

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

Unit Title	Ballet Exploration, Choreography and Performance		Length of Unit	4-6 weeks
Focusing Lens(es)	Innovative Design	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.2-GLE.1, DA09-GR.HSEP-S.2-GLE.2, DA09-GR.HSEP-S.2-GLE.3 DA09-GR.HSEP-S.3-GLE.1 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 is it different to create a dance (ballet) for a solo compared to a dance for an ensemble? (DA09-GR.HSEP-S.2-GLE.1-IQ.1, GLE.2-IQ.1, GLE.3-IQ.1) and (DA09-GR.HSEP-S.2-GLE.3-IQ.3) • How does one use stimulus to create and develop a dance (ballet) work? • How does one use and change specific choreographic forms to create two or more dances? • How does one make a dance work accessible and interesting for an audience? 			
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, Choreography, Order/Form, Intention, Significance, Artistic Perspective			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Style directly influences ballet composition in relationship to the refining and editing of movements to develop choreographic expressions. (DA09-GR.HSEP-S.1-GLE.1, 2, 3) and (DA09-GR.HSEP-S.2-GLE.1, 2, 3) and (DA09-GR.HSEP-S.3-GLE.1) and (DA09-GR.HSEP-S.4-GLE.1, 2)	What choreographic tool is used to develop storytelling in ballet works?	Why would a choreographer choose to use stimuli and intent to create a ballet work?
The order and form of ballet clarifies a choreographers' artistic perspective and expressions. (DA09-GR.HSEP-S.1-GLE.1, 2, 3) and (DA09-GR.HSEP-S.2-GLE.1, 2, 3) and (DA09-GR.HSEP-S.3-GLE.1) and (DA09-GR.HSEP-S.4-GLE.1, 2)	How does using ballet vocabulary help a choreographer communicate their needs to the dancers?	What significance does a choreographer's influences and aesthetic value have on a ballet work?

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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.HSEP-S.1-GLE.1, 2, 3) and (DA09-GR.HSEP-S.2-GLE.1, 2, 3) and (DA09-GR.HSEP-S.3-GLE.1) and (DA09-GR.HSEP-S.4-GLE.1, 2) • Ballet and compositional vocabulary (such as plie, tendu) (DA09-GR.HSEP-S.1-GLE.1, 2) and (DA09-GR.HSEP-S.2-GLE.1, 2, 3) • The creative process of dance-making, using meaning and intent. (DA09-GR.HSEP-S.1-GLE.1, 2, 3) and (DA09-GR.HSEP-S.2-GLE.1, 2, 3) and (DA09-GR.HSEP-S.4-GLE.1, 2) • Communication and collaboration is essential to dance-making. (DA09-GR.HSEP-S.1-GLE.1, 2, 3) and (DA09-GR.HSEP-S.2-GLE.1, 2, 3) and (DA09-GR.HSEP-S.3-GLE.1) and (DA09-GR.HSEP-S.4-GLE.1, 2) • Structure and form of ballet works. (such as coda, variations) (DA09-GR.HSEP-S.1-GLE.1, 2, 3) and (DA09-GR.HSEP-S.2-GLE.1, 2, 3) and (DA09-GR.HSEP-S.4-GLE.1, 2) • Performance and Production elements of a dance as art. (staging, lighting, costumes) (DA09-GR.HSEP-S.1-GLE.1, 2, 3) and (DA09-GR.HSEP-S.2-GLE.1, 2, 3) and (DA09-GR.HSEP-S.3-GLE.1) and (DA09-GR.HSEP-S.4-GLE.1, 2) 	<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) • Perform dance works with artistic interpretation and projection (DA09-GR.HSEP-S.1-GLE.1-EO.d) • Demonstrate the ability to use basic notation methodology (DA09-GR.HSEP-S.1-GLE.1-EO.e) • 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) • Direct and assist in producing a public dance performance (DA09-GR.HSEP-S.1-GLE.3-EO.a) • Demonstrate the continuity of composition to the end dance performance. (DA09-GR.HSEP-S.1-GLE.3-EO.b) • Define the explicit process used when producing a dance work. (DA09-GR.HSEP-S.1-GLE.3-EO.c) • Create dance studies using different choreographic forms such as AB, ABA, rondo, chance, or narrative. (DA09-GR.HSEP-S.2-GLE.1-EO.a) • Develop a full dance work using both literal and abstract methods. (DA09-GR.HSEP-S.2-GLE.1-EO.b) • Refine in process drafts into polished products. (DA09-GR.HSEP-S.2-GLE.1-EO.d) • Select intent or stimuli to create a solo dance and an ensemble dance. (DA09-GR.HSEP-S.2-GLE.2-EO.a) • Define the meaning, intent, stimuli of solo and ensemble dance works. (DA09-GR.HSEP-S.2-GLE.2-EO.b) • Create dance works using different choreographic forms such as AB, ABA, rondo, chance, or narrative. (DA09-GR.HSEP-S.2-GLE.2-EO.c)

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	<ul style="list-style-type: none"> • Skillfully use the elements of dance to create new work. (DA09-GR.HSEP-S.2-GLE.3-EO.a) • Use and manipulate form to create multiple dances. (DA09-GR.HSEP-S.2-GLE.3-EO.b) • Articulate the significance of transitions in dance creations that bring balance, harmony, and proportion to the work. (DA09-GR.HSEP-S.2-GLE.3-EO.c) • Use formal structures in professional dances to inspire a composition. (DA09-GR.HSEP-S.2-GLE.3-EO.d) • Articulate the significant role of the ability of dance to communicate across cultures. (DA09-GR.HSEP-S.3-GLE.1-EO.c) • Analyze and critique personal and professional or historic works. (DA09-GR.HSEP-S.4-GLE.1-EO.a) • Journal the creative process of the development of one dance work. (DA09-GR.HSEP-S.4-GLE.1-EO.c) • Use dance notation and diagrams to reconstruct simple dances (DA09-GR.HSEP-S.4-GLE.1-EO.d) • Use aesthetic reflection to refine works and to contemplate issue related to dance as art (DA09-GR.HSEP-S.4-GLE.1-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)
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<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>Beginning, Middle, End; Transitions, Composition, Performance Elements, Pattern, Style, Shape, Line, Musical Nuance, Rhythmical Characteristics, Strength, Flexibility, Artistry, Intent, Stimuli, Abstract, Literal, Gesture, Pose, Projection, Interpretation, Critical Analysis, Self-Reflection, Creative, Audience, Theatre, Stage, Process.</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, Rondo, Chance, Narrative, Light Plot, Sound Design, Production Value.</p>