## Curriculum Development Course at a Glance

**Planning For High School Dance – Extended Pathway**

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Dance</th>
<th>Grade Level</th>
<th>High School Extended Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Name/Course Code</td>
<td>Intermediate Ballet Course</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Standard

#### 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**

2. Perform advanced movement with expression and artistry  
   - **DA09-GR.8-S.1-GLE.2**

3. Produce a multi-faceted dance performance  
   - **DA09-GR.8-S.1-GLE.3**

#### 2. Create, Compose, and Choreograph

1. Refine the creative process in dance-making  
   - **DA09-GR.8-S.2-GLE.1**

2. Compose dance works that convey meaning and intent  
   - **DA09-GR.8-S.2-GLE.2**

3. Utilize choreography components when creating dance works  
   - **DA09-GR.8-S.2-GLE.3**

#### 3. Historical and Cultural Context

1. Investigate two or more cultural and historical dance forms or traditions  
   - **DA09-GR.8-S.3-GLE.1**

2. Utilize technical skills and knowledge of historical and cultural dance in performance situations  
   - **DA09-GR.8-S.3-GLE.2**

#### 4. Reflect, Connect, and Respond

1. Apply critical analysis to new dance works, reconstructions, and masterpieces  
   - **DA09-GR.8-S.4-GLE.1**

2. Articulate connections of dance  
   - **DA09-GR.8-S.4-GLE.2**

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### 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

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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.

<table>
<thead>
<tr>
<th>Unit Titles</th>
<th>Length of Unit/Contact Hours</th>
<th>Unit Number/Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate Ballet Technique &amp; Vocabulary – Barre &amp; Center Exercises</td>
<td>Quarterly/semester/yearly</td>
<td>Instructor Choice</td>
</tr>
<tr>
<td>Anatomical Kinesiology and Physiology for Ballet Dancers</td>
<td>3-4 weeks</td>
<td>Instructor Choice</td>
</tr>
<tr>
<td>History and Progression of Classical Ballet</td>
<td>3-4 weeks</td>
<td>Instructor Choice</td>
</tr>
<tr>
<td>Ballet Exploration, Choreography and Performance</td>
<td>4-6 weeks</td>
<td>Instructor Choice</td>
</tr>
</tbody>
</table>

Authors of the Sample: Danielle Heller (Peak Academy of Dance); Sandra Minton (Littleton Public Schools); Christy O’Connell Black (Greeley 6)

High School Extended Pathway, Dance

Complete Sample Curriculum – Posted: January 31, 2013
## Unit Title
Intermediate Ballet Technique & Vocabulary – Barre & Center Exercises

### 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

### Length of Unit
Quarterly/semester/yearly

### 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

### Generalizations

<table>
<thead>
<tr>
<th>My students will Understand that...</th>
<th>Factual</th>
<th>Guiding Questions</th>
<th>Conceptual</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
<td>What body facings should a dancer know in order to complete an adagio combination?</td>
<td>What influence do trends in classical and contemporary ballet have on training needs?</td>
<td></td>
</tr>
<tr>
<td>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)</td>
<td>What does a degage at the barre prepare a dancer for in center floor?</td>
<td>Why are barre exercises placed in a specific order in relationship to space/time/energy in preparation for center floor?</td>
<td></td>
</tr>
</tbody>
</table>
### Critical Content:

**My students will Know...**

- 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)

### Key Skills:

**My students will be able to (Do)...**

- 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)

### 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:


### Technical Vocabulary:

## Unit Planning for High School Dance – Extended Pathway

**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
- 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

### Generalizations

My students will **Understand** that...

<table>
<thead>
<tr>
<th>Factual</th>
<th>Guiding Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
<td>What is the root of cause of a dancer pronating the tarsus?</td>
</tr>
<tr>
<td>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)</td>
<td>Is ballet considered a cardiovascular activity?</td>
</tr>
</tbody>
</table>
## Critical Content:

My students will **Know**...

- 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)

## Key Skills:

My students will be able to **Do**...

- 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)

## 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
## History and Progression of Classical Ballet

<table>
<thead>
<tr>
<th><strong>Unit Title</strong></th>
<th>History and Progression of Classical Ballet</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Length of Unit</strong></td>
<td>3-4 weeks</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th><strong>Focusing Lens(es)</strong></th>
<th>Change/Transition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Standards and Grade Level Expectations Addressed in this Unit</strong></td>
<td>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.2, DA09-GR.HSEP-S.3-GLE.1 DA09-GR.HSEP-S.4-GLE.1, DA09-GR.HSEP-S.4-GLE.2</td>
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<thead>
<tr>
<th><strong>Inquiry Questions (Engaging-Debatable):</strong></th>
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<tbody>
<tr>
<td>• 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)</td>
</tr>
<tr>
<td>• How has dance (ballet) been affected by people or events in history?</td>
</tr>
<tr>
<td>• How has dance (ballet) changed throughout the ages?</td>
</tr>
<tr>
<td>• How does context affect a dance work?</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th><strong>Unit Strands</strong></th>
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<tbody>
<tr>
<td>Perform historical ballet choreography</td>
</tr>
<tr>
<td>Create ballet works that include past and present style</td>
</tr>
<tr>
<td>Historical Context of ballet aesthetics</td>
</tr>
<tr>
<td>Respond critically by analyzing ballet dance works</td>
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</tbody>
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<table>
<thead>
<tr>
<th><strong>Concepts</strong></th>
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</thead>
<tbody>
<tr>
<td>Culture, Value, Observation, Tradition, Influence, Expression, Codification, Convention, Complexity, Pattern, Technique, Features, Social, Stylized</td>
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<th><strong>Generalizations</strong></th>
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<td><strong>My students will Understand that...</strong></td>
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<tr>
<th><strong>Factual</strong></th>
<th><strong>Guiding Questions</strong></th>
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<tbody>
<tr>
<td>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)</td>
<td>Why is the convention of ballet continuously to be used around the world?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Conceptual</strong></th>
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<tbody>
<tr>
<td>What connections can be made between the courts of the 17th century playing a significant role in ballet codification?</td>
</tr>
<tr>
<td>Who do we see as powerful players in today’s ballet society?</td>
</tr>
</tbody>
</table>

| **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? |

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>How do changes in the steps, movement style, and body posture change the message?</td>
</tr>
</tbody>
</table>
### Critical Content:

**My students will Know...**

- Important people and ballet works throughout history and their characteristics. (Such as George Balanchine and Swan Lake) \(^{(DA09-GR.HSEP-S.3-GLE.1, 2)\text{ and } (DA09-GR.HSEP-S.4-GLE.1)}\)
- Dance (ballet) choreography communicates important ideas and shares new perspectives. \(^{(DA09-GR.HSEP-S.3-GLE.1, 2)\text{ and } (DA09-GR.HSEP-S.4-GLE.1)}\)
- Thematic elements of ballet works. (Such as theme and variation) \(^{(DA09-GR.HSEP-S.3-GLE.1, 2)\text{ and } (DA09-GR.HSEP-S.4-GLE.1)}\)
- Cultural and historical significance of ballet in relationship to other dance forms. \(^{(DA09-GR.HSEP-S.3-GLE.1, 2)\text{ and } (DA09-GR.HSEP-S.4-GLE.1)}\)
- The progression of ballet technique and performance throughout time. \(^{(DA09-GR.HSEP-S.3-GLE.1, 2)\text{ and } (DA09-GR.HSEP-S.4-GLE.1)}\)

### Key Skills:

**My students will be able to (Do)...**

- 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. \(^{(DA09-GR.HSEP-S.4-GLE.2-EO.c)}\)
**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):

<table>
<thead>
<tr>
<th>Academic Vocabulary:</th>
<th>Technical Vocabulary:</th>
</tr>
</thead>
</table>
## Curriculum Development Overview

### Unit Planning for High School Dance – Extended Pathway

<table>
<thead>
<tr>
<th>Unit Title</th>
<th>Ballet Exploration, Choreography and Performance</th>
<th>Length of Unit</th>
<th>4-6 weeks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Focusing Lens(es)</strong></td>
<td>Innovative Design</td>
<td>Standards and Grade Level Expectations Addressed in this Unit</td>
<td>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</td>
</tr>
<tr>
<td>Inquiry Questions (Engaging-Debatable):</td>
<td>• 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?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unit Strands</td>
<td>Performance to express ideas</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Create ballet works by communicating using the body</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ballet Context of composition</td>
<td></td>
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<td></td>
<td>Respond with intention</td>
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<tr>
<td>Concepts</td>
<td>Composition, Style, Expressions, Investigate/Discovery, Shape, Choreography, Order/Form, Intention, Significance, Artistic Perspective</td>
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</tbody>
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## Generalizations

**My students will Understand** that...

<table>
<thead>
<tr>
<th>Factual</th>
<th>Guiding Questions</th>
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<tbody>
<tr>
<td>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)</td>
<td>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?</td>
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<tr>
<td>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)</td>
<td>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?</td>
</tr>
</tbody>
</table>
## Critical Content:

**My students will Know…**

- 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)

## Key Skills:

**My students will be able to (Do)...**

- 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)

**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, Musically, Communication Through Movement, Improvisation, Form, Rondo, Chance, Narrative, Light Plot, Sound Design, Production Value.