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| **Content Area** | Dance | | | **Grade Level** | High School Extended Pathway | | |
| **Course Name/Course Code** | Intermediate Ballet Course | | | | | | |
| **Standard** | **Fundamental Pathway Grade Level Expectations (GLE)** | | | | | | **GLE Code** |
| 1. Movement, Technique, and Performance | 1. Display dance movement skills, synthesizing technical proficiency, kinesthetic body awareness, and artistic interpretation | | | | | | DA09-GR.8-S.1-GLE.1 |
| 1. Perform advanced movement with expression and artistry | | | | | | DA09-GR.8-S.1-GLE.2 |
| 1. Produce a multi-faceted dance performance | | | | | | DA09-GR.8-S.1-GLE.3 |
| 1. Create, Compose, and Choreograph | 1. Refine the creative process in dance-making | | | | | | DA09-GR.8-S.2-GLE.1 |
| 1. Compose dance works that convey meaning and intent | | | | | | DA09-GR.8-S.2-GLE.2 |
| 1. Utilize choreography components when creating dance works | | | | | | DA09-GR.8-S.2-GLE.3 |
| 1. Historical and Cultural Context | 1. Investigate two or more cultural and historical dance forms or traditions | | | | | | DA09-GR.8-S.3-GLE.1 |
| 1. Utilize technical skills and knowledge of historical and cultural dance in performance situations | | | | | | DA09-GR.8-S.3-GLE.2 |
| 1. Reflect, Connect, and Respond | 1. Apply critical analysis to new dance works, reconstructions, and masterpieces | | | | | | DA09-GR.8-S.4-GLE.1 |
| 1. Articulate connections of dance | | | | | | DA09-GR.8-S.4-GLE.2 |
| **Colorado 21st Century Skills**    **Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*  **Information Literacy:** *Untangling the Web*  **Collaboration:** *Working Together, Learning Together*  **Self-Direction:** *Own Your Learning*  **Invention:** *Creating Solutions* | | The Colorado Academic Standards for Dance are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all four dance standards to illustrate this process-based philosophy. | | | | | |
| **Unit Titles** | | | **Length of Unit/Contact Hours** | | | **Unit Number/Sequence** | |
| Intermediate Ballet Technique & Vocabulary – Barre & Center Exercises | | | Quarterly/semester/yearly | | | Instructor Choice | |
| Anatomical Kinesiology and Physiology for Ballet Dancers | | | 3-4 weeks | | | Instructor Choice | |
| History and Progression of Classical Ballet | | | 3-4 weeks | | | Instructor Choice | |
| Ballet Exploration, Choreography and Performance | | | 4-6 weeks | | | Instructor Choice | |

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| **Unit Title** | Intermediate Ballet Technique & Vocabulary – Barre & Center Exercises | | | **Length of Unit** | Quarterly/semester/yearly |
| **Focusing Lens(es)** | Structure and Function | **Standards and Grade Level Expectations Addressed in this Unit** | DA09-GR.HSEP-S.1-GLE.1, DA09-GR.HSEP-S.1-GLE.2  DA09-GR.HSEP-S.4-GLE.1, DA09-GR.HSEP-S.4-GLE.2 | | |
| **Inquiry Questions (Engaging- Debatable):** | * When casting for a role, would you choose the strongest technically proficient dancer, or the one who has greater stage presence or artistic interpretation skills? (DA09-GR.HSEP-S.1-GLE.1-IQ.2, GLE.3-IQ.2) and (DA09-GR.HSEP-S.4-GLE.2-IQ.1) * What must a dancer do to properly prepare for a performance? * How can the connections between dance and other academic content areas be explained? | | | | |
| **Unit Strands** | Performance Technique  Create form  Historical Context  Respond critically | | | | |
| **Concepts** | Technique, Line, Space/Time/Energy, Movement, Combination, Preparation, Center, Artistic Expression, Order/Form, Sequence, Characteristics | | | | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| Ballet technique performed accurately, and with artistic expression provides a dancer with skills to meet the demands of diverse repertoire and more complex movements. (DA09-GR.HSEP-S.1-GLE.1, 2) and (DA09-GR.HSEP-S.4-GLE.1, 2) | What body facings should a dancer know in order to complete an adagio combination? | What influence do trends in classical and contemporary ballet have on training needs? |
| Order and form within a ballet class determines the characteristics of the movement sequences and patterns. (DA09-GR.HSEP-S.1-GLE.1, 2) and (DA09-GR.HSEP-S.4-GLE.1, 2) | What does a degage at the barre prepare a dancer for in center floor? | Why are barre exercises placed in a specific order in relationship to space/time/energy in preparation for center floor? |

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| **Critical Content:**  **My students will Know…** | **Key Skills:**  **My students will be able to (Do)…** |
| * Proper barre and center exercises (ex: plie, tendu, degage, ronde de jambe) (DA09-GR.HSEP-S.1-GLE.1, 2) and (DA09-GR.HSEP-S.4-GLE.1, 2) * Intermediate ballet technique vocabulary (ex:, Pirouette, petite/grande allegro) (DA09-GR.HSEP-S.1-GLE.1, 2) and (DA09-GR.HSEP-S.4-GLE.1, 2) * Concepts of musicality in relationship to ballet technique/style (ex: timing of degage, assemble) (DA09-GR.HSEP-S.1-GLE.1, 2) and (DA09-GR.HSEP-S.4-GLE.1, 2) * Correct alignment for ballet technique (such as lift and rotation) (DA09-GR.HSEP-S.1-GLE.1, 2) and (DA09-GR.HSEP-S.4-GLE.1, 2) * The order of ballet class and importance of each element (ex. barre, center work, across the floor) (DA09-GR.HSEP-S.1-GLE.1, 2) and (DA09-GR.HSEP-S.4-GLE.1, 2) * Performance elements of classical ballet. (such as epaulement, projection) (DA09-GR.HSEP-S.1-GLE.1, 2) and (DA09-GR.HSEP-S.4-GLE.1, 2) | * Demonstrate an understanding of dance elements (DA09-GR.HSEP-S.1-GLE.1-EO.a) * Articulate correct vocabulary terms to name dance movements in a variety of dance forms (DA09-GR.HSEP-S.1-GLE.1-EO.b) * Demonstrate with skill and accuracy an intermediate or advanced technical proficiency in the performance of ballet (DA09-GR.HSEP-S.1-GLE.1-EO.c) * Perform dance works with artistic interpretation and projection (DA09-GR.HSEP-S.1-GLE.1-EO.d) * Demonstrate the ability to use basic notation methodology (DA09-GR.HSEP-S.1-GLE.1-EO.e) * Maintain vertical, off-center, and non-vertical body alignment appropriate to the dance styles performed (DA09-GR.HSEP-S.1-GLE.2-EO.a) * Self correct while performing complex movement sequences (DA09-GR.HSEP-S.1-GLE.2-EO.b) * Use technique, rhythmic accuracy, and artistic expression as appropriate to selected dance styles (DA09-GR.HSEP-S.1-GLE.2-EO.c) * Achieve proficiency of specific dance vocabulary (DA09-GR.HSEP-S.1-GLE.2-EO.d) * Memorize and reproduce movement sequences accurately (DA09-GR.HSEP-S.1-GLE.2-EO.e) * Use technology to aid in researching and understanding all aspects of dance in relation to other disciplines (DA09-GR.HSEP-S.4-GLE.2-EO.c) * Journal the creative process of the development of one dance work. (DA09-GR.HSEP-S.4-GLE.1-EO.c) * Use dance notation and diagrams to reconstruct simple dances (DA09-GR.HSEP-S.4-GLE.1-EO.d) * Use aesthetic reflection to refine works and to contemplate issue related to dance as art (DA09-GR.HSEP-S.4-GLE.1-EO.e) |

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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.  EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* | | |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | | *Through the disciplined art of ballet a dancer will learn to demonstrate movement skills and technical proficiency while performing with expression, analyzing the cultural influence of ballet tradition and using ballet vocabulary to create ballet phrases.* |
| **Academic Vocabulary:** | Transitions, Performance Elements, Facial Expression, Pattern, Motif, Phrase, Style, Alignment, Shape, Line, Communication Through Movement, Musical Nuance, Rhythmical Characteristics, Strength, Flexibility, Artistry, Self-Correct, Placement, Musicality. | |
| **Technical Vocabulary:** | Barre, Plie, Tendu, Degage, Ronde De Jambe, Grande Battement, Frappe, En Croix, Developpe, Adagio, Chasse, Pique, Passé, Arabesque, Devant, Derriere, A La Seconde, Coupe, Balance, Sauté, Glissade, Changement, Grande Jete, Positions Of The Feet, Body Facings, Croise, Pas De Bourree, Pas De Valse, Entrechat Quatre, Sissone, Tour Jete, Chaine, Pas De Chat, Grande Allegro, Petit Allegro, Ballon. | |

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| **Unit Title** | Anatomical Kinesiology and Physiology for Ballet Dancers | | | **Length of Unit** | 3-4 weeks |
| **Focusing Lens(es)** | System Complexity | **Standards and Grade Level Expectations Addressed in this Unit** | DA09-GR.HSEP-S.1-GLE.1, DA09-GR.HSEP-S.1-GLE.2, DA09-GR.HSEP-S.1-GLE.3  DA09-GR.HSEP-S.4-GLE.1, DA09-GR.HSEP-S.4-GLE.2 | | |
| **Inquiry Questions (Engaging- Debatable):** | * How can basic technique in one dance form improve with the study of multiple dance forms? (DA09-GR.HSEP-S.1-GLE.1-IQ.1, GLE.3-IQ.2) and (DA09-GR.HSEP-S.4-GLE.2-IQ.4) * What must a dancer do to properly prepare for a performance? * How do underlying structures unconsciously guide the creation of dance works? | | | | |
| **Unit Strands** | Perform correct vocabulary terms for movements  Create alignment  Kinesthetic Context  Respond using anatomical vocabulary | | | | |
| **Concepts** | Technique, Law/rules, Order/form, Movement, Anatomical structure, Analysis, Value, Structural, Aesthetic, Accuracy, Support | | | | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| Human movement analysis reveals movement potential in classical ballet technique. (DA09-GR.HSEP-S.1-GLE.1, 2) and (DA09-GR.HSEP-S.4-GLE.1, 2) | What is the root of cause of a dancer pronating the tarsus? | How are the aesthetic values of a ballet body different from safe and proper alignment? |
| The value placed on kinesiology serves as support for the art of ballet by providing tools for accurate structural technique. (DA09-GR.HSEP-S.1-GLE.1, 2) and (DA09-GR.HSEP-S.4-GLE.1, 2) | Is ballet considered a cardiovascular activity? | In what ways does cardiovascular conditioning aid in technique and performance ability? |

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| **Critical Content:**  **My students will Know…** | **Key Skills:**  **My students will be able to (Do)…** |
| * Correct alignment for a ballet dancer (such as rotation) (DA09-GR.HSEP-S.1-GLE.1, 2, 3) and (DA09-GR.HSEP-S.4-GLE.2) * Anatomical elements in relationship to ballet (such as por de bras, tendu, releve) (DA09-GR.HSEP-S.1-GLE.1, 2, 3) and (DA09-GR.HSEP-S.4-GLE.2) * Anatomical vocabulary (such as the skeletal and muscular systems) (DA09-GR.HSEP-S.1-GLE.1, 2, 3) and (DA09-GR.HSEP-S.4-GLE.2) * The actions of muscles and joints work to move a body in space. (ex: muscles move bones) (DA09-GR.HSEP-S.1-GLE.1, 2, 3) and (DA09-GR.HSEP-S.4-GLE.2) * Examples of conditioning and somatic support for dancers (such as wellness, diet, somatics) (DA09-GR.HSEP-S.1-GLE.1, 2, 3) and (DA09-GR.HSEP-S.4-GLE.2) * Kinesthetic awareness and self-discipline. (DA09-GR.HSEP-S.1-GLE.1, 2, 3) | * Demonstrate an understanding of dance elements. (DA09-GR.HSEP-S.1-GLE.1-EO.a) * Articulate correct vocabulary terms to name dance movements in a variety of dance forms (DA09-GR.HSEP-S.1-GLE.1-EO.b) * Demonstrate with skill and accuracy an intermediate or advanced technical proficiency in the performance of ballet (DA09-GR.HSEP-S.1-GLE.1-EO.c) * Maintain vertical, off-center, and non-vertical body alignment appropriate to the dance styles performed (DA09-GR.HSEP-S.1-GLE.2-EO.a) * Self correct while performing complex movement sequences (DA09-GR.HSEP-S.1-GLE.2-EO.b) * Use technique, rhythmic accuracy, and artistic expression as appropriate to selected dance styles (DA09-GR.HSEP-S.1-GLE.2-EO.c) * Achieve proficiency of specific dance vocabulary (DA09-GR.HSEP-S.1-GLE.2-EO.d) * Memorize and reproduce movement sequences accurately (DA09-GR.HSEP-S.1-GLE.2-EO.e) * Connect the art of dance to other disciplines in a creative way (DA09-GR.HSEP-S.4-GLE.2-EO.a) * Use technology to aid in researching and understanding all aspects of dance in relation to other disciplines (DA09-GR.HSEP-S.4-GLE.2-EO.c) * Use aesthetic reflection to refine works and to contemplate issues related to dance as art (DA09-GR.HSEP-S.4-GLE.2-EO.e) |

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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.  EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* | | |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | | *Through the disciplined art of ballet, a dancer will learn to demonstrate movement skills and technical proficiency while performing with expression, analyzing the cultural influence of ballet tradition and using ballet vocabulary to create ballet works.* |
| **Academic Vocabulary:** | Rotation, Kinesthetic Awareness, Planes, Motion, Control, Release, Kinesiology, Biomechanics, Direction, Actions, Conditioning, System, Wellness, Motion, Force | |
| **Technical Vocabulary:** | Extension, Flexion, Degree, Names Of Bones And Muscles, Abduction, Adduction, Joints, Anterior, Posterior, Proximal, Articulation, Ligaments, Deep, Superior, Inferior, Lateral, Hyperextension | |

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| **Unit Title** | History and Progression of Classical Ballet | | | **Length of Unit** | 3-4 weeks |
| **Focusing Lens(es)** | Change/Transition | **Standards and Grade Level Expectations Addressed in this Unit** | DA09-GR.HSEP-S.1-GLE.1, DA09-GR.HSEP-S.1-GLE.2, DA09-GR.HSEP-S.1-GLE.3  DA09-GR.HSEP-S.2-GLE.2  DA09-GR.HSEP-S.3-GLE.1, DA09-GR.HSEP-S.3-GLE.2  DA09-GR.HSEP-S.4-GLE.1, DA09-GR.HSEP-S.4-GLE.2 | | |
| **Inquiry Questions (Engaging- Debatable):** | * How do changes in the steps, movement style, and body posture change the message? (DA09-GR.HSEP-S.3-GLE.1-IQ.3, GLE.2-IQ.1) and (DA09-GR.HSEP-S.3-GLE.2-IQ.4) and (DA09-GR.HSEP-S.4-GLE.1-IQ.3) * How has dance (ballet) been affected by people or events in history? * How has dance (ballet) changed throughout the ages? * How does context affect a dance work? | | | | |
| **Unit Strands** | Perform historical ballet choreography  Create ballet works that include past and present style  Historical Context of ballet aesthetics  Respond critically by analyzing ballet dance works | | | | |
| **Concepts** | Culture, Value, Observation, Tradition, Influence, Expression, Codification, Convention, Complexity, Pattern, Technique, Features, Social, Stylized | | | | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| Ballet, as a complex art form, represents an evolution of cultural social dance into a highly stylized traditional form of concert dance. (DA09-GR.HSEP-S.1-GLE.1) and (DA09-GR.HSEP-S.2-GLE.2) and (DA09-GR.HSEP-S.3-GLE.1, 2) and (DA09-GR.HSEP-S.4-GLE.1, 2) | Why is the convention of ballet continuously to be used around the world? | What connections can be made between the courts of the 17th century playing a significant role in ballet codification?  Who do we see as powerful players in today’s ballet society? |
| The origins of ballet feature patterns as a primary component of ballet technique used as a form of expression. (DA09-GR.HSEP-S.1-GLE.1, 2, 3) and (DA09-GR.HSEP-S.2-GLE.2) and (DA09-GR.HSEP-S.3-GLE.1, 2) and (DA09-GR.HSEP-S.4-GLE.1, 2) | What type of ballet attire would be worn for a white ballet? | How do changes in the steps, movement style, and body posture change the message? |

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| **Critical Content:**  **My students will Know…** | **Key Skills:**  **My students will be able to (Do)…** |
| * Important people and ballet works throughout history and their characteristics. (Such as George Balanchine and Swan Lake) (DA09-GR.HSEP-S.3-GLE.1, 2) and (DA09-GR.HSEP-S.4-GLE.1) * Dance (ballet) choreography communicates important ideas and shares new perspectives. (DA09-GR.HSEP-S.3-GLE.1, 2) and (DA09-GR.HSEP-S.4-GLE.1) * Thematic elements of ballet works. (Such as theme and variation) (DA09-GR.HSEP-S.3-GLE.1, 2) and (DA09-GR.HSEP-S.4-GLE.1) * Cultural and historical significance of ballet in relationship to other dance forms. (DA09-GR.HSEP-S.3-GLE.1, 2) and (DA09-GR.HSEP-S.4-GLE.1) * The progression of ballet technique and performance throughout time. (DA09-GR.HSEP-S.3-GLE.1, 2) and (DA09-GR.HSEP-S.4-GLE.1) | * Demonstrate an understanding of dance elements (DA09-GR.HSEP-S.1-GLE.1-EO.a) * Articulate correct vocabulary terms to name dance movements in a variety of dance forms (DA09-GR.HSEP-S.1-GLE.1-EO.b) * Perform dance works with artistic interpretation and projection (DA09-GR.HSEP-S.1-GLE.1-EO.d) * Use technique, rhythmic accuracy, and artistic expression as appropriate to selected dance vocabulary (DA09-GR.HSEP-S.1-GLE.2-EO.c) * Memorize and reproduce movement sequences accurately (DA09-GR.HSEP-S.1-GLE.2-EO.e) * Demonstrate the continuity of composition to the end dance performance (DA09-GR.HSEP-S.1-GLE.3-EO.b) * Define the meaning, intent, or stimuli of solo and ensemble dance works. (DA09-GR.HSEP-S.2-GLE.2-EO.b) * Relate dances across cultures to real-world context. (DA09-GR.HSEP-S.3-GLE.1-EO.a) * Compare and contrast two or more masterworks created from different traditions such as Western, Eastern, and tribal. (DA09-GR.HSEP-S.3-GLE.1-EO.b) * Articulate the significant role of the ability of dance to communicate across cultures. (DA09-GR.HSEP-S.3-GLE.1-EO.c) * Understand the role of gesture and posture in historical and cultural dance traditions. (DA09-GR.HSEP-S.3-GLE.1-EO.d) * Relate dances across cultural and historical periods to a real-world context of decisions made in contemporary performance. (DA09-GR.HSEP-S.3-GLE.2-EO.a) * Synthesize the differences between two or more masterworks created in different historical periods. (DA09-GR.HSEP-S.3-GLE.2-EO.b) * Demonstrate a diversity of historical repertory. (DA09-GR.HSEP-S.3-GLE.2-EO.c) * Articulate how dance is used recreationally throughout history and within cultures. (DA09-GR.HSEP-S.3-GLE.2-EO.d) * Analyze and discuss the characteristics of noted dance performers through history and up to the present. (DA09-GR.HSEP-S.3-GLE.2-EO.e) * Analyze and critique personal and professional or historic works. (DA09-GR.HSEP-S.4-GLE.1-EO.a) * Use dance notation and diagrams to reconstruct simple dances. (DA09-GR.HSEP-S.4-GLE.1-EO.d) * Use aesthetic reflection to refine works and to contemplate issues related to dance as art. (DA09-GR.HSEP-S.4-GLE.1-EO.e) * Compare dances from multiple styles, world traditions, and forms. (DA09-GR.HSEP-S.4-GLE.2-EO.b) * Use technology to aid in researching and understanding all aspects of dance in relation to together disciplines. (DA09-GR.HSEP-S.4-GLE.2-EO.c) |

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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.  EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* | | |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | | *Through the disciplined art of ballet, a dancer will learn to demonstrate movement skills and technical proficiency while performing with expression, analyzing the cultural influence of ballet tradition and using ballet vocabulary to create ballet works.* |
| **Academic Vocabulary:** | Origin, Influence, Timeline, Universal, Thematic Element, Artistic Expression, Masterwork, Artistic Interpretation, Characteristics, Historical And Cultural Traditions, Rituals, Eras Of History, Notation, Diagram, Native. | |
| **Technical Vocabulary:** | Classical Ballet, Neo-Classical Ballet, Contemporary Ballet, Movement Terminology, People/Master Works Of Importance, Ballet Themes, Dance-Works, Dance Genres, Historical Dance Form, Folk Dance. | |

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| **Unit Title** | Ballet Exploration, Choreography and Performance | | | **Length of Unit** | 4-6 weeks |
| **Focusing Lens(es)** | Innovative Design | **Standards and Grade Level Expectations Addressed in this Unit** | DA09-GR.HSEP-S.1-GLE.1, DA09-GR.HSEP-S.1-GLE.2, DA09-GR.HSEP-S.1-GLE.3  DA09-GR.HSEP-S.2-GLE.1, DA09-GR.HSEP-S.2-GLE.2, DA09-GR.HSEP-S.2-GLE.3  DA09-GR.HSEP-S.3-GLE.1  DA09-GR.HSEP-S.4-GLE.1, DA09-GR.HSEP-S.4-GLE.2 | | |
| **Inquiry Questions (Engaging- Debatable):** | * How is it different to create a dance (ballet) for a solo compared to a dance for an ensemble? (DA09-GR.HSEP-S.2-GLE.1-IQ.1, GLE.2-IQ.1, GLE.3-IQ.1) and (DA09-GR.HSEP-S.2-GLE.3-IQ.3) * How does one use stimulus to create and develop a dance (ballet) work? * How does one use and change specific choreographic forms to create two or more dances? * How does one make a dance work accessible and interesting for an audience? | | | | |
| **Unit Strands** | Performance to express ideas  Create ballet works by communicating using the body  Ballet Context of composition  Respond with intention | | | | |
| **Concepts** | Composition, Style, Expressions, Investigate/Discovery, Shape, Choreography, Order/Form, Intention, Significance, Artistic Perspective | | | | |

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| **Generalizations**  **My students will Understand that…** | **Guiding Questions**  **Factual Conceptual** | |
| Style directly influences ballet composition in relationship to the refining and editing of movements to develop choreographic expressions. (DA09-GR.HSEP-S.1-GLE.1, 2, 3) and (DA09-GR.HSEP-S.2-GLE.1, 2, 3) and (DA09-GR.HSEP-S.3-GLE.1) and (DA09-GR.HSEP-S.4-GLE.1, 2) | What choreographic tool is used to develop storytelling in ballet works? | Why would a choreographer choose to use stimuli and intent to create a ballet work? |
| The order and form of ballet clarifies a choreographers’ artistic perspective and expressions. (DA09-GR.HSEP-S.1-GLE.1, 2, 3) and (DA09-GR.HSEP-S.2-GLE.1, 2, 3) and (DA09-GR.HSEP-S.3-GLE.1) and (DA09-GR.HSEP-S.4-GLE.1, 2) | How does using ballet vocabulary help a choreographer communicate their needs to the dancers? | What significance does a choreographer’s influences and aesthetic value have on a ballet work? |

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| **Critical Content:**  **My students will Know…** | **Key Skills:**  **My students will be able to (Do)…** |
| * Principles and practices of choreography during the creative process in relationship to ballet technique. (such as logical sequencing of steps) (DA09-GR.HSEP-S.1-GLE.1, 2, 3) and (DA09-GR.HSEP-S.2-GLE.1, 2, 3) and (DA09-GR.HSEP-S.3-GLE.1) and (DA09-GR.HSEP-S.4-GLE.1, 2) * Ballet and compositional vocabulary (such as plie, tendu) (DA09-GR.HSEP-S.1-GLE.1, 2) and (DA09-GR.HSEP-S.2-GLE.1, 2, 3) * The creative process of dance-making, using meaning and intent. (DA09-GR.HSEP-S.1-GLE.1, 2, 3) and (DA09-GR.HSEP-S.2-GLE.1, 2, 3) and (DA09-GR.HSEP-S.4-GLE.1, 2) * Communication and collaboration is essential to dance- making. (DA09-GR.HSEP-S.1-GLE.1, 2, 3) and (DA09-GR.HSEP-S.2-GLE.1, 2, 3) and (DA09-GR.HSEP-S.3-GLE.1) and (DA09-GR.HSEP-S.4-GLE.1, 2) * Structure and form of ballet works. (such as coda, variations) (DA09-GR.HSEP-S.1-GLE.1, 2, 3) and (DA09-GR.HSEP-S.2-GLE.1, 2, 3) and (DA09-GR.HSEP-S.4-GLE.1, 2) * Performance and Production elements of a dance as art. (staging, lighting, costumes) (DA09-GR.HSEP-S.1-GLE.1, 2, 3) and (DA09-GR.HSEP-S.2-GLE.1, 2, 3) and (DA09-GR.HSEP-S.3-GLE.1) and (DA09-GR.HSEP-S.4-GLE.1, 2) | * Demonstrate an understanding of dance elements (DA09-GR.HSEP-S.1-GLE.1-EO.a) * Articulate correct vocabulary terms to name dance movements in a variety of dance forms (DA09-GR.HSEP-S.1-GLE.1-EO.b) * Demonstrate with skill and accuracy an intermediate or advanced technical proficiency in the performance of ballet (DA09-GR.HSEP-S.1-GLE.1-EO.c) * Perform dance works with artistic interpretation and projection (DA09-GR.HSEP-S.1-GLE.1-EO.d) * Demonstrate the ability to use basic notation methodology (DA09-GR.HSEP-S.1-GLE.1-EO.e) * Maintain vertical, off-center, and non-vertical body alignment appropriate to the dance styles performed (DA09-GR.HSEP-S.1-GLE.2-EO.a) * Self-correct while performing complex movement sequences (DA09-GR.HSEP-S.1-GLE.2-EO.b) * Use technique, rhythmic accuracy, and artistic expression as appropriate to selected dance styles (DA09-GR.HSEP-S.1-GLE.2-EO.c) * Achieve proficiency of specific dance vocabulary (DA09-GR.HSEP-S.1-GLE.2-EO.d) * Memorize and reproduce movement sequences accurately (DA09-GR.HSEP-S.1-GLE.2-EO.e) * Direct and assist in producing a public dance performance (DA09-GR.HSEP-S.1-GLE.3-EO.a) * Demonstrate the continuity of composition to the end dance performance. (DA09-GR.HSEP-S.1-GLE.3-EO.b) * Define the explicit process used when producing a dance work. (DA09-GR.HSEP-S.1-GLE.3-EO.c) * Create dance studies using different choreographic forms such as AB, ABA, rondo, chance, or narrative. (DA09-GR.HSEP-S.2-GLE.1-EO.a) * Develop a full dance work using both literal and abstract methods. (DA09-GR.HSEP-S.2-GLE.1-EO.b) * Refine in process drafts into polished products. (DA09-GR.HSEP-S.2-GLE.1-EO.d) * Select intent or stimuli to create a solo dance and an ensemble dance. (DA09-GR.HSEP-S.2-GLE.2-EO.a) * Define the meaning, intent, stimuli of solo and ensemble dance works. (DA09-GR.HSEP-S.2-GLE.2-EO.b) * Create dance works using different choreographic forms such as AB, ABA, rondo, chance, or narrative. (DA09-GR.HSEP-S.2-GLE.2-EO.c) * Skillfully use the elements of dance to create new work. (DA09-GR.HSEP-S.2-GLE.3-EO.a) * Use and manipulate form to create multiple dances. (DA09-GR.HSEP-S.2-GLE.3-EO.b) * Articulate the significance of transitions in dance creations that bring balance, harmony, and proportion to the work. (DA09-GR.HSEP-S.2-GLE.3-EO.c) * Use formal structures in professional dances to inspire a composition. (DA09-GR.HSEP-S.2-GLE.3-EO.d) * Articulate the significant role of the ability of dance to communicate across cultures. (DA09-GR.HSEP-S.3-GLE.1-EO.c) * Analyze and critique personal and professional or historic works. (DA09-GR.HSEP-S.4-GLE.1-EO.a) * Journal the creative process of the development of one dance work. (DA09-GR.HSEP-S.4-GLE.1-EO.c) * Use dance notation and diagrams to reconstruct simple dances (DA09-GR.HSEP-S.4-GLE.1-EO.d) * Use aesthetic reflection to refine works and to contemplate issue related to dance as art (DA09-GR.HSEP-S.4-GLE.1-EO.e) * Connect the art of dance to other disciplines in a creative way. (DA09-GR.HSEP-S.4-GLE.2-EO.a) * Use technology to aid in researching and understanding all aspects of dance in relation to other disciplines. (DA09-GR.HSEP-S.4-GLE.2-EO.c) |

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| **Critical Language:** includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.  EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”* | | |
| **A student in \_\_\_\_\_\_\_\_\_\_\_\_\_\_ can demonstrate the ability to apply and comprehend critical language through the following statement(s):** | | *Through the disciplined art of ballet, a dancer will learn to demonstrate movement skills and technical proficiency while performing with expression, analyzing the cultural influence of ballet tradition and using ballet vocabulary to create ballet works.* |
| **Academic Vocabulary:** | Beginning, Middle, End; Transitions, Composition, Performance Elements, Pattern, Style, Shape, Line, Musical Nuance, Rhythmical Characteristics, Strength, Flexibility, Artistry, Intent, Stimuli, Abstract, Literal, Gesture, Pose, Projection, Interpretation, Critical Analysis, Self-Reflection, Creative , Audience, Theatre, Stage, Process. | |
| **Technical Vocabulary:** | Classical Ballet, Motif, Phrase, Solo, Duet, Trio, Theme, Variation, Ballet Terminology, High Point, Musicality, Communication Through Movement, Improvisation, Form, Rondo, Chance, Narrative, Light Plot, Sound Design, Production Value. | |