

High School Dance Curriculum

Grade Level: Junior / Senior Dance I



Unit #	Standards to be addressed	Culminating Student Work to be Produced	Instruction Needed	Assessment Criteria (To meet standard)	Documentation
Unit 1 Ballet	DA:Pr.4.1.HS.Ic DA:Pr5.1.HS.Ia DA:Pr5.1.HS.IIa	Ballet written exam (vocab, anatomy, & alignment) Origins assignment Peer Performance Journal Writing turned in	Body alignment & anatomy Warm up exercises & vocab Progressions (across the floor) History and origins of ballet Vocabulary Movement & Choreography	Ballet Exam History & origins assignment Peer performance rubric Journal Writing Questions answered Assignments recorded	Exam Written assignment Journals Video feedback
Unit 2 Jazz	DA:Cr3.1.HS.Ib DA:Cr3.1.HS.IIb DA:Pr.4.1.HS.Ib & Ic DA:Pr5.1.HS.Ia DA:Pr5.1.HS.IIa	Jazz notation exam Origins assignment Student led warm up Group collaboration part. Peer Performance Journal Writing turned in	New warm up Vocabulary History and Origins of jazz Art of collaboration Guided collaboration Movement and Choreography	Jazz notation exam History and origins assignment Student Warm up rubric Group collaboration rubric Peer performance rubric Journal writing Questions answered Assignments recorded	Exam Written assignment Journals Video feedback
Unit 3 Hip Hop	DA:Pr.4.1.HS.Ia DA:Pr.4.1.HS.Ib & Ic DA:Pr5.1.HS.Ia DA:Pr5.1.HS.IIa DA:Cr2.1.HS.IIa	Hip Hop Quiz Group collaboration part. Peer Performance Journal Writing	New warm up Vocabulary History & Origins of Hip Hop Guided collaboration Movement and Choreography	Hip Hop quiz Group collaboration rubric Peer performance rubric Journal writing Questions answered Assignments recorded	Quiz Journals Video feedback
Unit 4 Tap	DA:Pr.4.1.HS.Ib & Ic DA:Pr5.1.HS.Ia DA:Pr5.1.HS.IIa	Tap Exam Origins assignment Peer teaching lesson plan Peer teaching lesson execution Peer Performance	New warm up Vocabulary History and Origins of tap Peer Teaching lesson Movement and Choreography	Tap Exam Peer teaching lesson plan Peer teaching lesson rubric Peer performance rubric	Exam Lesson Plan Written assignment Video feedback
Unit 5 Improv. Modern	DA:Cr1.1.HS.Ia & Ib DA:Cr1.1.HS.IIb DA:Cr2.1.HS.IIa DA:Pr4.1.HS.Ia DA:Pr.4.1.HS.Ib & Ic DA:Pr4.1.HS.IIa,b,&c DA:Pr5.1.HS.Ia DA:Pr5.1.HS.IIa DA:Re7.1.HS.IIa & IIb DA:Re8.1.HS.Ia & IIa DA:Re9.1.HS.Ia&IIa. DA:Cn10.1.HS.Ia	Improv / Modern Exam Origins assignment Performance Critique Papers Collaboration participation Peer Performance	New warm up Vocabulary History and Origins of Modern Dance, Improvisation, & Interplay How to critique a dance performances Evaluative Criteria Guided collaboration Movement and Choreography	Improv / Modern Exam Dance Critique Collaboration rubric Journal Writing Questions answered Assignments recorded	Exam Critiques Written Assignment Journals Video feedback

	DA:Cn11.1.HS.Ia				
Unit 6 Choreography	DA:Cr1.1.HS.IIa DA:Cr2.1.HS.1a &1b DA:Cr2.1.HS.IIa &b DA:Cr3.1.HS.1a DA:Cr3.1.HS.IIa DA:Pr4.1.HS.Ib & 1c DA:Pr4.1.HS.IIa,b,&c DA:Pr5.1.HS.1a DA:Pr5.1.HS.1c DA:Pr5.1.HS.IIa DA:Re7.1.HS.1a & 1b DA:Re8.1.HS.1a &IIa DA:Re9.1.HS.1a &IIa	Elements of Choreography Exam Choreography Project	Intro to improve warm ups Student led after intro Intro to Artistic Intent Intro to Artistic Statement Intro to Artistic Expression Intro to Artistic Criteria Intro to Choreographic Devices Intro to Dance Structures Peer critiques and feedback	Improv warm up rubric 3 Peer Critique Assignments Choreo Project Paper Choreography Project rubric Journal Writing Questions answered Assignments recorded	Exam 4 papers Journals Video feedback
Unit 7 Production	DA:Pr5.1.HS.1a DA:Pr5.1.HS.1c DA:Pr6.1.HS.1a &1b DA:Pr6.1.HS.IIa &IIb	Production Exam Art Project Showcase Performance	Intro to production elements Intro to staging & tech theater Intro to production vocabulary Intro to performance etiquette Intro to program writing Intro to marketing for a show	Production Exam Art projects for costume, and set design (In journal) Showcase Performance	Exam Art Project in journal Video feedback

Unit	Anchor	Performance Standards ~ Junior / Senior Dance I
		Anchor Standard: Generate and conceptualize artistic ideas and work.
Improv/Mod Choreography	DA:Cr1.1.HS.I	a. Explore a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement.
Improv/Mod		b. Experiment with the elements of dance to explore personal movement preferences and strengths and select movements that challenge skills and build on strengths in an original dance study or dance.
Hip Hop Improv/Mod	DA:Cr1.1.HS.II	a. Synthesize content generated from stimulus materials to choreograph dance studies or dances using original or codified movement.
		b. Apply personal movement preferences and strengths with the movement vocabulary of several dance styles or genres to choreograph an original dance study or dance that communicates an artistic intent, Compare personal choices to those made by well known choreographers.
		Anchor Standard: Organize and develop artistic ideas and work

Choreography	DA:Cr2.1.HS.I	a. Collaborate to design a dance using choreographic devices and dance structures to support an artistic intent. Explain how the dance structures clarify the artistic intent.
Choreography		b. Develop an artistic statement for an original dance study or dance. Discuss how the use of movement elements, choreographic devices and dance structures serve to communicate the artistic statement.
Choreography	DA:Cr2.1.HS.II	a. Work individually and collaboratively to design and implement a variety of choreographic devices and dance structures to develop original dances. Analyze how the structure and final composition inform the artistic intent.
Choreography		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.
Choreography	DA:Cr3.1.HS.I	a. Clarify the artistic intent of a dance by manipulating choreographic devices and dance structures based on established artistic criteria and feedback from others. Analyze and evaluate impact of choices made in the revision process.
		b. Compare recognized systems to document a section of a dance using writing, symbols, or media technologies.
Choreography	DA:Cr3.1.HS.II	a. Clarify the artistic intent of a dance by refining choreographic devices and dance structures, collaboratively or independently using established artistic criteria, self reflection, and the feedback of others. Analyze and evaluate impact of choices made in the revision process.
		b. Develop a strategy to record a dance using recognized systems of dance documentation.
		Anchor Standard: Select, analyze and interpret artistic work for presentation.
Improv/Mod	DA:Pr4.1.HS.I	a. Develop partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography.
Jazz Tap Improv/Mod Choreography		b. Use syncopation and accent movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing.
Jazz Tap Improv/Mod Choreography		c. Connect energy and dynamics to movements by applying them in and through all parts of the body. Develop total body awareness so that movement phrases demonstrate variances of energy and dynamics.
Hip Hop Improv/Mod Choreography	DA:Pr4.1.HS.II	a. Dance alone and with others with spatial intention. Expand partner and ensemble skills to greater ranges and skill level. Execute complex floor and air sequences with others while maintaining relationships through focus and intentionality.
Hip Hop Improv/Mod Choreography		b. Perform dance studies and compositions that use tie and tempo in unpredictable ways. Use internal rhythms and kinetics as phrasing tools. Dance “In the moment”.
Ballet Hip Hop Improv/Mod Choreography		c. Initiate movement phrases by applying energy and dynamics. Vary energy and dynamics over the length of a phrase and transition smoothly out of the phrase and into the next phrase, paying close attention to its movement initiation and energy.
		Anchor Standard: Develop and refine artistic technique and work for presentation.
Ballet	DA:Pr5.1.HS.I	a. Embody technical dance skills (functional alignment, coordination, balance, core support, clarity of movement, weight shifts,

Jazz Hip Hop Tap Improv/Mod Choreography Production		flexibility/range of motion) to retain and execute dance choreography.
Jazz		b. Develop a plan for healthful practices in dance activities and everyday life including nutrition and injury prevention, Discuss implementation of the plan and how it supports personal performance goals.
Choreography Production	DA:Pr5.1.HS.II	c. Collaborate with peers to establish and implement a rehearsal plan to meet performance goals. Use a variety of strategies to analyze and evaluate performances of self and others (video recordings of practice to analyze difference between the way movements look and how they feel to match performance with visual affect). Articulate performance goals and justify reasons for selecting particular practice strategies.
Ballet Jazz Hip Hop Tap Improv/Mod Choreography		a. Dance with sensibility toward other dancers while executing complex spatial rhythmic and dynamic sequences to meet performance goals
		b. Apply anatomical principles and healthful practices to a range of technical dance skills for achieving fluency of movement. Follow a personal nutrition plan that supports health for everyday life.
Jazz		c. Plan and execute collaborative and independent practice and rehearsal processes with attention to technique and artistry informed by personal performance goals. Reflect on personal achievements.
Production	DA:Pr6.1.HS.I	a. Demonstrate leadership qualities (commitment, dependability, responsibility, and cooperation) when preparing for performances. Demonstrate performance etiquette and performance practices during class, rehearsal and performance. Post-performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies using dance terminology and production terminology.
Production		b. Evaluate possible designs for the production elements of a performance and select an execute the ideas that would intensify and heighten the artistic intent of the dances.
Production	DA:Pr6.1.HS.II	a. Demonstrate leadership qualities (commitment, dependability, responsibility, and cooperation) when preparing for performances. Model performance etiquette and performance practices during class, rehearsal and performance. Implement performance strategies to enhance projection. Post performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies using dance terminology as production terminology.
Production		b. Work collaboratively to produce a dance concert on a stage or in an alternative performance venue and plan the production elements that would be necessary to fulfill the artistic intent of the dance works.
		Anchor Standard: Perceive and analyze artistic work
Choreography	DA:Re.7.1.HS.I	a. Analyze recurring patterns of movement and their relationships in dance in context of artistic intent.
Choreography		b. Analyze the use of elements of dance in a variety of genres, styles, or cultural movement practices within its cultural context to communicate intent. Use genre-specific dance terminology.
Improv/Mod	DA:Re.7.1.HS.II	a. Analyze dance works and provide examples of recurring patterns of movement and their relationships that create structure and meaning in dance.
Improv/Mod		b. 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.

		Anchor Standard: Interpret intent and meaning in artistic work
Improv/Mod Choreography	DA:Re8.1.HS.I	a. Select and compare different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, use of body, dance technique, and context enhance meaning and support intent using genre specific dance terminology.
Improv/Mod Choreography	DA:Re8.1.HS.II	a. Analyze and discuss how the elements of dance, execution of dance movement principles, and context contribute to artistic expression. Use genre specific dance terminology.
		Anchor Standard: Apply criteria to evaluate artistic work
Improv/Mod Choreography	DA:Re9.1.HS.I	a. Analyze the artistic expression of a dance. Discuss insights using evaluative criteria and dance terminology.
Improv/Mod Choreography	DA:Re9.1.HS.II	a. Compare and contrast two or more dances using evaluative criteria to critique artistic expression. Consider societal values and a range of perspectives. Use genre-specific dance terminology.
		Anchor Standard: Synthesize and relate knowledge and personal experiences to make art
Improv/Mod	DA:Cn10.1.HS.I	a. Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer may impact one's own interpretation. Provide evidence to support one's analysis.
		b. Collaboratively identify a dance related question or problem. Conduct research through interview, research database, text media, or movement. Analyze and apply information gathered by creating a group dance that answer the question posed. Discuss how the dance communicates new perspectives or realizations. Compare orally and in writing the process used in choreography to that of other creative, academic or scientific procedures.
	DA:Cn10.1.HS.II	a. Analyze a dance that is related to content learned in other subjects and research its context. Synthesize information learned and share new ideas about its impact on one's perspective.
		b. Use established research methods and techniques to investigate a topic. Collaborate with others to identify questions and solve movement problems that pertain to the topic. Create and perform a piece of choreography. Discuss orally or in writing the insights relating to knowledge gained through the research process, the synergy of collaboration, and the transfer of learning from this project to other learning situations.
		Anchor Standard: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding
Improv/Mod	DA:Cn11.1.HS.I	a. Analyze and discuss dances from selected genres or styles and/or historical time periods, and formulate reasons for the similarities and differences between them in relation to the ideas and perspectives of the peoples from which the dances originate.
	DA:Cn11.1.HS.II	a. Analyze dances from several genres or styles, historical time periods, and/or world dance forms. Discuss how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the peoples from which the dances originate.

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 constitutes.

These standards resources were partially funded by a generous grant from the National Endowment for the Arts.

Educator Bio: Lisa M. Jacob has been a Dance and Physical Education teacher at Maine West High School in Des Plaines IL for 23 years. She directs the Maine West Orchestis Dance Company, and the Maine West V-S how. She is the Co-Chair of the Illinois State Dance Festival and was Northeast Illinois Dance Teacher of the Year in 2015. She has been happily married for 27 years and has two amazing children Zachary 26 married to Katherine, and Kelsey 22.