

Curriculum Development Overview
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 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):	<ul style="list-style-type: none"> • 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...	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) ...
<ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • 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)

<p>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: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</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 works.</i></p>
<p>Academic Vocabulary:</p>	<p>Rotation, Kinesthetic Awareness, Planes, Motion, Control, Release, Kinesiology, Biomechanics, Direction, Actions, Conditioning, System, Wellness, Motion, Force</p>
<p>Technical Vocabulary:</p>	<p>Extension, Flexion, Degree, Names Of Bones And Muscles, Abduction, Adduction, Joints, Anterior, Posterior, Proximal, Articulation, Ligaments, Deep, Superior, Inferior, Lateral, Hyperextension</p>