

**Curriculum Development Overview**  
**Unit Planning for High School Dance – Fundamental Pathway**

<b>Unit Title</b>	Basic Ballet Technique & Vocabulary – Barre & Center Exercises		<b>Length of Unit</b>	Quarterly/semester/yearly
<b>Focusing Lens(es)</b>	Structure and Function	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	DA09-GR.HSFP-S.1-GLE.1, DA09-GR.HSFP-S.1-GLE.2, DA09-GR.HSFP-S.1-GLE.3 DA09-GR.HSFP-S.2-GLE.4 DA09-GR.HSFP-S.3-GLE.1, DA09-GR.HSFP-S.3-GLE.2 DA09-GR.HSFP-S.4-GLE.1, DA09-GR.HSFP-S.4-GLE.2	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• How does a dancer’s expression of space/time/energy change as his or her technical abilities increase? (DA09-GR.HSFP-S.1-GLE.3-EO.1) and (DA09-GR.HSFP-S.2-GLE.4-EO.2) and (DA09-GR.HSFP-S.3-GLE.2-EO.1) and (DA09-GR.HSFP-S.4-GLE.1-EO.3)</li> <li>• How can one describe what structure or form is within a dance work?</li> <li>• What connections are seen between a historical dance form and the culture in which it was created?</li> <li>• How could one diagram a dance to explain a movement to another person?</li> </ul>			
<b>Unit Strands</b>	Performance Technique Create form Historical Context Respond critically			
<b>Concepts</b>	Technique, Line, Space/Time/Energy, Movement, Shape, Execution, Reflection, Order, Relationship			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	Factual	Conceptual
The technique of ballet uses one’s body to design line and shape (DA09-GR.HSFP-S.1-GLE.1, 2, 3) and (DA09-GR.HSFP-S.2-GLE.4) and (DA09-GR.HSFP-S.3-GLE.2) and (DA09-GR.HSFP-S.4-GLE.2)	Do your heels stay on the ground in all demi -plies?	Why does technique aid in performance?
The movements executed in barre and center floor exercises reflect space/time/energy (DA09-GR.HSFP-S.1-GLE.1, 2, 3) and (DA09-GR.HSFP-S.2-GLE.4) and (DA09-GR.HSFP-S.3-GLE.2) and (DA09-GR.HSFP-S.4-GLE.2)	What is the order of barre and center exercises in a ballet class?	Why are barre exercises placed in a specific order in relationship to space/time/energy?

**Curriculum Development Overview**  
**Unit Planning for High School Dance – Fundamental Pathway**

<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>• Proper barre and center exercises (ex: plie, tendu, degage, ronde de jambe) (DA09-GR.HSFP-S.1-GLE.1, 2, 3) and (DA09-GR.HSFP-S.2-GLE.4) and (DA09-GR.HSFP-S.3-GLE.2) and (DA09-GR.HSFP-S.4-GLE.2)</li> <li>• Basic ballet technique vocabulary (ex: barre, center, releve) (DA09-GR.HSFP-S.1-GLE.1, 2, 3)</li> <li>• Concepts of musicality in relationship to ballet technique/style (ex: timing of degage) (DA09-GR.HSFP-S.1-GLE.1, 2, 3) and (DA09-GR.HSFP-S.2-GLE.4) and (DA09-GR.HSFP-S.3-GLE.2) and (DA09-GR.HSFP-S.4-GLE.2)</li> <li>• Correct alignment for ballet technique (such as lift and rotation) (DA09-GR.HSFP-S.1-GLE.1, 2, 3) and (DA09-GR.HSFP-S.2-GLE.4)</li> <li>• The order of ballet class and importance of each element (ex. barre, center work, across the floor) (DA09-GR.HSFP-S.1-GLE.1, 2, 3) and (DA09-GR.HSFP-S.2-GLE.4) and (DA09-GR.HSFP-S.3-GLE.2) and (DA09-GR.HSFP-S.4-GLE.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate with skill and accuracy technical proficiency in the performance of ballet (DA09-GR.HSFP-S.1-GLE.1-EO.a)</li> <li>• Use form to create a dance (DA09-GR.HSFP-S.2-GLE.4-EO.a)</li> <li>• Research the significant of ballet throughout history to make decisions for performance (DA09-GR.HSFP-S.3-GLE.2-EO.b)</li> <li>• Analyze and critique one dance work using ballet vocabulary (DA09-GR.HSFP-S.4-GLE.1-EO.a)</li> </ul>

<p><b>Critical Language:</b> 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: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p><b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b></p>	<p><i>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.</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>Beginning, Middle, End; Transitions, Performance Elements, Facial Expression, Pattern, Motif, Phrase, Style, Alignment, Shape, Line, Communication Through Movement, Musical Nuance, Rhythmical Characteristics, Strength, Flexibility, Artistry</p>
<p><b>Technical Vocabulary:</b></p>	<p>Barre, Plié, Tendu, Degagé, Rond De Jambe, Grande Battement, Frappé, En Croix, Developpé, Adagio, Chassé, Piqué, Passé, Arabesque, Devant, Derriere, À La Seconde, Coupé, Balancé, Sauté, Glissade, Changement, Grande Jeté, Positions Of The Feet, Body Facings</p>