

Resources:

Videos:

All video resource recommendations will be found in the Resource section of each Unit.

Reference Books:

All reference book information will be found in each Unit.

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The NCAS Standards in Dance Resources include lessons, units, Model Cornerstone Assessments (MCAs), and curriculum maps as well as guidance documents to help you understand and implement the National Core Arts Standards for Dance. Contributors include members of the dance standards writing and leadership teams and participants in the OPDI courses Implementing the National Core Dance Standards for Dance and Developing Cornerstone Assessments for the New Dance Standards. The contributor's name and bio is provided at the end of each document. Contributors represent all NDEO sectors, teaching in K-12, Higher Education, Private Studio, and Community and Performing Arts organizations. This cross sector representation demonstrates that the standards provide essential content to all constituents.

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Ballet Curriculum Level 2

THE DANCE FACTORY, LLC

Founded in 2000 by Sheri Towner-Gabrelcik

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Curriculum Content

Ballet History



The Level 2 Ballet Program will be divided into three units of study; which includes an in-depth look into ballet dance history. Dancers will be exposed to a chronological view of ballet from the 18th Century-Present, famous ballet dancers and iconic ballet choreography. They will submit a project of their choice on a famous dancer and/or a significant period of time that influenced ballet as we know it today.

Ballet Class



Dancers will participate in weekly classes exploring ballet movement, standard terminology and basic warm-up exercises that will explore the development of a ballet performance piece.

Ballet Performance



Targeted Standards

Artistic Process: Program for Grades 6-8

Creating: DA:Cr1.1.8, DA:Cr2.1.8, DA:Cr3.1.8

Performing: DA:Pr4.1.8, DA:Pr5.1.8, DA:Cr6.1.8

Responding: DA :Re7.1.8, DA :Re8.1.8, DA:Cr9.1.8

Connecting: DA:Cn10.1.8, DA:Cn11.1.8

The major focus of the history of dance is the dancers, dance and significant dance works. Selma Jeanne Cohen tells us—dance does not happen in a vacuum. It exists as part of the tapestry of arts, culture, society and history.

Gayle Kassing, History of Dance: An Interactive Arts Approach, 2007.

Academic Expectations/Major Content

This discipline-based curriculum is designed to provide each student with a deeper understanding of ballet dance technique and how it relates to performance.

Students will use expand their ballet technique, explore ballet history and culminate the year with a performance for family and friends. The dancers will be able to analyze, refine and document all their work and further demonstrate how a choreographer must use self-reflection, feedback and documentation to further improve the quality of their performance.

Ballet Curriculum-Level 2

Curriculum Schedule



Level 2 Ballet curriculum is divided into three units. Each unit has an overall theme, technique development and a culminating performance. Dance students will apply the targeted standards of creating, performing, responding and connecting with progression that takes into consideration the student's age; and physical and cognitive abilities. It also addresses creativity and critical thinking.

Curriculum Focus



During the three units students will focus on the following:

- Ballet Vocabulary
- Ballet Movement and Sequencing
- Creating and Responding
- Performance and Connections

Three Themes will move each student through and enriched exploration of tap dancing:

- Ballet through the Ages
- Famous Ballet Dancers
- Famous Ballets

Overview of the Ballet Units

Level/Theme

Level 2 ballet students will participate in an exploration of ballet history and further develop their ballet technique. Dance students will attend a 1.5 hour class twice a week, with each class devoting time to technique and choreographic development. Class time during the unit will also allow for exploration of ballet history by watching videos, sharing personal research and other creative materials.

"What does dance give you? The freedom to be who you are and do what you want to do."

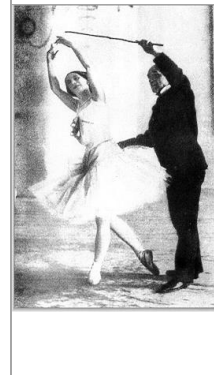
Arthur Mitchell

Time Span (Classes are 1.5 hours in length)

- Unit 1: Ballet through the Ages-Students will learn warm-up exercises, review ballet terminology, explore the use of space, time and force. View historical materials from the 18th Century-Present. The unit will provide opportunity for the student to develop personal ballet movement phrases, work in groups, share and refine their movements and develop a short piece for performance. Students will keep a personal journal.
- Unit 2: Famous Ballet Dancers-Students will continue to expand their ballet vocabulary, technique and ability to build ballet sequences. During this unit students will individually research a famous dancer and present their dancer in a project of their choice.
- Unit 3: Famous Ballets-Students will continue ballet technique and ballet dance sequencing development. Students will explore famous ballets by viewing videos, reading articles and developing a timeline of significant performances.

Essential Questions

Ballet Dance History:



Questions to consider when researching your era or innovator—

1. What are the major contributions from this era?
2. What was society like during this era? Did any significant political or historical events occur during this era?
3. Who are the famous ballet dancers or contributors to ballet during the time period?
4. What types of ballet were popular during this period? Were there any other dances during the era that had an impact on ballets produced during this time?

Ballet Dance:

Creating/Performing/Responding/Connecting

1. How has the selection of music, movement, observed performances influenced your choreographic choices? Have you explored a variety of phrases that have changes in tempo or rhythm?
2. Using ballet terminology, what revisions have you made in your dance and why?
3. Have you collaborated with your peers, whether through response or revision? If so, how and what have you learned from this experience?
4. Have you discovered anything about ballet and its history that relates to your culture or family heritage?