IV. Course Descriptions:

A. Dance Technique I (9th)

This course will focus on the basics necessary for successful performance of dance technique across disciplines - alignment, energy, extension through line, articulation of movement and understanding of space. Students will be expected to refine intermediate level ballet, modern and jazz technique at a more technically demanding level than previously addressed in their dance training and utilize the concept of self-evaluation and correction to improve their technique. Students will also learn to spell, define, demonstrate and pronounce the terminology and language used in ballet and modern technique. The concepts of professionalism through discipline, appropriate attire and classroom decorum will be addressed. Students will be introduced to the expectations of the dance profession and skills needed for success in this field of study.

B. Dance Technique II (9th)

A continuation of the first semester course, students will encounter more advanced concepts including efficient change of levels and full spinal integration in modern technique and the integration of more advanced port de bras, petit allegro and adagio movements in ballet. Students will continue their study and understanding of all ballet and modern dance terminology and be introduced to the concept of utilizing imagery and movement intention to improve technique and performance. We will also learn basic concepts of Laban Movement Efforts and apply the technical skills acquired to perform repertoire and choreography in the Spring Dance Concert.

C. Dance Technique III (10th)

Working at an intermediate/advanced level in ballet technique, students will be introduced to beginner pointe work at the barre. In modern technique, students will progress to an intermediate level with emphasis on off center movement and articulation through the spine in all directions. Jazz technique will address more advanced jumps, leaps and turns. Students will apply these skills through the performance of repertoire in the Winter Dance Concert.

D. Dance Technique IV (10th)

Building upon concepts previously covered, students will incorporate some center pointe work and battu movements in ballet technique. Students will also be introduced to the use of pilates as a system of cross training and strengthening for the dancer. In modern, the use of inverted movement will be introduced. Jazz technique will emphasize the importance of rhythmic concepts in jazz performance. Repertoire will be performed in the Spring Dance Concert.

E. Dance History (10th or 11th)

This course will give students an understanding of dance as it progressed from ancient tribal dances into the various disciplines we study today. Focusing on the use of dance throughout history for social, cultural and performance purposes, we will look at how political, historical and economic forces have contributed to the development of dance and other art forms including music, theatre and visual arts. Students will look at the development of ballet from European court dance, the cultural impact of folk dances and the development of modern, jazz and musical theatre dance forms. Students will also analyze several dance masterworks and develop a critical eye for dance.

F. Dance Technique V (11th)

Students will begin working at a more advanced level in all dance forms with the introduction of center pointe work, variations and partnering when appropriate in ballet class. Modern class will emphasize the importance of full body integration in all movement phrases and execution of proper movement qualities in choreography and repertoire. In jazz technique, we will introduce concepts specific to Fosse technique and advanced jumps and turns in multiple positions. Dancers will begin to work on audition preparations and skills. Again, students will apply new skills to repertoire to be performed in the Winter Dance Concert.

G. Dance Technique VI (11th)

Students will continue work on advanced ballet and modern concepts including pointe work and partnering. Students will also be introduced to the differences in post-secondary education options in dance (BA, BFA, Training Program) to prepare for the application process in their senior year. Students will begin compiling college audition requirements and skills. Yoga and pilates will be utilized as a form of cross training and strengthening the dancer. Musicality and use of rhythm will be emphasized in movement phrases and performance. All skills will be incorporated into repertoire performed in the Spring Concert.

H. Improvisation and Composition (11th)

This course will introduce the use of improvisation as a tool for creating original movement and choreography. Students will learn to utilize the basic elements of dance (space, time, and energy) to create movement phrases. Students will learn the concepts

of movement motif, intention, theme and manipulation to create cohesive works of choreography. This course will culminate in the creation of a solo work, which will be presented in the Spring Dance Concert.

I. Advanced Composition (12th)

Building upon concepts covered in the junior year composition course, students will learn how to work with multiple bodies in a space to create group works of choreography. Elements of production and design will be covered including lighting, costuming, marketing, programming and sound design. Students will learn how to effectively run and direct dancers in an audition and rehearsal setting. The course will culminate in each student hosting auditions, casting, choreographing, rehearsing and producing a complete group work for the Winter Dance Concert.

J. Anatomy for the Dancer (12th)

This course will introduce basic anatomical concepts, cross training and injury prevention as it pertains to the dancer. The emphasis will be placed on understanding safe and healthy training for a long career in dance. Students will be instructed in proper body maintenance, nutrition and mental health wellness for the dancer. Students will understand proper body mechanics in dance, basic injury treatment and common injuries in dancers.

K. Advanced Dance Technique (12th)

This course will be the culmination of technical training at the high school level. Students will perform repertoire, variations and class exercises at an advanced level across all three disciplines. Concepts of dance pedagogy will be introduced including lesson planning, developmentally appropriate instruction and use of assessments in the dance studio. Students will apply their technical skills in repertoire in the Spring Dance Concert.

L. Musical Theatre Dance (10th or 11th)

This course is designed to introduce the dance styles and techniques required for performance in Musical Theatre. Students will learn beginner to intermediate skills in jazz and tap technique with an emphasis on performance qualities, characterization and audition skills for a Musical Theatre dance call. We will explore the various styles of jazz and tap currently utilized in Musical Theatre to prepare students for success in this specific field of performance.

M. Fourth Semester Senior Year Electives (12th)

Students will have the opportunity to cross train in the music or theatre program during the fourth block of the senior year. Courses options include: Aural Theory and Applied Piano I/II and Instrumental Technique and Performance I/II OR Introduction to Acting I/II

Course: Dance Technique I

S1 Grade 9

Unit: Professional Expectations and Safety

CTE Standards	Essential Questions	Content	Skills	Assessments
<p>9.3.12.AR-PRF.1 Describe the scope of the Performing Arts Career Pathway and the roles of various individuals in it.</p> <p>CRP1. Act as a responsible and contributing citizen and employee.</p>	<p>How can opportunities in high school lead to career options?</p> <p>How should safety and well-being impact the way in which we operate in a shop or classroom setting?</p>	<p>Career opportunities in dance and training required for those careers.</p> <p>Shop safety</p> <p>Fire drill procedures</p>	<p>Understand multiple career opportunities in the field and the necessary skills and training.</p> <p>Pass a safety test with 100% accuracy.</p> <p>List safety requirements.</p> <p>Locate and identify fire extinguishers.</p>	<p>Journaling</p> <p>Written safety test</p> <p>Informal evaluation of correct safety procedures in shop</p> <p>Worksheets</p>

<p>CRP2. Apply appropriate academic and technical skills.</p> <p>9.2.12.CAP.1: Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.</p> <p>9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.</p> <p>9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).</p> <p>WHST.9-10.10. Write routinely over extended</p>	<p>How can reference materials benefit our learning environment and development as an artist?</p> <p>How can you best prepare for a test or exam?</p> <p>How will appropriate attire and professionalism contribute to success in school and career?</p>	<p><u>Study Skills:</u> Using textbooks and reference materials</p> <p>Charts/ graphs</p> <p>Outlines</p> <p>Test procedures</p> <p>The importance of discipline and attendance in dance technique class.</p> <p>The proper attire and hair style for technique class.</p>	<p>Explain what to do in case of a real fire or fire drill.</p> <p>Using a textbook, locate the table of contents and index. Explain the purpose of each. Collect information from graphs and charts in textbook.</p> <p>Tell the main idea and supporting details from an outline.</p> <p>Be able to demonstrate proper discipline, professionalism and productive work ethic in technique class.</p>	<p>Written homework</p> <p>Questions/ Discussion as a class.</p> <p>Observation of daily participation in technique class. This will be reflected in student's daily participation grade.</p>
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time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.				
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Course: Dance Technique I

S1

Grade 9

Unit: Modern Dance Technique

CTE Standards	Essential Questions	Content	Skills	Assessments
<p>9.3.12.AR-PRF.2 Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.</p> <p>NJSLS</p> <ul style="list-style-type: none"> 1.1.12adv.Pr6a: Research, develop and apply personal strategies of visualization, motor imagery, and breath to 	<p>How is the transfer of weight important to your performance as a dancer?</p> <p>Why is sensory awareness an important tool for dancers?</p>	<p>Connection to one's weight in movement.</p> <p>Weight transferring and weight bearing exercise.</p> <p>Sensory awareness to increase total body performance and self monitoring.</p> <p>Whole body sensation exercises.</p>	<p>Demonstrate proper transfer of weight in a movement sequence.</p> <p>Utilize the body's weight to perform a number of movement exercises.</p> <p>Perform movement phrases which demonstrates mastery of sensory awareness in the entire body.</p>	<p>Observation of movement in modern dance technique class.</p> <p>Performance of choreography that requires multiple transfers of weight.</p> <p>Observation of participation in modern technique class.</p> <p>Performance of movement phrases which require the use of sensory awareness.</p>

<p>become more aware of the relationships that exist between the body and mind.</p> <p>1.1.12prof.Pr5e: Demonstrate style/genre specific vocabulary and codified movements with style/genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing.</p> <p>1.1.12acc.Pr5c: Maintain optimal alignment and adjust the placement and shifting energy of the body while traveling through space, both preceding and following jumps.</p>	<p>Why is the use of breath important to movement qualities and performance?</p>	<p>Use of breath.</p> <p>Movement/breath connection.</p>	<p>Perform movement with connected breath.</p> <p>Utilize breath to improve movement phrases.</p>	<p>Participation in modern dance technique class.</p> <p>Performance of movement phrases which utilizes breath connection and control.</p>
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<p>1.1.12acc.Pr6a: Embody the use of the senses and create imagery to envision a particular outcome, projecting and completing movements to enhance dance performance.</p>				
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Course: Dance Technique I

S1

Grade 9

Unit: Ballet Technique

CTE Standards	Essential Questions	Content	Skills	Assessments
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<p>9.3.12.AR-PRF.2 Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.</p> <p>RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.</p> <p>RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.</p>	<p>Why is certain terminology important to understanding the universal language of classical ballet?</p> <p>How does understanding of body and muscle structure affect our use of proper alignment in technique class?</p>	<p>Plie Releve Tendu Degage Rond de jambe Frappe Develope Battement Fondue Sus-sous Soutenu</p> <p>Directional Terminology</p> <p>Proper alignment of the body in ballet, modern and jazz technique classes.</p> <p>Skeletal awareness.</p> <p>The importance of proper body alignment for long term health of a dancer.</p>	<p>Perform basic ballet barre exercises.</p> <p>Describe exercises using French terminology.</p> <p>Communicate ballet exercises verbally.</p> <p>Participate in modern, ballet and jazz class utilizing proper body alignment.</p> <p>Identify the importance of proper body alignment for body maintenance for a dancer.</p>	<p>Observation of participation in ballet technique class.</p> <p>Definition assignments from the textbook.</p> <p>Quizzes/Tests on vocabulary.</p> <p>Observation in daily technique classes.</p> <p>Performance of movement phrases with improved body alignment.</p>
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<p>NJSLS</p> <p>1.1.12acc.Pr5e: Execute clarity of movement intention during complex movement sequences. Use style/genre specific vocabulary and execute codified movements with style/genre specific alignment and characteristics, through focused practice and repetition.</p> <p>1.1.12acc.Pr5c: Maintain optimal alignment and adjust the placement and shifting energy of the body while traveling through space, both preceding and following jumps.</p> <p>1.1.12adv.Pr5b: Examine the muscular-skeletal system (e.g., attachments, origin, function) and</p>				
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manipulate kinesthetic principles to enhance technical execution of dance movements.				
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Course: Dance Technique I

S1

Grade 9

Unit: Jazz

CTE Standards	Essential Questions	Content	Skills	Assessments
<p>9.3.12.AR-PRF.2 Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.</p> <p>NJSLS</p> <p>1.1.12acc.Pr5c: Maintain optimal alignment and adjust the placement and shifting energy of the body while traveling through space, both</p>	<p>How does center of gravity affect your ability to properly perform jazz technique?</p>	<p>Use of low center of gravity in jazz technique class.</p>	<p>Engage a proper low center of gravity in jazz technique class and movement phrases.</p>	<p>Observation in jazz technique class.</p> <p>Performance of movement phrases in jazz class utilizing a low center of gravity.</p>

<p>preceding and following jumps.</p> <p>1.1.12acc.Pr4b: Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing.</p> <p>1.1.12acc.Pr5e: Execute clarity of movement intention during complex movement sequences. Use style/genre specific vocabulary and execute codified movements with style/genre specific alignment and characteristics, through focused practice and repetition.</p>				
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Course: Dance Technique II

S2

Grade 9

Unit: Modern Dance Technique

CTE Standards	Essential Questions	Content	Skills	Assessments
<p>9.3.12.AR-PRF.2 Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.</p> <p>NJSLS</p> <ul style="list-style-type: none"> ● 1.1.12acc.Pr4a: Expand partner and ensemble skills. Execute floor and air pathways while maintaining relationships with spatial focus and intentionality. Dance alone and with others with spatial intention. 	<p>How can sequential body movement add content to your dance technique?</p> <p>How can you use sequential movement to transition in and out of the floor?</p> <p>How can you utilize imagery to motivate movement and incorporate the entire body in movement phrases?</p>	<p>Rolling up and down through the body.</p> <p>Sequential spine movement.</p> <p>Sequential movement through the limbs.</p> <p>Using movement to change levels.</p> <p>Use of imagery to stimulate limbs and movement.</p> <p>Use of imagery to use the total body in movement.</p>	<p>Perform roll down exercises.</p> <p>Perform x roll exercises.</p> <p>Perform movement phrases which require moving sequentially through the spine and limbs.</p> <p>Utilize sequential movement to come in and out of the floor.</p> <p>Utilize imagery and breath visualization to deepen movement qualities.</p> <p>Be able to identify an appropriate image to produce a movement</p>	<p>Observation of movement in modern dance technique class.</p> <p>Performance of choreography that requires sequential movement through the body.</p> <p>Performance of choreography that requires sequential movement to change levels.</p> <p>In class observations during modern technique class.</p> <p>Performance of imagery based movement</p>

<p>1.1.12acc.Pr5c: Maintain optimal alignment and adjust the placement and shifting energy of the body while traveling through space, both preceding and following jumps.</p> <p>1.1.12acc.Pr5e: Execute clarity of movement intention during complex movement sequences. Use style/genre specific vocabulary and execute codified movements with style/genre specific alignment and characteristics, through focused practice and repetition.</p>		<p>Use imagery to initiate movement and phrase work.</p>	<p>desired by a choreographer.</p>	<p>phrases and choreography.</p>
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CTE Standards	Essential Questions	Content	Skills	Assessments
<p>9.3.12.AR-PRF.2 Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.</p> <p>RST.9-10.1. Accurately cite strong and thorough evidence from the text to support analysis of science and technical texts, attending to precise details for explanations or descriptions.</p> <p>RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to</p>	<p>Why is certain terminology important to understanding the universal language of classical ballet?</p> <p>How can dancers effectively maintain rotation through their legs while traveling in ballet class?</p>	<p>Pirouette Grand Jete Soubresaut Changement Echappe Assemble Pas de bourree Glissade Tombe Promenade Attitude</p> <p>Use of 6 Outward Rotator Muscles to initiate and maintain rotation in the hip socket.</p> <p>Proper alignment of the pelvis to allow for maximum rotation in the hip socket.</p>	<p>Define, Identify and perform terminology covered.</p> <p>Participate in the adagio, pirouette, petite allegro and grande allegro portions of a ballet technique class.</p> <p>Communicate ballet exercises verbally.</p> <p>Strengthen and utilize rotators effectively throughout an entire ballet class.</p> <p>Properly align pelvis to allow free movement in the hip socket.</p>	<p>Definition assignments from texts.</p> <p>Participation in ballet technique class.</p> <p>Written tests/quizzes.</p> <p>In class observations during ballet technique class.</p> <p>Performance of ballet phrases utilizing proper hip rotation and alignment.</p>

grades 9-10 texts and topics.

NJSLS

1.1.12acc.Pr5b:
Investigate how kinesthetic principles and various body systems relate to the dancing body. Examine how the muscles and bones animate the dancer's moving structure.

1.1.12acc.Pr5c:
Maintain optimal alignment and adjust the placement and shifting energy of the body while traveling through space, both preceding and following jumps.

1.1.12acc.Pr5e:
Execute clarity of movement intention during complex

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<p>movement sequences. Use style/genre specific vocabulary and execute codified movements with style/genre specific alignment and characteristics, through focused practice and repetition.</p>				
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Course: Dance Technique II

S2 Grade 9

Unit: Repertoire

CTE Standards	Essential Questions	Content	Skills	Assessments
<p>9.3.12.AR-PRF.2 Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.</p> <p>CRP12. Work productively in teams while using cultural global competence.</p> <p>NJSLS</p>	<p>How do we utilize technique learned in class when preparing a performance situation?</p> <p>Why is technique important in training for performances?</p>	<p>Detailed understanding of movement for performance.</p> <p>Memorization of repertoire through repetition.</p> <p>Atmosphere of professional rehearsal setting.</p>	<p>Refine and improve performance through repetitious rehearsals.</p> <p>Ability to work with various choreographers successfully and professionally.</p> <p>Ability to work as an ensemble in a rehearsal setting.</p> <p>Ability to build stamina and confidence</p>	<p>Observation of performance in rehearsal setting.</p> <p>Final performance in a concert setting.</p>

<p>1.1.12acc.Pr4a: Expand partner and ensemble skills. Execute floor and air pathways while maintaining relationships with spatial focus and intentionality. Dance alone and with others with spatial intention.</p> <p>1.1.12acc.Pr6a: Embody the use of the senses and create imagery to envision a particular outcome, projecting and completing movements to enhance dance performance.</p> <p>1.1.12acc.Pr6b: Apply rehearsal strategies to refine ensemble skills, performance accuracy, consistency, and expressiveness. Develop personal rehearsal strategies to</p>			throughout the rehearsal process.	
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<p>enhance artistry and achieve performance goals</p> <p>1.1.12acc.Pr6c: Implement performance strategies to enhance projection. Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, cooperation) and model performance etiquette and performance practices during class, rehearsal and performance. Accept notes from the choreographer and apply corrections to future performances. Document the rehearsal and performance process using dance and production terminology. Analyze and evaluate the success of a performance.</p>				
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Course: Dance Technique III

S1 Grade 10

Unit: Ballet Technique

CTE Standards	Essential Questions	Content	Skills	Assessments
<p>9.3.12.AR-PRF.2 Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.</p> <p>NJSLS</p> <p>1.1.12acc.Pr5d: Develop personal conditioning practices, using different body conditioning techniques, that improve range of motion, muscular flexibility, strength, and endurance to enhance performance.</p>	<p>How is proper alignment and placement important for pointe work preparation?</p> <p>How can dancers perform adagio movements in the center in a controlled and relaxed manner?</p>	<p>Hip, rib shoulder alignment.</p> <p>Proper initiation of rotation.</p> <p>Proper alignment of the legs and weight distribution.</p> <p>One leg extensions, balances and promenades in center with control and grace.</p>	<p>Perform ballet barre and center exercise with proper and clean technique.</p> <p>Demonstrate the control and strength required for pointe work.</p> <p>Perform Adagio exercises on one leg without loss of balance and with proper alignment, rotation and control.</p>	<p>Daily observations in ballet technique class.</p> <p>Performance of exercises in a test setting.</p> <p>Observation of participation in ballet technique class.</p> <p>Performance of adagio exercises with proper technique and control.</p>

<p>1.1.12adv.Pr5c: Adjust oppositional pulls/tensions of the body while moving through vertical, off center, and non-vertical alignment. Maintain optimal alignment preceding and following floor and air patterns. Modulate the placement and shifting of energy in the body.</p> <p>1.1.12adv.Pr5d: Analyze personal patterns of misalignment and develop prescribed conditioning practices and corrective exercises to enhance optimal alignment in performance.</p> <p>1.1.12adv.Pr5e: Articulate clarity of codified movement and intention through the</p>				
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execution of prescribed vocabulary and techniques within styles/genres.				
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Course: Dance Technique III S1 Grade 10 Unit: Modern Dance Technique

CTE Standards	Essential Questions	Content	Skills	Assessments
<p>9.3.12.AR-PRF.2 Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.</p> <p>NJSLS</p> <p>1.1.12acc.Pr5d: Develop personal conditioning practices, using different body conditioning techniques, that improve range of motion, muscular</p>	<p>How can a dancer take their body off the vertical line to add movement possibilities?</p> <p>How does the pelvis help in the ability to travel through space?</p>	<p>Off center movement.</p> <p>Non vertical movement.</p> <p>Pelvis as control center of movement over space and between levels</p>	<p>Move through phrases while transitioning from off center and on center movements.</p> <p>Control the body in off center movements.</p> <p>Cleanly and efficiently move through horizontal and vertical space with the pelvis as the center of the movement.</p>	<p>In class observations in modern technique class.</p> <p>Performance of a movement phrase requiring off center movement.</p> <p>In class observations in modern technique class.</p> <p>Performance of a movement phrase requiring the pelvis to lead movement through space.</p>

<p>flexibility, strength, and endurance to enhance performance.</p> <p>1.1.12adv.Pr5c: Adjust oppositional pulls/tensions of the body while moving through vertical, offcenter, and non-vertical alignment. Maintain optimal alignment preceding and following floor and air patterns. Modulate the placement and shifting of energy in the body.</p> <p>1.1.12adv.Pr5d: Analyze personal patterns of misalignment and develop prescribed conditioning practices and corrective exercises to enhance optimal alignment in performance</p>				
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<p>1.1.12adv.Pr5e: Articulate clarity of codified movement and intention through the execution of prescribed vocabulary and techniques within styles/genres.</p>				
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Course: Dance Technique III

S1

Grade 10

Unit: Jazz

CTE Standards	Essential Questions	Content	Skills	Assessments
<p>9.3.12.AR-PRF.2 Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.</p> <p>NJSLS</p> <p>1.1.12acc.Pr5d: Develop personal conditioning practices,</p>	<p>How can understanding terminology help performance of jazz technique?</p>	<p>Rhythmic body isolations.</p> <p>Pirouettes Leaps</p>	<p>Perform exercises from an intermediate level jazz technique class.</p> <p>Identify and define vocabulary from an intermediate level jazz technique class.</p>	<p>In class observations during jazz technique class.</p> <p>Textbook assignments of vocabulary.</p> <p>Test/quiz on vocabulary.</p>

<p>using different body conditioning techniques, that improve range of motion, muscular flexibility, strength, and endurance to enhance performance.</p> <p>1.1.12adv.Pr5c: Adjust oppositional pulls/tensions of the body while moving through vertical, offcenter, and non-vertical alignment. Maintain optimal alignment preceding and following floor and air patterns. Modulate the placement and shifting of energy in the body.</p> <p>1.1.12adv.Pr5d: Analyze personal patterns of misalignment and develop prescribed conditioning practices and corrective exercises to enhance</p>				
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<p>optimal alignment in performance.</p> <p>1.1.12adv.Pr5e: Articulate clarity of codified movement and intention through the execution of prescribed vocabulary and techniques within styles/genres.</p> <p>1.1.12adv.Pr4b: Modulate time factors for artistic interest and expressive acuity. Apply multiple and complex rhythms (e.g., contrapuntal, polyrhythmic). Work with and against the rhythm of accompaniment or sound environments.</p>				
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Course: Dance Technique III

S1

Grade 10

Unit: Repertoire

CTE Standards	Essential Questions	Content	Skills	Assessments
9.3.12.AR-PRF.2 Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions. NJSLS 1.1.12ACC.PR4A 1.1.12ACC.PR5E 1.1.12ACC.PR6A 1.1.12ACC.PR6B 1.1.12ACC.PR6C 1.1.12ACC.PR6D	How can ballet technique be applied in a performance setting?	Repertoire Classical ballet variation. Ballet for the stage.	Be able to learn, memorize and perform a classical ballet variation. Apply technique covered in class for a ballet performance.	Observation in repertoire rehearsal. Performance of Classical Ballet variation in concert.

Course: Dance Technique IV S2 Grade 10 Unit: Ballet Technique

CTE Standards	Essential Questions	Content	Skills	Assessments
9.3.12.AR-PRF.2 Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.	How can ballet technique be applied when transitioning into pointe shoes? How can we cleanly and efficiently add battus to petit allegro jumps?	Basic barre exercises in pointe shoes. Entrechats, assemble battu, royale	Perform basic barre exercises in pointe shoes. Perform jumps with battus cleanly and properly.	Observation of participation in pointe technique class. Observation of participation in ballet class. Performance of

NJSLS 1.1.12ACC.PR4B 1.1.12ACC.PR4C 1.1.12ACC.PR5B 1.1.12ACC.PR5C				movement combinations incorporating battus.
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Course: Dance Technique IV

S2 Grade 10

Unit: Modern Dance Technique

CTE Standards	Essential Questions	Content	Skills	Assessments
9.3.12.AR-PRF.2 Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions. NJSLS 1.1.12ACC.PR4B 1.1.12ACC.PR4C 1.1.12ACC.PR5B 1.1.12ACC.PR5C	How can weight be used as a device to perform movement expressively and effectively in modern technique? How can inversions be utilized in movement phrases? How do dancers effectively and smoothly transition in and out of inverted movements?	Weight transfer at a variety of levels in space. Sharing of weight with other dancers in class. Handstands Pikes Cartwheels Transitions in and out of inversions.	Perform exercises requiring complex and quick shifts in weight. Perform weight sharing combinations and movements with other dancers. Perform movement phrases with inversions. Easily transition through movements in and out of the floor.	Observation of participation in modern technique class. Performance of movement exercises for a test grade. Observations in modern technique classes. Performance of movement phrases which incorporate numerous inversions.

Course: Dance Technique IV

S2 Grade 10

Unit: Jazz

CTE Standards	Essential Questions	Content	Skills	Assessments
9.3.12.AR-PRF.2 Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions. NJSLS 1.1.12ACC.PR4B 1.1.12ACC.PR4C 1.1.12ACC.PR5B 1.1.12ACC.PR5C	How can we use syncopated and non-syncopated rhythms in jazz performance to expand our jazz performance abilities?	Use of varied rhythms. Syncopated vs. non-syncopated	Ability to count, identify and perform various rhythms in jazz dance.	Observations in jazz class. Performance of movement phrases using syncopated and non-syncopated rhythms.

Course: Dance Technique IV

S2 Grade 10

Unit: Cross Training for the Dancer

CTE Standards	Essential Questions	Content	Skills	Assessments
9.3.12.AR-PRF.2 Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.	How can a dancer benefit from participation in Pilates? How can Pilates be incorporated into a dancer's body maintenance routine?	Basic Pilates exercises. Benefits of Pilates for dancers.	Perform basic Pilates exercises. Identify the benefits for dancers to participate in Pilates training.	Observations in Pilates classes. Journaling Written tests/quizzes.

<p>CRP3. Attend to personal health and financial well-being.</p> <p>NJSLS</p> <p>1.1.12ACC.PR5A</p> <p>1.1.12ACC.PR5D</p>				
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Course: Dance History

S1 Grade 10 or 11

Unit: Dance as a Social and Cultural Art

CTE Standards	Essential Questions	Content	Skills	Assessments
<p>9.3.12.AR-PRF.2 Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.</p> <p>CRP5. Consider the environmental, social</p>	<p>Why is understanding cultural dance integral for a dancer's understanding of current dance trends?</p> <p>Why is the study of various world dance styles important to</p>	<p>Characteristics of numerous social dances.</p> <p>Various purposes of social dance.</p> <p>Evolution of social dances through history.</p> <p>Development of various world dances and their</p>	<p>Identify and compare and contrast various social dances.</p> <p>Discuss the evolution and history of social dances in our culture.</p> <p>Identify and compare and contrast various world dances.</p>	<p>Oral presentations discussing the various types of social dance.</p> <p>Test/quiz on social dances.</p> <p>Analysis of social dance performances on video.</p> <p>Oral presentations discussing the various types of world dance.</p>

<p>and economic impacts of decisions.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>RST.9-10.2. Determine the central ideas, themes, or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p> <p>NJSLS 1.1.12ACC.CN10A 1.1.12ACC.CN11B 1.1.12ADV.CN11C</p>	<p>understanding current dance?</p> <p>Why is it important to become a consumer of all arts to better inform your choices as a dancer?</p> <p>Why is it important for a dancer to understand history, culture and society when viewing works of dance?</p>	<p>impact on later dance forms. Multiculturalism in dance.</p> <p>Cultural connections from dance to other arts.</p> <p>Influences of other arts on the history of dance.</p> <p>Aesthetic awareness of all art forms in relation to dance.</p> <p>Cultural influences on dance throughout history</p> <p>Historical significance of specific dance works through history</p>	<p>Discuss the evolution and history of world dances in our culture.</p> <p>Discuss cultural and historical connections between dance and other arts (music, visual, theatre).</p> <p>Discern aesthetic choices as a consumer of all arts and their impact on dance.</p> <p>Describe and explain the cultural impacts on dance through various periods in history.</p> <p>Identify major works of choreography which have shaped history in dance.</p>	<p>Test/quiz on world dances.</p> <p>Analysis of world dance performances on video.</p> <p>Written assignments from textbook and supplemental readings.</p> <p>Research paper on the arts of a specific time period in history.</p> <p>Essays explaining the importance of specific pieces of dance viewed in class.</p>
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Course: Dance History

S1

Grade 10 or 11

Unit: History of Ballet

CTE Standards	Essential Questions	Content	Skills	Assessments
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<p>9.3.12.AR-PRF.2 Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.</p> <p>RST.9-10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.</p> <p>WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>NJSLS 1.1.12ADV.CN11C</p>	<p>Why is studying the history of ballet important to current dancers?</p>	<p>The history of ballet including the major eras and the developments in each era.</p> <p>Characteristics of each era of ballet history.</p> <p>Connections between the evolution of ballet with those in history, politics, culture, visual art and music of the same time era.</p>	<p>Define and explain the development of ballet through history and the significance of each major era.</p> <p>Explain the correlations of dance to other arts and historical events throughout history.</p>	<p>Create a “family tree” of ballet masters and the development of ballet.</p> <p>Written quiz/test on historical items.</p>
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1.1.12PROF.CN10A 1.1.12PROF.CN11A				
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Course: Dance History S1 Grade 10 or 11

Unit: History of American Jazz Dance

CTE Standards	Essential Questions	Content	Skills	Assessments
<p>9.3.12.AR-PRF.2 Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.</p> <p>WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>How did jazz dance develop through modern American history?</p> <p>How has jazz dance influenced other modern dance forms?</p>	<p>History of jazz dance.</p> <p>Significant jazz dance innovators.</p> <p>The influence of jazz dance on modern dance forms.</p>	<p>Describe the history of jazz dance.</p> <p>Understand the development of jazz dance into the art form we know today.</p> <p>Identify the most influential jazz dancers, choreographers and teachers in history.</p>	<p>Written assignments from textbook.</p> <p>iMovie project</p> <p>Written test/quiz</p>

NJSLS 1.1.12ACC.RE7A 1.1.12ACC.RE7B 1.1.12ACC.RE8A 1.1.12ACC.RE9A				
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Course: Dance History

S1

Grade 10 or 11

Unit: History of Modern Dance

CTE Standards	Essential Questions	Content	Skills	Assessments
<p>9.3.12.AR-PRF.2 Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.</p> <p>WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a</p>	<p>How has modern dance progressed and developed into the art form we know today?</p> <p>How is the work and impact of the earliest pioneers in modern dance still alive in choreography today?</p>	<p>Basic understanding on why modern dance is different from other dance forms?</p> <p>Basic understanding of the history of modern dance.</p> <p>Influence of early modern dance pioneers – Duncan, Holm, Wigman.</p>	<p>Identify and describe differences and similarities of modern dance to other dance forms.</p> <p>Identify and describe the basic development of modern dance through history.</p> <p>Identify the early modern dance pioneers and their contributions to modern dance.</p>	<p>Written assignments from textbooks.</p> <p>Written test/quiz</p> <p>Textbook assignments.</p> <p>Cumulative written test on material.</p>

<p>new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>WHST.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each</p>	<p>How did the pioneers of modern dance influence the second generation choreographers?</p> <p>Why is understanding the development of modern dance important for the study of post-modern works?</p> <p>How were the artists of modern dance influenced by historical and cultural events?</p>	<p>Historical progression of modern dance philosophies and techniques.</p> <p>Second generation choreographers and innovators – Graham, Taylor, Limon, Horton.</p> <p>The impact of their codified techniques on future generations of modern dance.</p> <p>Post-modern and contemporary periods of modern dance.</p> <p>Progression of modern dance into a multimedia art.</p> <p>Relationships between historical events and developments in modern dance.</p>	<p>Articulate the history of modern dance from 1890-1950.</p> <p>Identify second generation modern dance choreographers.</p> <p>Describe the impact their works continue to resonate in the dance world today.</p> <p>Identify major post-modern dance characteristics and developments in history.</p> <p>Describe the influence of first and second generation choreographers on post-modern artists.</p> <p>Identify connections between modern dance history and related</p>	<p>Research project on a selected modern dance pioneer.</p> <p>Class discussions.</p> <p>Development of a “family tree” of modern dance.</p> <p>Textbook assignments.</p> <p>Written assessment.</p> <p>Written assignments from textbooks and additional readings.</p> <p>Further development of “modern dance family tree.”</p> <p>Written assessment of choreographers and history.</p> <p>Written assignments from textbook.</p> <p>Historical timeline plotting events in</p>
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<p>source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>WHST.9-10.9. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>NJSLS 1.1.12ADV.RE7A 1.1.12ADV.RE7B 1.1.12PROF.RE7A 1.1.12PROF.RE8A</p>		<p>Cultural influences on modern dance.</p> <p>Modern dances influences on popular culture.</p>	<p>events in history, politics, culture and other arts.</p> <p>Describe the influence of history and culture on the development of modern dance.</p>	<p>history, culture, modern dance and other arts.</p> <p>Written assessment.</p>
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Course: Dance History S1 Grade 10 or 11 Unit: Dance Criticism and Analysis

CTE Standards	Essential Questions	Content	Skills	Assessments
<p>9.3.12.AR-PRF.7 Describe how</p>	<p>Why is it important for arts consumers to have</p>	<p>Evaluation criteria</p>	<p>Identify the criteria upon which good criticism should be based.</p>	<p>Written test on material covered.</p>

<p>technology and technical support enhance performing arts productions.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.</p> <p>NJSLS 1.1.12PROF.CN10A 1.1.12ACC.CR3A 1.1.12ADV.RE9A 1.1.12PROF.RE8A 1.1.12PROF.RE9A</p>	<p>criteria for assessing and critiquing dance?</p> <p>How has technology changed and influenced the production and consumption of dance worldwide?</p> <p>Why is it important to become a consumer of all arts to better inform your choices as a dancer?</p>	<p>Objective observations of dance</p> <p>Elements of a performance to be critiqued</p> <p>Use of multimedia and technology in dance production.</p> <p>Influence of media recording and sharing on dance as a worldwide art.</p> <p>Copyright and artist license</p> <p>Cultural connections from dance to other arts.</p> <p>Influences of other arts on the history of dance.</p> <p>Aesthetic awareness of all art forms in relation to dance.</p>	<p>Write an objective and constructive critique of a dance performance.</p> <p>Identify how dance has changed as technology has been infused into performance.</p> <p>Explain the influence of the internet and media sharing on the art of dance.</p> <p>Understand the importance of respecting other artists' works.</p> <p>Discuss cultural and historical connections between dance and other arts (music, visual, theatre).</p> <p>Discern aesthetic choices as a consumer of all arts and their impact on dance.</p>	<p>Written critique of both peer works and masterpieces by professional artists.</p> <p>Written test on material covered.</p> <p>iMovie project showing the influence of technology on dance throughout history.</p> <p>Written assignments from textbook and supplemental readings.</p> <p>Research paper on the arts of a specific time period in history.</p>
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Course: Dance Technique V

S1

Grade 11

Unit: Ballet Technique

CTE Standards	Essential Questions	Content	Skills	Assessments
<p>9.3.12.AR-PRF.2 Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).</p> <p>NJSLS</p>	<p>How can identifying technical errors and the ways to correct it help a dancer in their career?</p> <p>How can the technique applied in ballet class make the transition to pointe shoes easier?</p> <p>How can our study of alignment, technique and musicality aid in performance of a classical ballet variation?</p>	<p>Self –evaluation</p> <p>Self-correction</p> <p>Analytical skills</p> <p>Technical dance critique</p> <p>Pointe work at barre</p> <p>Beginning pointe work in center</p> <p>A classical ballet variation.</p> <p>Performance techniques of classical ballet.</p>	<p>Identify technical errors in the movement of self and others.</p> <p>Effectively correct errors to gain better technique.</p> <p>Understand the importance of clean technique</p> <p>Perform most barre exercises in pointe shoes.</p> <p>Perform basic center work in pointe shoes.</p> <p>Perform a classical ballet variation with technical skill, musicality, nuance and style.</p>	<p>Self-evaluation project</p> <p>Critique paper of a classmates’ technique.</p> <p>Observation of utilizing these techniques in class.</p> <p>Daily observations in ballet technique class.</p> <p>Performance based test on pointe work.</p> <p>Daily observation in ballet rehearsal.</p> <p>Graded performance of variation.</p>

1.1.12ADV.PR4B				
1.1.12ADV.PR5C				
1.1.12ADV.PR5D				
1.1.12ADV.PR5E				
1.1.12ADV.PR6A				

Course: Dance Technique V S1 Grade 11 Unit: Modern Technique

CTE Standards	Essential Questions	Content	Skills	Assessments
<p>9.3.12.AR-PRF.2 Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them</p> <p>NJSLS</p>	<p>How can weight be used as a device to perform movement expressively and effectively in modern technique?</p> <p>How can analyzing movement and understanding forces help a dancer with performance and choreography?</p>	<p>Weight transfer at a variety of levels in space.</p> <p>Sharing of weight with other dancers in class.</p> <p>Basic concepts of Laban Movement Analysis</p> <p>The efforts utilized in movement performance</p>	<p>Perform exercises requiring complex and quick shifts in weight.</p> <p>Perform weight sharing combinations and movements with other dancers.</p> <p>Identify and perform the movement efforts as defined by Rudolf van Laban</p> <p>Understand the basic concepts of Laban movement analysis</p>	<p>Observation of participation in modern technique class.</p> <p>Performance of movement exercises for a test grade.</p> <p>Written assignments from textbooks and handout.</p> <p>Performance of a choreographed piece</p>

1.1.12ADV.PR4B				utilizing the movement efforts.
1.1.12ADV.PR5C				
1.1.12ADV.PR5D				
1.1.12ADV.PR5E				
1.1.12ADV.PR6A				

Course: Dance Technique V S1 Grade: 11 Unit: Jazz

CTE Standards	Essential Questions	Content	Skills	Assessments
9.3.12.AR-PRF.2 Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.	How has jazz technique influenced musical theatre dance?	Fosse technique Jazz-based musical theatre movement.	Utilize jazz isolations and rhythms to execute Fosse-style movement. Perform advanced musical theatre movement sequences.	Daily observations in jazz technique classes. Performance of jazz movement combinations for a test grade.
NJSLS 1.1.12ADV.PR4B 1.1.12ADV.PR5C	How can we use master advanced leaps and jumps in a jazz setting to meet the demands of an ever challenging commercial dance market?	Advanced leaps. Switch leaps, switch seconds, surprise leaps and reverse leaps.	Utilize understanding of plie, alignment and technique to execute advanced leaps. Perform advanced leaps within larger	Daily observations in jazz technique classes. Performance of advance leap combinations for a test grade.

fundamental elements, techniques, principles and processes of various dance styles and traditions.	expressive art form to convey emotion and character.	Character development in ballet choreography.	facial expressions.	Graded performance of choreography.
NJSLS			Use of music, choreography and character choices to express emotion or tell a story.	Daily observations in class.
1.1.12ADV.PR4B	How can we use our skills in petit allegro movement to add battus and make the movement more complex?	Techniques for adding battus to petit allegro jumps.	Clean and technically correct execution of battus in petit allegro combinations.	Graded performance of petit allegro exercises.
1.1.12ADV.PR5C				
1.1.12ADV.PR5D		Elevation in movement to allow for the battu movements to happen		
1.1.12ADV.PR5E				
1.1.12ADV.PR6A				

Course: Dance Technique VI

S2 Grade 11

Unit: Modern Dance Technique

CTE Standards	Essential Questions	Content	Skills	Assessments
9.3.12.AR-PRF.2 Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.	How can we use our understanding of spinal integration and core engagement to perform off centered movement traveling through space?	Off center balances, turns, and promenades. Moving in and out of off centered positions will traveling through space.	Piques, promenade and jumps in off centered positions. Lateral movements through space.	Daily observations in class. Graded performance of movement exercises.

NJSLS				
1.1.12ADV.PR4B				
1.1.12ADV.PR5C				
1.1.12ADV.PR5D				
1.1.12ADV.PR5E				
1.1.12ADV.PR6A				

Course: Dance Technique VI

S2 Grade 11

Unit: College and professional audition prep

CTE Standards	Essential Questions	Content	Skills	Assessments
CRP10. Plan education and career paths aligned to personal goal 9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and	How can early preparation for the college audition process make you more successful? Why is audition preparation key to success in college and professional auditions?	Researching options in college dance programs. Continuation of goal setting exercises. Audition and application process for both colleges and dance companies. Applications Resumes	Identify their preferences in a college dance program and post-graduation plans. Develop a plan for pursuing post-graduation goals. Complete college applications. Create a professional resume.	College research questionnaire College research project and presentation Create a resume Submit a professional portfolio

<p>dual enrollment programs.</p> <p>9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.</p> <p>9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.</p> <p>9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.</p> <p>NJSLS</p>		<p>Head shots and photographs</p> <p>Video submissions</p> <p>Audition preparation</p>	<p>Select and submit professional photos and videos for auditions.</p> <p>Identify and perform skills necessary for a successful audition.</p>	<p>Participate in a mock audition for a grade.</p>
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1.1.12ADV.PR6C				
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Course: Improvisation and Composition Tool

S2 Grade 11

Unit: Improvisation as a Choreographic

CTE Standards	Essential Questions	Content	Skills	Assessments
<p>9.3.12.AR-PRF.2 Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.</p> <p>CRP6. Demonstrate creativity and innovation.</p> <p>9.4.12.Cl.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).</p>	<p>How can you utilize imagery to motivate movement and incorporate the entire body in movement phrases?</p> <p>How can improvisation be helpful in creating choreography?</p>	<p>Use of imagery to stimulate limbs and movement.</p> <p>Use of imagery to use the total body in movement.</p> <p>Use imagery to initiate movement and phrase work</p> <p>Improvisation exercise</p> <p>The structuring of improvised movement into choreographic phrases.</p>	<p>Utilize imagery and breath visualization to deepen movement qualities.</p> <p>Be able to identify an appropriate image to produce a movement desired by a choreographer.</p> <p>Utilize improvisation as a tool for creating new choreographic phrases.</p> <p>Produce short movement phrases developed out of improvisation.</p>	<p>Performance of imagery based movement phrases and choreography.</p> <p>Perform a short piece of movement created from improvisation exercises.</p> <p>Observation of in class improvisation.</p>

<p>9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).</p> <p>NJSLS 1.1.12ACC.PR4C 1.1.12ADV.PR4C 1.1.12ACC.CR1A</p>	<p>How can dance movement and techniques be applied as a means of personal expression?</p> <p>How do you personify yourself through movement?</p> <p>How can improvisation be utilized to develop choreography?</p>	<p>Personal expression</p> <p>Identity of self</p> <p>Personal movement preferences and aesthetics.</p> <p>Doris Humphrey based improvisation exercises.</p> <p>Development of movement motifs into choreographic phrases.</p>	<p>Create a movement phrase which makes a personal statement.</p> <p>Discover movement aesthetics as a tool to develop future choreography.</p> <p>Create movement combinations with ideas generated from improvisational exercises.</p>	<p>Presentation of movement phrase during in class showing.</p> <p>Observations of participation in improve sessions.</p> <p>Performance of movement sequences created from improv exercises.</p>
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Course: Improvisation and Composition

S2 Grade 11

Unit: Elements of Dance

CTE Standards	Essential Questions	Content	Skills	Assessments
<p>9.3.12.AR-PRF.2 Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.</p>	<p>How can time in movement be altered to create new movement phrases?</p> <p>How can energy dynamics be used to</p>	<p>Non-traditional use of timing in movement phrases.</p> <p>Laban's principals of effort and force.</p>	<p>Define and describe non-traditional uses of timing.</p> <p>Alter movement phrases utilizing different timing.</p>	<p>Performance of movement phrases which incorporated altered timing techniques.</p>

<p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).</p> <p>NJSLS 1.1.12ACC.CR1B 1.1.12ACC.CR2A 1.1.12PROF.CR1A</p>	<p>alter the quality of movement phrases and choreography?</p> <p>How can space be used to develop and expand movement phrases?</p>	<p>Use of various energy dynamics in choreography.</p> <p>Positive space Negative space Non-geometrical use of space. Use of positive and negative space in movement phrases.</p>	<p>Identify and perform the Laban fundamentals of movement energy.</p> <p>Perform movement phrases incorporating numerous types of effort and force.</p> <p>Define positive and negative space.</p> <p>Understand non-geometrical space.</p> <p>Perform movements in positive and negative space.</p>	<p>Written assignments defining the various movement energies.</p> <p>Performance of choreography incorporating various energy dynamics.</p> <p>Performance of choreography or movement phrases which incorporates the use of positive and negative space.</p>
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Course: Improvisation and Composition Devices

S2 Grade 11

Unit: Compositional Structures and

CTE Standards	Essential Questions	Content	Skills	Assessments
<p>9.3.12.AR-PRF.2 Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.</p>	<p>How can dancers use choreographic tools to improve dance composition?</p>	<p>Definitions and uses of the basic elements and structures of choreography.</p>	<p>Define and utilize the elements and structures of choreography.</p> <p>Create movement studies incorporating numerous elements and</p>	<p>Written assignments defining the elements and structures of choreography.</p> <p>Test/Quiz on terminology.</p>

<p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).</p> <p>NJSLS 1.1.12ACC.CR2A 1.1.12ACC.CR3A 1.1.12ACC.CR3B 1.1.12ADV.CR1F 1.1.12ADV.CR2A 1.1.12ADV.CR3A</p>	<p>How can choreographic techniques be utilized to improve dance compositions?</p> <p>How can choreographic structures be used to improve and create a full piece of choreography?</p> <p>How can our knowledge about improvisation and choreographic structure help in the choreographic process?</p>	<p>Retrograde, canon, inversion, changing time, different facing, theme and variations.</p> <p>Choreographic Structures: ABA ABC ABAB Rondo Fugue</p> <p>Utilization of imagery, choreographic structure and elements.</p> <p>Development of personal movement style.</p>	<p>structures of choreography.</p> <p>Identify and define each choreographic technique.</p> <p>Be able to create a movement phrase and then manipulate the phrase using each choreographic technique.</p> <p>Define and identify the major choreographic structures.</p> <p>Create choreographic pieces utilizing each choreographic structure.</p> <p>Create a solo work of choreography utilizing the choreographic elements and improvisation exercises we've learned.</p>	<p>Performance of choreography incorporating structures and elements.</p> <p>Create and present choreographic phrases utilizing each choreographic technique.</p> <p>Written assignment defining and describing each choreographic technique.</p> <p>Written assignments from textbooks.</p> <p>Creation and performance of choreography utilizing the choreographic structures.</p> <p>Observation in daily rehearsal and choreographic periods.</p> <p>Graded performance of solo work in Spring Showcase.</p>
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			Perform and express one's personality and personal message through movement.	
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Course: Advanced Composition

S1

Grade 12

Unit: Group Choreography

CTE Standards	Essential Questions	Content	Skills	Assessments
<p>9.3.12.AR-PRF.2 Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.</p> <p>9.4.12.Cl.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p>	<p>How does a choreographer develop ideas into a complete work of art for the stage?</p> <p>How can the technical acuity of a dancer affect the choreographer's intent?</p>	<p>Thematic development in choreography</p> <p>Selection of dancers in the casting process</p> <p>Impact of music on the choreographic process</p> <p>Importance of choreographing for a dancers' technical level.</p> <p>Choreographers' intent.</p>	<p>Develop themes and a story in choreography.</p> <p>Run a casting audition and select dancers for a performance</p> <p>Select music which reiterates thematic ideas and concepts</p> <p>Identify a choreographers' intent in a masterpiece of choreography.</p> <p>Identify situations where a dancers' technical acuity negated or enhanced the choreographers' intent.</p>	<p>Written story map of choreography</p> <p>Casting score sheet and evaluation</p> <p>Submission of music selection</p> <p>Written in class assignments of the materials.</p> <p>Critique of finished group choreographic work presented in the winter concert.</p>

<p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).</p> <p>NJSLS</p> <p>1.1.12ADV.CR3A 1.1.12PROF.CR1B 1.1.12PROF.CR2A 1.1.12PROF.CR2B 1.1.12PROF.CR3A 1.1.12ACC.PR6C 1.1.12ADV.PR6B 1.1.12ADV.PR6C 1.1.12PROF.PR6C</p>				
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Course: Advanced Composition

S1

Grade 12

Unit: Technical Elements of Production

CTE Standards	Essential Questions	Content	Skills	Assessments
<p>9.3.12.AR-PRF.7 Describe how technology and technical support</p>	<p>How does the technical crew contribute to the production of dance?</p>	<p>Job descriptions and duties of tech crew.</p> <p>Backstage etiquette and interaction with tech crew.</p>	<p>Identify and define the roles of the technical crew in a dance production.</p>	<p>Written assignments from textbooks.</p> <p>Written test/quiz</p>

<p>enhance performing arts productions.</p> <p>9.3.12.AR-PRF.8 Analyze all facets of stage and performing arts production management.</p> <p>CRP11. Use technology to enhance productivity.</p> <p>NJSLS</p> <p>1.1.12ADV.PR6D</p> <p>1.1.12PROF.PR6D</p>	<p>Why is proper behavior important for success in the dance world?</p> <p>Why is it important for a dancer to understand the functions of a lighting and sound board?</p> <p>How does one design lighting for concert dance?</p> <p>Why is it vital for dancers to understand production and logistical aspects of productions?</p>	<p>Backstage hierarchy.</p> <p>Technical theatre vocabulary.</p> <p>Lighting and Sound vocabulary.</p> <p>Use of a lighting board.</p> <p>Lighting design concepts.</p> <p>Use of a sound board.</p> <p>Scheduling rehearsals and dancers</p> <p>Marketing and sales in dance</p> <p>Costume design and construction</p> <p>Management of resources</p>	<p>Behave backstage with proper professionalism and etiquette.</p> <p>Define and understand basic technical theater skills.</p> <p>Operate a light board.</p> <p>Operate a sound board.</p> <p>Design a lighting plot for concert dance.</p> <p>Define lighting and sound vocabulary.</p> <p>Establish schedules, budgets and financial records for the senior production</p> <p>Develop marketing and ticket sales strategies</p> <p>Design costumes and arrange for construction</p> <p>Work with Tech staff</p>	<p>Creation of a lighting plot.</p> <p>Participate in the operation of lights and sound for a production.</p> <p>Written assignments from textbooks.</p> <p>Participation in the spring production as a cast member of tech crew member.</p> <p>Written test/quizzes.</p> <p>Written budgets and schedules</p> <p>Presentation of marketing strategy</p> <p>Presentation of costume design</p>
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	<p>How do the various aspects of production come together to create one cohesive work?</p> <p>How has technology changed and influenced the production and consumption of dance worldwide?</p>	<p>Lighting design for choreography</p> <p>Sound design for choreography</p> <p>Direction of technical and dress rehearsals</p> <p>Use of multimedia and technology in dance production.</p> <p>Influence of media recording and sharing on dance as a worldwide art.</p> <p>Copyright and artist license</p>	<p>Create lighting and sound design for their group choreography.</p> <p>Direct and lead technical and dress rehearsals leading up to senior concert.</p> <p>Identify how dance has changed as technology has been infused into performance.</p> <p>Explain the influence of the internet and media sharing on the art of dance.</p> <p>Understand the importance of respecting other artists' works.</p>	<p>Written sound and lighting cue sheets for their pieces</p> <p>Final performance of senior concert</p> <p>Written test on material covered.</p> <p>iMovie project showing the influence of technology on dance throughout history.</p>
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Course: Anatomy for Dancers

S1

Grade 12

Unit: Dancer's Well being

CTE Standards	Essential Questions	Content	Skills	Assessments
CRP3. Attend to personal health and financial well-being.	Why is the health and well-being of a dancer important to their career?	<p>Importance of body maintenance.</p> <p>Food pyramid</p>	Identify the importance of body maintenance for dancers.	<p>Written assignments from text book.</p> <p>Healthy eating menu for a week.</p>

<p>NJSLS</p> <p>1.1.12ACC.PR5D</p> <p>1.1.12ADV.PR5A</p> <p>1.1.12ADV.PR5D</p> <p>1.1.12PROF.PR5A</p>	<p>How can dancers prevent injuries?</p> <p>Why is it important for a dancer to receive proper treatment following injury?</p> <p>How can knowledge about injury prevention and treatment help a dancer have a longer and more successful career?</p>	<p>Healthy eating</p> <p>Eating disorders</p> <p>Knee injuries</p> <p>Hip injuries</p> <p>Back injuries</p> <p>Injury Treatment, rest and rehabilitation.</p> <p>Common dance injuries.</p> <p>Injury prevention techniques</p>	<p>Identify and define the portions of the food pyramid.</p> <p>Create and enact a healthy eating meal plan.</p> <p>Identify the symptoms and dangers of eating disorders.</p> <p>Identify common dance injuries and their causes.</p> <p>Identify technique and body maintenance exercises to prevent injuries.</p> <p>Understand the importance of proper rest, treatment and rehabilitation after injury.</p>	<p>Written test/quiz.</p> <p>Written assignments from textbooks and handouts.</p> <p>Written tests and quizzes.</p>
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Course: Anatomy for Dancers

S1

Grade 12

Unit: Body Composition and Structure

CTE Standards	Essential Questions	Content	Skills	Assessments
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CRP3. Attend to personal health and financial well-being.	How can understanding muscle function and the stretch reflex help a dancer's technique and approach to training?	Function of a muscle Stretch reflex phenomenon Proper stretching techniques	Describe the anatomical make up of a muscle and its functions. Develop and utilize an effective stretching repertoire	Written assignments from texts Create and perform a routine of stretching exercises for dancers
NJSLS				
1.1.12ACC.PR5B	How is knowledge of the skeletal system helpful to a dancer's success?	Skeletal system	Identify bones and joints by name and location.	Written assignments from textbooks and additional readings.
1.1.12ADV.PR5A		Structure of bones		
1.1.12ADV.PR5B		Function and structure of joints	Apply knowledge of anatomy to technical applications in dance class.	Written test on information.
1.1.12ADV.PR5D				
1.1.12PROF.PR5A	Why is it important for a dancer to understand the muscular system of the body?	Muscular system	Identify and locate the muscles of the body.	Written assignments from textbooks and additional readings.
1.1.12PROF.PR5B		Structure of a muscle	Identify muscles utilized in various movements from dance technique.	Written test on information.
		Location, functions and insertion points of muscles.	Understand how muscle groups work together.	Present a movement sequence with explanation of muscles engaged.

Course: Advanced Dance Technique

S2

Grade 12

Unit: Dance Pedagogy

CTE Standards	Essential Questions	Content	Skills	Assessments
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<p>CRP1. Act as a responsible and contributing citizen and employee.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social and economic impacts of decisions.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9. Model integrity, ethical leadership and effective management.</p> <p>NJSLS</p> <p>1.1.12PROF.PR6B</p>	<p>Why is observation of dancers important to becoming an effective dance educator?</p> <p>How are objectives an effective tool when creating a lesson plan?</p> <p>How are various assessment tools effective in specific situations?</p>	<p>Analysis of technical weaknesses</p> <p>Constructive critique as a teaching skill</p> <p>Development of exercises to strengthen weaknesses</p> <p>Setting goals and objectives for a dance lesson.</p> <p>Writing and implementing a lesson plan.</p> <p>Summative assessment tools</p> <p>Formative assessment tools</p>	<p>Identify weaknesses in other dancers' technique.</p> <p>Develop exercises and lessons to strengthen weaknesses in technique</p> <p>Create goals and objectives for a technique class.</p> <p>Develop and implement a lesson plan.</p> <p>Define and identify summative and formative assessment tools</p> <p>Understand the differences between the two and when they are appropriate to use in teaching.</p>	<p>Observation checklist of dancers in a lower level class</p> <p>Written lesson plans developed based on observed weaknesses</p> <p>Written assignments from textbooks and handouts.</p> <p>Submission of a lesson plan.</p> <p>Observed lesson taught to a lower level technique class.</p> <p>Written assignments from textbooks and handouts.</p> <p>Lesson and assessment presentation to a group of lower level students.</p>
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Course: Advanced Dance Technique

S2

Grade 12

Unit: Exit Exam and Career Prep

CTE Standards	Essential Questions	Content	Skills	Assessments
<p>9.3.12.AR-PRF.2 Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.</p> <p>CRP10. Plan education and career paths aligned to personal goals.</p> <p>9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as</p>	<p>How can we utilize all of the materials provided to best prepare for the Dance Exit Exam?</p>	<p>Cumulative execution of advanced ballet, modern and jazz dance technique</p> <p>Review of dance history</p> <p>Review of applied anatomy</p> <p>Review of Laban movement analysis and Labanotation</p> <p>Review of technical applications in ballet and modern classes</p>	<p>Be prepared to perform well on the Exit Exam</p>	<p>Review packets and worksheets</p> <p>Practice tests</p> <p>Daily observations in technique class</p> <p>Submission of cumulative notes and information covered in class.</p>

<p>structured learning experiences, apprenticeships, and dual enrollment programs.</p> <p>9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.</p>		<p>Review of dance observation and criticism skills</p> <p>Review of choreographic concepts and elements</p>		
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Course: Musical Theatre Dance

S1 and S2

Grade 10 or 11

Unit: Intro to Jazz Technique

CTE Standards	Essential Questions	Content	Skills	Assessments
<p>9.3.12.AR-PRF.2 Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.</p> <p>CRP2. Apply appropriate academic and technical skills.</p>	<p>How must performers hold their bodies and utilize alignment, placement and energy to effectively perform jazz movements and choreography?</p> <p>Why is understanding of basic ballet and jazz movements essential for completing jazz choreography?</p>	<p>Proper body alignment</p> <p>Extension through lines and limbs</p> <p>Proper placement of weight and pelvis in various jazz movements</p> <p>Use of body part isolations to properly execute jazz choreography</p>	<p>Performance of beginner-intermediate jazz combinations.</p> <p>Performance of beginner-intermediate jazz progressions.</p>	<p>Daily observations in dance class.</p> <p>Performance of choreographic phrases and combinations.</p> <p>Written assessment of jazz terminology.</p>

<p>RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.</p> <p>NJSLS 1.1.12ACC.PR4A 1.1.12ACC.PR4B 1.1.12ACC.PR4C 1.1.12ACC.PR5C 1.1.12ACC.PR5E 1.1.12ACC.PR6A</p>	<p>Why is use of body isolations essential for jazz performance?</p>	<p>Retention of movement phrases for performance</p> <p>Ability to travel through space, change levels and directions while maintaining placement</p> <p>Execution of basic jazz steps, progression, turns and concepts.</p> <p>Basic terminology of jazz dance.</p>		
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Course: Musical Theatre Dance

S1 and S2

Grade 10 or 11

Unit: Intro to Tap Technique

CTE Standards	Essential Questions	Content	Skills	Assessments
<p>9.3.12.AR-PRF.2 Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.</p> <p>CRP2. Apply appropriate academic and technical skills.</p> <p>RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics.</p> <p>NJSLS 1.1.12ACC.PR4A</p>	<p>How must performers use both physical skills and musical skills to achieve proper tap technique.</p> <p>Why is understanding of basic jazz and rhythmic elements essential for completing tap choreography?</p> <p>Why is use of proper weight placement and relaxation of leg joints essential for tap performance?</p>	<p>Consistent and clear execution of sounds in tap shoes</p> <p>Extension through lines and limbs</p> <p>Proper placement of weight and pelvis in various tap movements</p> <p>Retention of movement phrases for performance</p> <p>Ability to travel through space, change levels and directions while maintaining placement</p> <p>Execution of basic tap steps, progression, turns and concepts.</p> <p>Basic terminology of tap dance.</p>	<p>Performance of beginner-intermediate tap combinations.</p> <p>Performance of beginner-intermediate tap progressions.</p>	<p>Daily observations in dance class.</p> <p>Performance of choreographic phrases and combinations.</p> <p>Written assessment of tap terminology.</p>

1.1.12ACC.PR4B				
1.1.12ACC.PR4C				
1.1.12ACC.PR5C				
1.1.12ACC.PR5E				
1.1.12ACC.PR6A				

Course: Musical Theatre Dance

S1 and S2

Grade 10 or 11

Unit: Characterization in Movement

CTE Proficiencies	Essential Questions	Content	Skills	Assessments
<p>9.3.12.AR-PRF.2 Demonstrate the fundamental elements, techniques, principles and processes of various dance styles and traditions.</p> <p>9.3.12.AR-PRF.5 Explain key issues affecting the creation of characters, acting skills and roles.</p>	<p>How can we convey proper performance qualities in musical theatre performances?</p> <p>Why is character work essential for effective performance of Musical Theatre ensemble roles?</p> <p>How can a musical theatre performer enhance their character's performance through</p>	<p>GOTE sheets</p> <p>Character development</p> <p>Externalizing character work through movement choices and performance</p>	<p>Effective performance of character in all musical theatre dance performances</p> <p>Energy and personality through movement performances.</p>	<p>Completion of GOTE and character analysis sheets</p> <p>Daily observations in dance class.</p> <p>Performance of choreographic phrases and combinations.</p>

NJSLS 1.1.12ACC.PR6B 1.1.12ACC.PR6C	background work, movement and character choices.			
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V. RESOURCES AND SUPPLEMENTAL MATERIALS

Anderson, Jack. *Ballet and Modern Dance: A Concise History, Second Edition*. Hightstown, NJ: Princeton Book Company. 1992.

Blom, Lynne Anne and Chaplin, L. Tarin. *The Intimate Act of Choreography*. Pittsburgh, PA: University of Pittsburgh Press. 1982.

Cass, Joan. *Dancing Through History, Sixth Edition*. Upper Saddle River, NJ: Prentice Hall. 1993.

Cohen, Selma Jeanne. *Dance as a Theatre Art: Source Readings in Dance History from 1581 to the Present. Second Edition*. Hightstown, NJ: Princeton Book Company. 1992.

Dell, Cecily. *Primer for Movement Description Using Effort/Shape and Supplementary Concepts*. New York: Dance Notation Buearu, 1977.

Grant, Gail. *Technical Manual and Dictionary of Classical Ballet. Third Revised Edition*. New York: Dover Publication, 1982.

Grieg, Valerie. *Inside Ballet Technique: Separating Anatomical Fact from Fiction in the Ballet Class*. Hightstown, NJ: Princeton Book Company. 1994.

Humphrey, Doris. *The Art of Making Dances*. Hightstown, NJ: Princeton Book Company. 1987

Kapit, Wynn and Elson, Lawrence M. *The Anatomy Coloring Book, Third Edition*. Glenview, IL: Benjamin Cummings. 2002.

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

Minton, Sandra Cerny. *Choreography: A Basic Approach Using Improvisation, Second Edition*. Champaign, IL: Human Kinetics. 1997.

Schlaich, Joan and DuPont, Betty, Ed. *Dance: The Art of Production, Third Edition*. Hightstown, NJ: Princeton Book Company, 1998.

Videos from Various Dance Companies and Performances

Guest Speaker/Nutritionist

Guest Speaker/Pilates Trainer

2020 NJSLS : Visual and Performing Arts

1 - Visual and Performing Arts Dance	Connecting	1.1.12ACC.CN10 A	Evaluate personal choreography and how personal experiences and exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to dance works.
1 - Visual and Performing Arts Dance	Connecting	1.1.12ACC.CN10B	Collaboratively investigate global issues, including climate change, to inform the development of an original dance project. Evaluate and present ways in which critical concepts are communicated metaphorically through dance.
1 - Visual and Performing Arts Dance	Connecting	1.1.12ACC.CN11 B	Analyze how the role of dance in a global society has influenced various cultures, societies and historical periods throughout history. Examine how innovations in the arts have impacted dance-making in these communities in relation to the ideas and perspectives of the people from whom the dances originate.
1 - Visual and Performing Arts Dance	Connecting	1.1.12ADV.CN10 A	Formulate personal choreography with respect to its content and context. Reflect and analyze the variables that contributed to the personal perspectives presented in the dance work, and examine how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to dance works.
1 - Visual and Performing Arts Dance	Connecting	1.1.12ADV.CN10 B	Investigate and present ways in which dance can be used to communicate new perspectives and/or realizations about global issues, including global warming.

1 - Visual and Performing Arts Dance	Connecting	1.1.12ADV.CN11 C	Analyze the role of dance in a global society. Examine various genres, styles, historical time periods, societal changes, and perspectives. Evaluate how dance movement, characteristics, techniques, and artist criteria relate to the ideas and perspectives of the people from whom the dances originate.
1 - Visual and Performing Arts Dance	Connecting	1.1.12PROF.CN1 0A	Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer impact personal interpretation. Consider how personal background and experiences influence responses to dance works.
1 - Visual and Performing Arts Dance	Connecting	1.1.12PROF.CN1 0B	Research global issues, including climate change, using multiple research methods to inform original dances expressed through multiple genres, styles, and varied cultural perspectives
1 - Visual and Performing Arts Dance	Connecting	1.1.12PROF.CN1 1A	Analyze and discuss the role of dance in a global society. Examine genres, styles, historical time periods, societal changes and perspectives and how those changes impact dance in relation to the ideas and perspectives of the people from whom the dances originate.
1 - Visual and Performing Arts Dance	Creating	1.1.12ACC.CR1 A	Synthesize content generated from stimulus materials to choreograph dance studies or dances using original or codified movement.

1 - Visual and Performing Arts Dance	Creating	1.1.12ACC.CR1 B	Manipulate movement vocabulary from various dance genres using the elements of dance to create new choreographic works.
1 - Visual and Performing Arts Dance	Creating	1.1.12ACC.CR2 A	Work individually and collaboratively to design dance studies that integrate and recombine movement vocabulary, choreographic devices and dance structures drawn from a variety of dance genres. Explain how the dance vocabulary and structures clarify the artistic intent.
1 - Visual and Performing Arts	Creating	1.1.12ACC.CR2 B	Develop an artistic statement that reflects a personal aesthetic for an original dance study or dance. Select and demonstrate movements that support the artistic statement.
1 - Visual and Performing Arts Dance	Creating	1.1.12ACC.CR3 A	Clarify the artistic intent of a dance using established artistic criteria, self-reflection and the feedback of others. Analyze and evaluate the impact of choices made in the revision process. Justify the reasons for revisions.
1 - Visual and Performing Arts Dance	Creating	1.1.12ACC.CR3 B	Develop a strategy to record a dance using recognized systems of dance documentation (e.g., writing, a form of notation symbols, using media technologies).
1 - Visual and Performing Arts	Creating	1.1.12ADV.CR1E	Synthesize and experiment with content generated from stimulus material to invent movement vocabulary, discover personal voice and communicate artistic intent.

Dance			
1 - Visual and Performing Arts	Creating	1.1.12ADV.CR1F	Expand personal movement preferences and strengths to discover unexpected solutions that communicate the artistic intent of an original dance. Analyze the unexpected solutions and explain why they were effective in expanding artistic intent.
1 - Visual and Performing Arts	Creating	1.1.12ADV.CR2A	Demonstrate fluency and personal voice in designing and choreographing original dances. Articulate an understanding of how choreographic devices and dance structures affect artistic intent. Justify choreographic choices and explain how they are used to intensify artistic intent.
1 - Visual and Performing Arts	Creating	1.1.12ADV.CR2B	Develop artistic statements that reflect personal aesthetics of self-generated dance studies.
1 - Visual and Performing Arts Dance	Creating	1.1.12ADV.CR3A	Refine the artistic intent of a dance by manipulating choreographic devices, dance structure, and artistic criteria (e.g., production elements, music/sound, props, costumes). Evaluate self-reflection and feedback from others and apply when warranted. Document choices made in the revision process and justify how the refinements support artistic intent.
1 - Visual and Performing Arts Dance	Creating	1.1.12ADV.CR3B	Create a portfolio of original dances using recognized systems of dance documentation (e.g., writing, a form of notation symbols, using media technologies), providing a complete picture of the creative process and product.

1 - Visual and Performing Arts Dance	Creating	1.1.12PROF.CR1 A	Explore a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement.
1 - Visual and Performing Arts Dance	Creating	1.1.12PROF.CR1 B	Analyze the elements of dance to expand personal movement vocabulary and ascertain new movement possibilities through the creation of choreographic works.
1 - Visual and Performing Arts Dance	Creating	1.1.12PROF.CR2 A	Manipulate a variety of choreographic devices and dance structures to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to explain how the dance structures clarify the artistic intent.
1 - Visual and Performing Arts Dance	Creating	1.1.12PROF.CR2 B	Choose a theme to develop a dance and create corresponding movements to communicate the theme. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.
1 - Visual and Performing Arts Dance	Creati	1.1.12PROF.CR3 A	Revise a movement study based on self-reflection and feedback of others to improve the quality of a planned movement sequence. Articulate movement choices and revisions. Analyze and evaluate the impact of choices made in the revision process.

1 - Visual and Performing Arts Dance	Creating	1.1.12PROF.CR3 B	Compare recognized notation systems to document a section of a dance using writing, symbols, or media technologies (e.g., graphic symbols and figures, path mapping, numerical systems, letter and word notations).
1 - Visual and Performing Arts Dance	Performing	1.1.12ACC.PR4 A	Expand partner and ensemble skills. Execute floor and air pathways while maintaining relationships with spatial focus and intentionality. Dance alone and with others with spatial intention.
1 - Visual and Performing Arts Dance	Performing	1.1.12ACC.PR4 B	Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing
1 - Visual and Performing Arts Dance	Performing	1.1.12ACC.PR4 C	Perform planned and improvised movement sequences and dance combinations while self-monitoring and adjusting dynamics and energy to the choreographic intent.
1 - Visual and Performing Arts Dance	Performing	1.1.12ACC.PR5 A	Research healthful strategies essential for dancers and modify personal practice based on findings.

1 - Visual and Performing Arts Dance	Performing	1.1.12ACC.PR5 B	Investigate how kinesthetic principles and various body systems relate to the dancing body. Examine how the muscles and bones animate the dancer's moving structure.
1 - Visual and Performing Arts	Performing	1.1.12ACC.PR5 C	Maintain optimal alignment and adjust the placement and shifting energy of the body while traveling through space, both preceding and following jumps.
1 - Visual and Performing Arts Dance	Performing	1.1.12ACC.PR5 D	Develop personal conditioning practices, using different body conditioning techniques, that improve range of motion, muscular flexibility, strength, and endurance to enhance performance.
1 - Visual and Performing Arts Dance	Performing	1.1.12ACC.PR5 E	Execute clarity of movement intention during complex movement sequences. Use style/genre specific vocabulary and execute codified movements with style/genre specific alignment and characteristics, through focused practice and repetition.
1 - Visual and Performing Arts Dance	Performing	1.1.12ACC.PR6 A	Embody the use of the senses and create imagery to envision a particular outcome, projecting and completing movements to enhance dance performance.
1 - Visual and Performing Arts	Performing	1.1.12ACC.PR6 B	Apply rehearsal strategies to refine ensemble skills, performance accuracy, consistency, and expressiveness. Develop personal

Dance			rehearsal strategies to enhance artistry and achieve performance goals.
1 - Visual and Performing Arts Dance	Performing	1.1.12ACC.PR6 C	Implement performance strategies to enhance projection. Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, cooperation) and model performance etiquette and performance practices during class, rehearsal and performance. Accept notes from the choreographer and apply corrections to future performances. Document the rehearsal and performance process using dance and production terminology. Analyze and evaluate the success of a performance.
1 - Visual and Performing Arts Dance	Performing	1.1.12ACC.PR6 D	Select and organize, alone and with others, technical and production elements necessary to fulfill the artistic intent of dance works in alternative performance venues.
1 - Visual and Performing Arts Dance	Performing	1.1.12ADV.PR4A	Modulate and use the broadest range of movement in space for artistic and expressive clarity. Use inward and outward focus to clarify movement and intent. Establish and break relationships with other dancers and audience as appropriate to the dance.
1 - Visual and Performing Arts Dance	Performing	1.1.12ADV.PR4B	Modulate time factors for artistic interest and expressive acuity. Apply multiple and complex rhythms (e.g., contrapuntal, polyrhythmic). Work with and against the rhythm of accompaniment or sound environments.

1 - Visual and Performing Arts Dance	Performing	1.1.12ADV.PR4C	Perform planned and improvised movement sequences and dance combinations while self-monitoring and adjusting dynamics and energy to the choreographic intent.
1 - Visual and Performing Arts Dance	Performing	1.1.12ADV.PR5A	Develop and implement healthful strategies for nutrition, injury prevention and psychological wellness related to dance activities and everyday life.
1 - Visual and Performing Arts Dance	Performing	1.1.12ADV.PR5B	Examine the muscular-skeletal system (e.g., attachments, origin, function) and manipulate kinesthetic principles to enhance technical execution of dance movements.
1 - Visual and Performing Arts Dance	Performing	1.1.12ADV.PR5C	Adjust oppositional pulls/tensions of the body while moving through vertical, offcenter, and non-vertical alignment. Maintain optimal alignment preceding and following floor and air patterns. Modulate the placement and shifting of energy in the body.

<p>1 - Visual and Performing Arts</p> <p>Dance</p>	<p>Performing</p>	<p>1.1.12ADV.PR5D</p>	<p>Analyze personal patterns of misalignment and develop prescribed conditioning practices and corrective exercises to enhance optimal alignment in performance.</p>
<p>1 - Visual and Performing Arts</p> <p>Dance</p>	<p>Performing</p>	<p>1.1.12ADV.PR5E</p>	<p>Articulate clarity of codified movement and intention through the execution of prescribed vocabulary and techniques within styles/genres.</p>
<p>1 - Visual and Performing Arts</p> <p>Dance</p>	<p>Performing</p>	<p>1.1.12ADV.PR6A</p>	<p>Research, develop and apply personal strategies of visualization, motor imagery, and breath to become more aware of the relationships that exist between the body and mind.</p>

<p>1 - Visual and Performing Arts</p> <p>Dance</p>	<p>Performing</p>	<p>1.1.12ADV.PR6B</p>	<p>Initiate, plan and direct rehearsals with attention to technical details applying rehearsal strategies for individual and ensemble work that enhance artistry, incorporate self-analysis, and are solutions oriented to achieve performance excellence.</p>
<p>1 - Visual and Performing Arts</p> <p>Dance</p>	<p>Performing</p>	<p>1.1.12ADV.PR6C</p>	<p>Refine performance skills using a broad repertoire of strategies for dynamic projection. Demonstrate and model leadership qualities, performance etiquette and performance practice during class, rehearsal and performance. Develop a professional portfolio (e.g., resume, head shot, social media platforms) that documents the rehearsal and performance process with fluency in professional dance and production terminology. Analyze and evaluate the success of a performance.</p>
<p>1 - Visual and Performing Arts</p> <p>Dance</p>	<p>Performing</p>	<p>1.1.12ADV.PR6D</p>	<p>Design and organize the technical and production elements to collaboratively produce and fulfill the artistic intent of dance works in a variety of performance venues.</p>

<p>1 - Visual and Performing Arts</p> <p>Dance</p>	<p>Performing</p>	<p>1.1.12PROF.PR4 A</p>	<p>Develop partner and ensemble skills that enable contrasting level changes while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases.</p>
<p>1 - Visual and Performing Arts</p> <p>Dance</p>	<p>Performing</p>	<p>1.1.12PROF.PR4 B</p>	<p>Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath with metric and kinesthetic phrasing.</p>
<p>1 - Visual and Performing Arts</p> <p>Dance</p>	<p>Performing</p>	<p>1.1.12PROF.PR4 C</p>	<p>Perform planned and improvised movement sequences and dance combinations with variations that accurately demonstrate contrasting dynamics and energy (e.g., fast/slow, sharp/smooth, strong/gentle, tight/loose).</p>

<p>1 - Visua l and Perfo rmin g Arts</p> <p>Dance</p>	<p>Perfor min g</p>	<p>1.1.12PROF.PR5 A</p>	<p>Evaluate and apply healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) and safe body-use practices that are essential for the dancer.</p>
<p>1 - Visua l and Perfo rmin g Arts</p> <p>Dance</p>	<p>Perfor min g</p>	<p>1.1.12PROF.PR5 B</p>	<p>Demonstrate joint articulations and basic anatomical terms (e.g., muscles, bones, tendons, ligaments) as they relate to dance. Apply kinesthetic principles and various body systems.</p>
<p>1 - Visua l and Perfo rmin g Arts</p> <p>Dance</p>	<p>Perfor min g</p>	<p>1.1.12PROF.PR5 C</p>	<p>Demonstrate body coordination while moving (e.g., elongated spine, vertical alignment, release of tension from shoulders; use of vertical, off center, non-vertical alignment) the body through space.</p>

<p>1 - Visua l and Perfo rmin g Arts</p> <p>Dance</p>	<p>Perfor min g</p>	<p>1.1.12PROF.PR5 D</p>	<p>Explore movement that develops a wide range of motion, muscular flexibility, strength, and endurance. Explore different body conditioning techniques (e.g., yoga, weight training, aerobics, Pilates).</p>
<p>1 - Visua l and Perfo rmin g Arts</p> <p>Dance</p>	<p>Perfor min g</p>	<p>1.1.12PROF.PR5 E</p>	<p>Demonstrate style/genre specific vocabulary and codified movements with style/genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing.</p>
<p>1 - Visua l and Perfo rmin g Arts</p> <p>Dance</p>	<p>Perfor min g</p>	<p>1.1.12PROF.PR6 A</p>	<p>Investigate visualization, motor imagery, and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill.</p>

<p>1 - Visual and Performing Arts</p> <p>Dance</p>	<p>Performing</p>	<p>1.1.12PROF.PR6 B</p>	<p>Rehearse a dance and apply specific feedback to refine performance accuracy, consistency, and expressiveness. Demonstrate group awareness and develop personal rehearsal strategies.</p>
<p>1 - Visual and Performing Arts</p> <p>Dance</p>	<p>Performing</p>	<p>1.1.12PROF.PR6 C</p>	<p>Adapt movements to performance area. Demonstrate performance etiquette and performance practices during class, rehearsal and performance. Accept notes from the choreographer and apply corrections to future performances. Document the rehearsal and performance process using dance and production terminology. Analyze and evaluate the success of a performance.</p>
<p>1 - Visual and Performing Arts</p> <p>Dance</p>	<p>Performing</p>	<p>1.1.12PROF.PR6 D</p>	<p>Demonstrate a variety of technical elements (e.g., costumes, lighting, sound, performance cues) of a dance performance. Utilize production and technical terminology to communicate with performers and backstage personnel.</p>

<p>1 - Visua l and Perfo rmin g Arts</p> <p>Dance</p>	<p>Respo ndi ng</p>	<p>1.1.12ACC.RE7 A</p>	<p>Use genre-specific dance terminology to analyze dance works, recurring patterns of movement and their relationships that create structure and meaning in dance.</p>
<p>1 - Visua l and Perfo rmin g Arts</p> <p>Dance</p>	<p>Respo ndi ng</p>	<p>1.1.12ACC.RE7 B</p>	<p>Analyze and compare the movement patterns and their relationships in a variety of genres, styles, or cultural movement practices and explain how their differences impact communication and intent within a cultural context. Use genre-specific dance terminology</p>
<p>1 - Visua l and Perfo rmin g Arts</p> <p>Dance</p>	<p>Respo ndi ng</p>	<p>1.1.12ACC.RE8 A</p>	<p>Analyze and discuss how the elements of dance, execution of dance movements and context contribute to artistic expression in a variety of genres, styles or cultural movement practices using genre specific terminology.</p>

<p>1 - Visua l and Perfo rmin g Arts</p> <p>Dance</p>	<p>Respo ndi ng</p>	<p>1.1.12ACC.RE9 A</p>	<p>Differentiate artistic criteria to determine what makes an effective performance and justify the point of view. Consider content, context, genre, style, and/or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.</p>
<p>1 - Visua l and Perfo rmin g Arts</p> <p>Dance</p>	<p>Respo ndi ng</p>	<p>1.1.12ADV.RE7A</p>	<p>Use genre-specific dance terminology to analyze dance works from a variety of dance genres, reflecting on recurring patterns of movement and their relationships in well-structured and meaningful choreography.</p>
<p>1 - Visua l and Perfo rmin g Arts</p> <p>Dance</p>	<p>Respo ndi ng</p>	<p>1.1.12ADV.RE7B</p>	<p>Explain how dance communicates aesthetic and cultural values in a variety of genres, styles and/or cultural movement practices. Use genre-specific dance terminology.</p>

<p>1 - Visua l and Perfo rmin g Arts</p> <p>Dance</p>	<p>Respo ndi ng</p>	<p>1.1.12ADV.RE9A</p>	<p>Define personal artistic preferences to critique dance and justify the point of view. Consider content, context, genre, style, and/or cultural movement practice to formulate artistic expression.</p>
<p>1 - Visua l and Perfo rmin g Arts</p> <p>Dance</p>	<p>Respo ndi ng</p>	<p>1.1.12PROF.RE7 A</p>	<p>Use genre-specific terminology to analyze recurring patterns of movement and their relationships in dance in context of artistic intent.</p>
<p>1 - Visua l and Perfo rmin g Arts</p> <p>Dance</p>	<p>Respo ndi ng</p>	<p>1.1.12PROF.RE7 B</p>	<p>Analyze the use of elements of dance in a variety of genres, styles or cultural movement practices within the cultural context to communicate intent. Use genre-specific dance terminology to compare and contrast.</p>

<p>1 - Visua l and Perfo rmin g Arts</p> <p>Dance</p>	<p>Respo ndi ng</p>	<p>1.1.12PROF.RE8 A</p>	<p>Distinguish different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, execution of dance movements and context enhance meaning and support intent using genre specific dance techniques.</p>
<p>1 - Visua l and Perfo rmin g Arts</p> <p>Dance</p>	<p>Respo ndi ng</p>	<p>1.1.12PROF.RE9 A</p>	<p>Analyze artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, and/or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.</p>