

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

Unit Title	Ballet Composition		Length of Unit	3-4 weeks
Focusing Lens(es)	Inspiration for Design	Standards and Grade Level Expectations Addressed in this Unit	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.1, DA09-GR.HSFP-S.2-GLE.2, DA09-GR.HSFP-S.2-GLE.3, DA09-GR.HSFP-S.2-GLE.4 DA09-GR.HSFP-S.3-GLE.1, DA09-GR.HSFP-S.3-GLE.12 DA09-GR.HSFP-S.4-GLE.1, DA09-GR.HSFP-S.4-GLE.2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How does one interpret music as a dancer? (DA09-GR.HSFP-S.1-GLE.3-IQ.2) and (DA09-GR.HSFP-S.2-GLE.2-IQ.3) and (DA09-GR.HSFP-S.3-GLE.1-IQ.3) and (DA09-GR.HSFP-S.4-GLE.2-IQ.4) • How does one decide what movements to keep and what to cut in a dance work? • How could a traditional dance be adapted into a contemporary context? • How is dance a “universal language?” 			
Unit Strands	Performance to express ideas Create ballet works by communicating using the body Ballet Context of composition Respond with intention			
Concepts	Composition, Style, Expressions, Investigate/Discovery, Shape, Movement, Adaptation, Tradition, Improvisation, Collaboration, Genre, Phrase, Choreography			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
The composition of ballet phrases and works employs the principles and practices of choreography as well as ballet technique. (DA09-GR.HSFP-S.1-GLE.1, 3) and (DA09-GR.HSFP-S.2-GLE.1, 2, 3, 4) and (DA09-GR.HSFP-S.4-GLE.2)	What ballet steps could be used in creating a ballet phrase that travels in a diagonal pattern?	Why might improvisation aid in expanding a dancer’s repertoire when choreographing?
Ballet, as the foundation of the creation of communicative dance, works in many dance genres and styles (DA09-GR.HSFP-S.1-GLE.1, 3) and (DA09-GR.HSFP-S.2-GLE.1, 2, 3, 4) and (DA09-GR.HSFP-S.3-GLE.1, 2) and (DA09-GR.HSFP-S.4-GLE.1, 2)	How does using ballet vocabulary help a choreographer communicate their needs to the dancers?	How would the creative process of dance making generate a sense of collaboration amongst different dancers?

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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"> Principles and practices of choreography during the creative process in relationship to ballet technique. (such as logical sequencing of steps) (DA09-GR.HSFP-S.1-GLE.1, 2, 3) and (DA09-GR.HSFP-S.2-GLE.1, 2, 3, 4) and (DA09-GR.HSFP-S.4-GLE.1) Basic ballet vocabulary (such as plie tendu) (DA09-GR.HSFP-S.1-GLE.1, 2, 3) The creative process of dance-making, using meaning and intent. (DA09-GR.HSFP-S.1-GLE.1, 2, 3) and (DA09-GR.HSFP-S.2-GLE.1, 2, 3, 4) and (DA09-GR.HSFP-S.4-GLE.1) Communication and collaboration is essential to dance-making. (DA09-GR.HSFP-S.1-GLE.1, 2, 3) and (DA09-GR.HSFP-S.2-GLE.1, 2, 3, 4) and (DA09-GR.HSFP-S.4-GLE.1) Structure and form of ballet works. (such as coda, variations) (DA09-GR.HSFP-S.1-GLE.1, 2, 3) and (DA09-GR.HSFP-S.2-GLE.1, 2, 3, 4) and (DA09-GR.HSFP-S.4-GLE.1) 	<ul style="list-style-type: none"> Articulate correct vocabulary terms for movements of selected dance styles and genres. (DA09-GR.HSFP-S.1-GLE.1-EO.b) Perform with others to express the intent of the choreography. (DA09-GR.HSFP-S.1-GLE.3-EO.d) Create, repeat, and perform dance works that demonstrate an effective use of dance elements; have a beginning middle, and an end; and use compositional forms such as theme, variation, canon, and call and response(DA09-GR.HSFP-S.2-GLE.1-EO.a) Use the elements of dance (space, time, and energy) to create a dance (DA09-GR.HSFP-S.2-GLE.1-EO.b) Apply improvisation, experimentation, use of various stimuli, and manipulation tools to integrate with the choreographic process. (DA09-GR.HSFP-S.2-GLE.1-EO.c) Define the meaning of a dance work (DA09-GR.HSFP-S.2-GLE.3-EO.a) Create short studies that have unique, captivating beginnings, and develop them through to a logical conclusion. (DA09-GR.HSFP-S.2-GLE.3-EO.c) Use the creative process to make a dance (DA09-GR.HSFP-S.2-GLE.2-EO.a) Refine and edit movements in dance. (DA09-GR.HSFP-S.2-GLE.2-EO.b) Develop a dance work using the concept of beginning, middle, and end. (DA09-GR.HSFP-S.2-GLE.2-EO.c) Use form to create a dance (DA09-GR.HSFP-S.2-GLE.4-EO.a) Use structured improvisation as a movement form (DA09-GR.HSFP-S.2-GLE.4-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 phrases.</i></p>
<p>Academic Vocabulary:</p>	<p>Beginning, Middle, End; Transitions, Performance Elements, Pattern, Style, Shape, Line, Musical Nuance, Rhythmical Characteristics, Strength, Flexibility, Artistry, Intent</p>
<p>Technical Vocabulary:</p>	<p>Classical Ballet, Motif, Phrase, Solo, Duet, Trio, Theme, Variation, Ballet Terminology, High Point, Musicality, Communication Through Movement, Improvisation, Form</p>