

MS Dance Curriculum				
Choreography				
<b>Big Idea</b>	Form an Appreciation for the Choreography Process			
<b>Guiding Questions</b>	1.How do the elements of Choreography help to create a meaningful piece?	2.Why is applying safety principles in Choreography important?	3.How can Choreography contribute to physical well-being?	4.What are some of the skills learned in Choreography that could help you in a future career?
<b>Standards</b>	DA.CR.1.6b. DA.RE.9.8a.	DA.PR.4.6b. DA.CN.10.HS1b.	DA.CR.1.HS1c. DA.PR.5.HS1b.	DA.PR.4.8a. DA.RE.7.HS1b.
<b>Content</b>	Terminology	History	Technique	Performance
<b>Skills</b>	Technical Skill: Strength, Flexibility, Endurance, Initiation of Movement, Dynamic, Alignment, Breath Support, Aesthetic Line, Coordination, Balance, Agility, Clarity	Choreographic Forms: Sequential: Theme & Variation, AB (Simple Binary form), ABA (Teneri Form), ABACAD (Rondo), Recurring Theme, Contrapuntal: Dance by Chance, Drop – Off, Add – On, Ripple/Cannon/Round, Choreographic Manipulations: Repetition, Retrograde, Levels, Tempo, Staging/Space, Fragmentation, Quality	Elements of Dance: Space , Spatial Awareness & Relationship, General or Personal space  Levels: High, Middle, Low Shape: Pin, Wall, Ball, Pyramid, Screw Direction Focus Pathways: Curvy, Zig Zag, Straight  Energy (Effort): How movement happens, Force, Tension, Weight  Rudolph Laban's 8 Basic Efforts: Pressing, Wringing, Slashing, Punching, Flicking, Dabbing, Gliding, Floating , Time, Beat, Tempo, Speed, Rhythm, Sudden, Slow or Quick, Sustained  Dynamics: Sustaining, Swinging, Purcussing, Suspending, Vibrating, Collapsing	Performance Quality: Musicality  Professionalism: on time for performance, knowledge of stage and back stage etiquette, costuming, such as correct and proper attire including hair and make-up.  Facial Expression and Emotional Connections should correlate with the genre, style or movement of dance.
<b>Resources</b>	Vocabulary/Spelling	History, Social Studies, Geography: Through historical information the students will learn about the dance form, location and background of the dance form.	Elements of Dance: Space, Spatial Awareness & Relationship, General or Personal space  Levels: High , Middle, Low  Shape: Pin, Wall, Ball, Pyramid, Screw  Direction Focus  Pathways: Curvy, Zig Zag, Straight  Energy (Effort): How movement happens Force, Tension, Weight  Time, Beat, Tempo, Speed, Rhythm, Sudden, Slow or Quick, Sustained	Performance Quality: Musicality Professionalism: on time for performance, knowledge of stage and back stage etiquette, costuming, such as correct and proper attire including hair and make-up. Facial Expression and Emotional Connections should correlate with the genre, style or movement of dance.
Ballet				
<b>Big Idea</b>	Form an appreciation for the Ballet Dance Genre			
<b>Guiding Questions</b>	1.How do the elements of ballet help to create a meaningful piece?	2.Why is applying safety principles in ballet important?	3.How can ballet contribute to physical well-being?	4.What are some of the skills learned in ballet that could help you in a future career?
<b>Standards</b>	DA.CR.1.6b. DA.RE.9.8a.	DA.PR.4.6b. DA.CN.10.HS1b.	DA.CR.1.HS1c. DA.PR.5.HS1b.	DA.PR.4.8a. DA.RE.7.HS1b.
<b>Content</b>	Terminology	History	Technique	Performance
<b>Skills</b>	Body Positions (Feet and Arms): 1st, 2nd, 3rd, 4th (8th Grade or 7th Grade extension), 5th (8th Grade or 7th Grade extension) Barre (To work at the ballet barre; Warm-up and Progressions) Demi-Pointe (Half-Point; on the balls of the feet) Plie (To Bend), Demi (Small Plie), Grande (Large Bend)	Tendu (To Stretch) Degage (To Disengage) En croix (In a cross; do a movement to the front, side, back and side) Rond de jambe a terre (Circle of the Leg; On the ground) En dehors (Outward) En dedans (Inward) Grande battement (Big Beat)	Eleve (To Rise) Releve (To Rise from Plie) Passe (To Pass) Saute (To Jump or Jumped)in 1st Position of Feet 2nd Position of Feet Arabesque Port de bras (Carriage of the Arms) Pas de bourree (Step of Bourree; Back Side Front) Waltz Balancés Ballet Runs	Chasse (To Chase) Glissade (To Glide) Sous-sus (Under Over) Soutenu Changement (To Change) Temps Levé (Time Raised) Chaine turns (Chain like or Chain linked) Grand jete Leap (Big Throw)
<b>Extension(s)</b>	Body Positions (Feet and Arms): 4th (8th Grade or 7th Grade extension), 5th (8th Grade or 7th Grade extension)  With barre exercises you can add complex head and arm changes to challenge students.  You can add directional changes with feet and or body. Body Facings: Croise, Eface, Ecarte  Feet Directions: Devant, Derrière, à la Seconde	Rond de Jambe En'liar (Circle of the leg in the air) Pirouette Pique Turn		Jete (To Throw) Echappe (To Escape) Assemble (To Assemble)
<b>Academic Vocabulary</b>	Body Positions: 1st- 5th Barre Demi-Pointe Plie Demi Grand	Tendu Degage En croix Rond de jambe a terre En dehors En dedans Grand battement	Eleve Releve Passe Saute Arabesque Port de bras Pas de bourree Waltz Balancés	Chasse Glissade Sous-sus Soutenu Changement Temps Levé Chaine turns Grand jete

<b>Resources</b>	Vocabulary/Spelling	History, Social Studies, Geography: Through historical information the students will learn about the dance form, location and background of the dance form.	Science: Motion, Energy Speech/Theater: Posture, Energy	Writing/Reading: Teacher-made handouts PowerPoints are given to the students via Google Classrooms  Dance Workbooks  Emphasis will be placed on pre reading and post reading informational text  Journal entries and self-reflection for goal setting will be completed throughout the semester  Students will be able to answer context based questions on a written test.  Students will be able to write out skills exam, using movement vocabulary and counts
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**Modern Dance**

<b>Big Idea</b>	Form an appreciation for the modern dance genre			
<b>Guiding Questions</b>	1.How do the elements of modern help to create a meaningful piece?	2.Why is applying safety principles in modern important?	3.How can modern contribute to physical well-being?	4.What are some of the skills learned in modern that could help you in a future career?
<b>Standards</b>	DA.CR.1.6b. DA.RE.9.8a.	DA.PR.4.6b. DA.CN.10.HS1b.	DA.CR.1.HS1c. DA.PR.5.HS1b.	DA.PR.4.8a. DA.RE.7.HS1b.
<b>Content</b>	Terminology	History	Technique	Performance
<b>Skills</b>	L.M.A Frame Work: Body Breath Cross-Lateral Body-Half Upper-Lower Head-Tail Core-Distal	L.M.A Frame Work: Shape & Space Shape Still Forms: Wall Ball Pin Pyramid Screw Space Personal & General Pathways: Curvy Straight Zig Zag Diagonal	L.M.A Frame Work: Effort Flow Effort Free Bound Weight Effort Light Strong Time Effort Sustained Sudden Space Effort Indirect Direct	Include Basic Ballet Technique working in parallel: Tendu, Degage, Plie, Arm Swings, Under and Over Curves, Lateral Shifts, Contraction, Flat Back, Chasse, Prance, Darts, En Cloche, Triplet, Contract and Release, Fall and Recovery, Horton Technique for Beginners  Locomotor Movement Walk, Run, Jump, Hop, Roll, Slide, Waltz, Skip, Gallop  Non-Locomotor Movement Bend, Push, Stretch, Pull, Twist, Balance, Melt, Swing  Basic Modern Skills

<b>Academic Vocabulary</b>	L.M.A Frame Work: Body Breath Cross-Lateral Body-Half Upper-Lower Head-Tail Core-Distal	L.M.A Frame Work: Shape & Space Shape Still Forms: Wall Ball Pin Pyramid Screw Space Personal & General Pathways: Curvy Straight Zig Zag Diagonal	L.M.A Frame Work: Effort Flow Effort Free Bound Weight Effort Light Strong Time Effort Sustained Sudden Space Effort Indirect Direct	Parallel Tendu Degage Plie Arm Swings Under and Over Curves Contractions Flat Back Lateral Shifts Chasse Prance Darts En Cloche Triplet Contract and Release Fall and Recovery
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<b>Resources</b>	Vocabulary/Spelling	History, Social Studies, Geography: Through historical information the students will learn about the dance form, location and background of the dance form.	Science: Motion, Energy Speech/Theater: Posture, Energy	Writing/Reading: Teacher-made handouts PowerPoints are given to the students via Google Classrooms  Dance Workbooks  Emphasis will be placed on pre reading and post reading informational text  Journal entries and self-reflection for goal setting will be completed throughout the semester  Students will be able to answer context based questions on written test.  Students will be able to write out skills exam, using movement vocabulary and counts
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**Jazz**

<b>Big Idea</b>	Form an appreciation for the Jazz dance genre			
<b>Guiding Questions</b>	1. How do the elements of Jazz help to create a meaningful piece?	2.Why is applying safety principles in Jazz important?	3.How can Jazz contribute to physical well-being?	4.What are some of the skills learned in Jazz that could help you in a future career?
<b>Standards</b>	DA.CR.1.6b. DA.RE.9.8a	DA.PR.4.6b. DA.CN.10.HS1b.	DA.CR.1.HS1c. DA.PR.5.HS1b.	DA.PR.4.8a. DA.RE.7.HS1b.
<b>Content</b>	Terminology	History	Technique	Performance
<b>Skills</b>	Locomotor Movements Jazz Walks Releve (same as Ballet) Plie-releve Plie releve-passe Step Touch Cross Touch Jazz Square Jazz slide Grapevine Kick Ball Change Chasse Lindy Triplet Pas de bourree	Turns Pivot Turn Drag Turn Aerial Movements Tuck Jump Hop	Falls Jazz Split Slide Swedish Fall Floor Work Russian Roll Back Roll Russian Roll is similar to a back roll but both legs are straight and straddle open as you roll on the back Shoulder Roll	Leaps Hitch Kick Jete Hops Passe Hop 360 Passe Hop Tuck Non-Locomotor Passe Isolations Kick (Battement)

<b>Extensions</b>	Cross Ball Change Fan Kick Jazz Layout	Pique Turn Pencil Turn Pirouette Focus on preparation in 4th, Alignment and Core Control Pile-Releve Pile releve-Passe Triplet Turn Pas de Bourree Turn	Split Roll Fish Flop Somersault Front Roll Penche Roll	Calypso
<b>Academic Vocabulary</b>	Locomotor Movements Jazz Walks Releve Pile-Releve Pile releve-Passe Step Touch Cross Touch Jazz Square Jazz slide Grapevine Kick Ball Change Triplet	Turns Pivot Turn Drag Turn Aerial Movements Tuck Jump Hop	Falls Jazz Split Slide Swedish Fall Floor Work Russian Roll Tuck Roll	Leaps Hitch Kick Jete Hops Passe Hop 360 Passe Hop Tuck
<b>Resources</b>	Vocabulary/Spelling	History, Social Studies, Geography: Through historical information the students will learn about the dance form, location and background of the dance form.	Science: Motion, Energy Speech/Theater: Posture, Energy	Writing/Reading: Teacher-made handouts PowerPoints are given to the students via Google Classrooms  Dance Workbooks  Emphasis will be placed on pre reading and post reading informational text  Journal entries and self-reflection for goal setting will be completed throughout the semester  Students will be able to answer context based questions on written test.  Students will be able to write out skills exam, using movement vocabulary and counts