

**FREEHOLD REGIONAL HIGH SCHOOL DISTRICT**

**OFFICE OF CURRICULUM AND INSTRUCTION**

**FINE AND PERFORMING ARTS MAGNET PROGRAM**

**DANCE 1**

Grade Level: 9

Credits: 10

**BOARD OF EDUCATION ADOPTION DATE:**

**AUGUST 31, 2009**

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

# **FREEHOLD REGIONAL HIGH SCHOOL DISTRICT**

## **Board of Education**

Mr. Ronald G. Lawson, President  
Mr. Christopher Placitella, Vice President

Mr. William Bruno  
Mr. Tom Caiazza  
Mrs. Elizabeth Canario  
Mr. Barry Hochberg  
Mrs. Kathie Lavin  
Mr. Heshy Moses  
Mrs. Jennifer Sutera

Mr. James Wasser, Superintendent  
Ms. Donna Evangelista, Assistant Superintendent for Curriculum and  
Instruction

## **Curriculum Writing Committee**

Ms. Melanie Kramer

## **Supervisors**

Mr. Daniel Green

## **Course Philosophy**

The Freehold Performing Arts Dance curriculum fosters a student centered learning environment which allows students to gain and use knowledge and skills of dance forms, acting, singing, speaking, listening, reading and writing. Its primary goal is to address the developmental nature of each learner, promote critical thinking skills, foster communication and make connections across the curriculum while infusing real life applications to develop students who are lifelong learners. We believe that the building blocks of a successful adult are cultural appreciation, critical thinking skills, research, and writing. The FPAC program offers courses that provide the student with a variety of activities that will enable the student to understand and appreciate the performing arts as a part of the overall human experience. Our goal is for students to acquire and demonstrate a solid knowledge of the artistic process and a level of professionalism that will enable them to pursue further arts training and a career in the arts.

## **Course Description**

The freshman level of dance has a greater emphasis on the development of dance technique in various dance genres. Students are expected to strive toward a higher proficiency in dance. That technique will be showcased in multiple performance opportunities throughout the year.

Students will develop self discipline and team work through group movement studies and repetition. Students will also be exposed to dance history/ terminology, acting and voice, and will receive physical education and health credit while completing this course.

\*FPAC Honors Dance I meets 10 periods a week

The course meets for 8 periods a week of Dance and Health as well as 2 periods of Acting and Voice.

**Freehold Regional High School District  
Course Map**

**Honors Dance I**

Relevant Standards <sub>1</sub>	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
Arts 1.2 Arts 1.,3	Technique is the continuous development of skills that strive toward a higher proficiency in performance and creativity.	How does the repetition of skills improve strength, flexibility and coordination?  What exercise and movement phrases contribute to increased clarity of performance?  How does self-discipline improve achievement? Technique is the continuous development of skills that strive toward a higher proficiency in performance and creativity.	Observe class work	Observe student responses to teacher feedback.	Performance on written assignments and journals  Performance in movement exams
Arts 1.1 Arts 1. 2 Arts 1.,5	Knowledge of terminology and history is important for the communication and development of performance, analyzing skills and future careers.	How does the knowledge of beginner terminology help aid in the communication process between teacher and student?  How will the knowledge of history be beneficial to critiquing skills?  What is terminology?	Observe class work  Class Discussion	Observe professional behavior in classes and at performances.	Completion of projects and creative assignments, written journals and papers  Performance on quizzes and tests.
Arts 1.2 Arts 1. 3	Good performance is created through repetition, professional behavior, team work, and communication with audience members.	How does professional behavior affect performance and your chances for career success?  How does self- discipline improve the creative process?  How does a professional work ethic in rehearsal lead to a successful performance? What are the criteria used for evaluating performance studies?	Observe Rehearsals	Observing students response to teacher feedback in rehearsal	Observing performance  Back stage etiquette

<sup>1</sup> Including computer / information literacy, cross content work place readiness standards, and other relevant content area standards

Relevant Standards 1	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
Arts 1.4 Arts 1..5	Criticism is developed through the historical understanding of performing arts with an analysis and evaluation of studies which leads to informed judgements regarding the artist's work.	<p>What is good performance?</p> <p>How does a dancer analyze his/her performance?</p> <p>What methods or questions are used in critiquing choreography both positively and negatively?</p> <p>How is the intent of the performer communicated to the audience through choices?</p> <p>How do major historical events prompt the creation of art?</p> <p>How are you affected by dance?</p>	Class Discussions	<p>Videos of professional dance companies followed by discussion</p> <p>Verbal self critique of class work and performance</p> <p>Verbal critique of other student class work and performance</p>	<p>Written self evaluations and critiques of class work and performance</p> <p>Written critiques of professional performance</p>

**Freehold Regional High School District  
Unit Overview and Pacing**

**Honors Dance I**

<b>Unit Title</b>	<b>Unit Understandings</b>	<b>Duration</b>
Unit #1: Introduction to Technique	<p>Technique is the continuous development of skills that strive toward a higher proficiency in performance and creativity.</p> <ol style="list-style-type: none"> <li>1. Students will develop technique which emphasizes proper alignment, efficiency of movement, voice and acting.</li> </ol>	All units occur simultaneously. Total duration of each unit is approximately 8.5 weeks.
Unit #2: Knowledge	<p>Knowledge of terminology and history is important for the communication and development of performance, analyzing skills and future careers in dance.</p> <ol style="list-style-type: none"> <li>1. Students will learn how to apply beginner terminology to performance and know the origin of dance.</li> </ol>	
Unit #3: Performance	<p>Good performance is created through repetition, professional behavior, team work, and communication with audience members.</p> <ol style="list-style-type: none"> <li>1. Students will develop performance skills with an emphasis on professional work ethic that transfers into a future career in the arts.</li> </ol>	
Unit #4: Criticism	<p>Criticism is developed through the historical understanding of performing arts with an analysis and evaluation of studies which leads to informed judgments regarding the artists work.</p> <ol style="list-style-type: none"> <li>1. Students will learn to develop one's critical eye through analysis.</li> </ol>	

**Freehold Regional High School District  
Honors Dance I**

**Unit #1: Introduction to Technique**

**Enduring Understanding:** Technique is the continuous development of skills that strive toward a higher proficiency in performance and creativity.

**Essential Questions:** How does the repetition of skills improve strength, flexibility, and coordination?

What exercises and movement phrases contribute to increased clarity of performance?

How does self discipline improve achievement? Technique is the continuous development of skills that strive toward a higher proficiency in performance and creativity.

**Unit Goal:** Students will develop technique which emphasizes proper alignment, efficiency of movement, voice and acting.

**Duration of Unit:** 8.5 weeks

**NJCCCS:** Arts 1.2 Creation/Performance, Arts 1.3 Elements and Principles

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What are the essential vocabulary and terms of movement in each dance form?</p> <p>What are the five positions in ballet?</p> <p>What are the skills necessary for proper dance alignment?</p> <p>How does turnout differ in different dance genres?</p> <p>How do you fill different levels and directions of space with movement?</p> <p>How does strength and flexibility contribute to dance technique?</p> <p>How does counterbalance affect the fluidity of movement on stage?</p> <p>How does time and rhythm affect the ability to move in unison?</p> <p>What are examples of different loco motor steps?</p> <p>How does one ease into and out of the floor?</p>	<p>Fall and Recover</p> <p>Alignment</p> <p>Balance/ Center Axis</p> <p>Turnout</p> <p>Contract/Release</p> <p>Jumps; Grand Jete</p> <p>Tilts</p> <p>Flat Backs</p> <p>Partnering</p> <p>Counterbalance</p> <p>Basic Lifts</p> <p>Flexibility</p> <p>Strength</p> <p>Pirouettes; Chainé, Soutenu, Single Pirouette</p> <p>Traveling Locomotive Connecting Steps; Pas de bouree, glissade, triplet, skip, prance and run</p>	<p>MP3 player and compatible sound equipment</p> <p>Videos/DVD's</p> <p>Professional Performances</p> <p>Guest Artists</p> <p>Ballet Barres</p> <p>Marley Floor</p> <p>Mirrors</p> <p>Piano</p> <p>Video Camera</p> <p>Vocal Literature</p> <p>Props for Scenes</p>	<p>Field Trips to professional studios</p> <p>Technique classes studying: Ballet-Barre, including plies, tendus, degages, ronde de jambes, fondu, frappes and grand battements. Center work which includes adagio, pirouettes, petite allegro, and grand allegro</p> <p>Modern- Floor work, including X's, body halves, abdominals, and yoga stretches. Center includes plie, roll-downs, tendu degage, swings, flat backs, laterals, tilts, ronde de jambe, adagio and leaps. Center combination including dynamic movement derived from various styles</p> <p>Across the floor, including prances, triplets, runs, falls, slides, leaps, and turns</p> <p>Jazz- Floor work, including plies, contractions, tendu, degage and passé with shift of weight, balance,</p>	<p>Written quizzes and tests</p> <p>Journals</p> <p>Written Papers</p> <p>Movement exams</p> <p>Creative assignments</p> <p>Self evaluation</p>

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What are the beginner concepts of partnering?</p> <p>How does alignment and balance affect turning?</p> <p>How does strength and endurance increase the suspension of jumps?</p> <p>What is Improvisation?</p> <p>What are the different dance genres?</p> <p>How does proper alignment affect singing in both standing and seated.</p> <p>How does one demonstrate proper breath control for performance?</p> <p>How does one perform vocally with clarity?</p>	<p>Rhythm and Time</p> <p>Performance/Stage Presence</p> <p>Endurance</p> <p>Improvisation</p> <p>Isolations</p> <p>Plie/Releve</p> <p>Spotting</p> <p>Carriage and Beginner Positions of the Arms; Port De Bras</p> <p>Weight transfer into hands and upper body.</p> <p>Passé/ Coupe</p> <p>Inhale/Exhale</p> <p>English Vowels and Consonants</p> <p>Diction</p> <p>Time Signatures</p>	<p>Scene and Monologue Anthologies</p> <p>Music</p>	<p>extensions, abdominals, cobra, isolations</p> <p>Across the floor: jazz pas de bouree, kicks, chaine turns, leaps and jumps</p> <p>Center work, including different styles of jazz such as contemporary, funk/hip hop, theatrical organized in longer movement combinations</p> <p>Improvisation and performance studies</p> <p>Vocal Warm-Up</p> <p>Breathing Exercises</p> <p>Show a variety of dramatic works</p>	
<p><b><u>Suggestions on how to differentiate in this unit:</u></b></p> <ul style="list-style-type: none"> <li>• As this class work provides training and performance experience, each student must constantly self-evaluate with the aid of the instructor.</li> <li>• The instructor can modify exercises to address the specific weakness of each student and assign specific exercises and techniques which address individual weakness and strengths</li> </ul>				

**Freehold Regional High School District  
Honors Dance I**

**Unit #2: Introduction of Terminology and History.**

**Enduring Understanding:** Knowledge of terminology and history is important for the communication and development of performance, analyzing skills and future careers in dance.

**Essential Questions:** How does the knowledge of beginner terminology help aid in the communication process between teacher and student?  
How will the knowledge of history be beneficial to critiquing skills?  
What is terminology?

**Unit Goal:** Students will learn how to apply beginner terminology to performance and know the origin of dance.

**Duration of Unit:** 8.5 weeks

**NJCCCS:** Arts 1.2 Creation/Performance, Arts 1.3 Elements and Principles

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
What are the essential vocabulary and terms of movement in each dance form?	Origination of Ballet, Modern and Jazz	MP3 player and compatible sound equipment	Field Trips to professional studios	Written quizzes and tests
What are the skills necessary for proper alignment?	Pilates	Videos/DVD's	Technique classes studying: Ballet-Barre, including plies/releve, tendus, degages, rond de jambe, fondu and grand battements. Center work which includes adagio, pirouettes, petite allegro, and grand allegro	Journals
How does turnout differ in different dance genres?	Yoga/Pilates	Professional Performances	Modern- Floor work, including X's, body halves, abdominals, and yoga stretches. Center includes plie, roll-downs, tendu degage, swings, flat backs, tilts, rond de jambe, and adagio	Written Papers
How do you fill different levels and directions of space with movement?	Barre Exercises	Guest Artists	Across the floor, including prances, triplets, runs, falls, slides, leaps, and turns	Movement exams
How does strength and flexibility contribute to dance technique?	Center Exercises	Ballet Barres	Jazz- Floor work, including plies, contractions, tendu and degage with shift of weight, balance, extensions, abdominals, cobra, isolations	Creative assignments
How does counterbalance affect the fluidity of movement on stage?	Traveling Movements	Marley Floor	Across the floor: Turning jazz pas de bouree, combinations of turns, leaps and jump combinations	
How does time and rhythm affect the ability to move in unison?	Facings/Directions	Mirrors		
What are examples of different loco motor steps?	Meters	Piano		
How does alignment and balance affect turning?	Canon	Video Camera		
What s the origination of Ballet Modern and Jazz?	Basic anatomical terms	Vocal Literature		
How does strength and endurance increase the	Vocal line	Props for Scenes		
	Vocal tone	Scene and		

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>suspension of jumps?</p> <p>What are the essential vocabulary and terms for voice?</p> <p>What are the essential vocabulary and terms for acting and voice?</p> <p>What are the advantages of the dancer's ability to sight sing?</p>	<p>Attack and Release</p> <p>Lyrics</p> <p>Character Music Terminology and Literacy</p> <p>Sight Sing</p>	<p>Monologue</p> <p>Anthologies</p> <p>Music</p>	<p>Center work, including different styles of jazz such as contemporary, funk/hip hop, theatrical organized in longer movement combinations</p> <p>Improvisation and performance studies</p> <p>Sight sing simple four measure melodies</p>	
<p><b><u>Suggestions on how to differentiate in this unit:</u></b></p> <ul style="list-style-type: none"> <li>As this class work provides training and performance experience, each student must constantly self-evaluate with the aid of the instructor.</li> <li>The instructor can modify exercises to address the specific weakness of each student and assign specific exercises and techniques which address individual weakness and strengths.</li> </ul>				

**Freehold Regional High School District  
Honors Dance I**

**Unit #3: Introduction to Performance**

**Enduring Understanding:** Good performance is created through repetition, professional behavior, teamwork, and communication with audience members.

**Essential Questions:** How does professional behavior affect performance and your chances for career success?

How does self-discipline improve the creative process?

How does a professional work ethic in rehearsal lead to a successful performance? What are the criteria used for evaluating performance studies?

**Unit Goal:** Students will develop performance skills with an emphasis on professional work ethic that transfers into a future career in the arts.

**Duration of Unit:** Continuous – 8.5 weeks

**NJCCCS:** Arts 1.4 Critique,; Arts 1.5 History/Culture; 1.2 Creation and Performance; 1.3 Elements and Principles

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
How does good professional behavior affect performance?	Backstage and audience etiquette	MP3 player and compatible sound equipment	Field trips to see professional dance companies	Written quizzes and tests
What are the skills necessary for the career in the arts?	Team work	Videos/DVD's	Watch videos and DVD's of dance	Journals
How do production elements affect performance?	Rules of professional behavior	Professional Performances	Research on various internet sites	Written Papers
How does one improve performance skills?	Work ethic	Guest Artists	Magazines and Newspaper articles	Creative assignments
How does being a good audience member affect performance?	Spatial awareness	Marley Floor	Performance opportunities	Movement studies
What is an artistic voice?	Projection	Mirrors	Creative assignments in class	Performance
How does one develop one's own personal artistic voice?	Clarity of movement and intention	Piano	Vocal Exercises	
How does one emotionally and analytically prepare for a scene, monologue or improvisation?	Rhythm and Time	Video Camera	Improvisation	
How does one prepare and perform a standard audition song?	Stage Directions	Vocal Literature		
How does one improve vocal tone?	Basic Stage Components	Props for Scenes Anthologies		
	Scene work	Music		
	Vocal literature	Text Book		
	Monologue			

**Suggestions on how to differentiate in this unit:**

- As this class work provides training and performance experience, each student must constantly self-evaluate with the aid of the instructor.
- The instructor can modify exercises to address the specific weakness of each student and assign specific exercises and techniques which address individual weakness and strengths.
- Work together project based.

**Freehold Regional High School District  
Honors Dance I**

**Unit #4: Introduction to Criticism**

**Enduring Understanding:** Criticism is developed through the historical understanding of performing arts with an analysis and evaluation of studies which leads to informed judgment regarding the artists' work.

- Essential Questions:** What is good performance?  
 How does a dancer analyze his/her performance?  
 What methods or questions are used in critiquing choreography both positively and negatively?  
 How is the intent of the performer communicated to the audience through choices?  
 How do major historical events prompt the creation of art?  
 How are you affected by dance?

**Unit Goal:** Students will learn to develop one's critical eye through analysis.

**Duration of Unit:** 8.5 weeks

**NJCCCS:** Arts 1.4 Critique, Arts 1.5 History/Culture, 1.2 Creation and Performance, 1.3 Elements and Principles

<b>Guiding / Topical Questions</b>	<b>Content, Themes, Concepts, and Skills</b>	<b>Instructional Resources and Materials</b>	<b>Teaching Strategies</b>	<b>Assessment Strategies</b>
How does knowledge of history of dance help you develop a critical eye?	Dynamics in Movement	MP3 player and compatible sound equipment	Field trips to see professional dance companies	Written quizzes and tests
What strategies are used when manipulating movement?	Elements of Space	Videos/DVD's	Watch student performances	Journals
What makes a successful study?	Beginner Manipulation Techniques	Professional Performances	Watch videos and DVD's of dance	Written Papers
How does knowledge of current events influence how we are affected by dance?	Beginner Elements of Time	Guest Artists	Research on various internet sites	Movement exams
How does one improve performance skills?	Basic Production Elements	Ballet Barres	Magazines and Newspaper articles	Creative assignments
How does team work affect the overall performance?	Canon	Marley Floor	Video Camera	Oral presentations
How does the dancer successfully communicate to the audience?	Repetition	Mirrors	Vocal literature	
How does one develop imagination?	Improvisation	Video Camera	Props for scenes	
How does exposure to different dance and theatrical styles develop an appreciation?	Levels in Space	Vocal literature	Scene and Monologue Anthologies	
How does one choose appropriate material for one self?	Stage Directions	Props for scenes	Text Book/Magazines	
	Basic Stage Components Narrative	Scene and Monologue Anthologies	Improvisation	
	Theme	Text Book/Magazines		

**Suggestions on how to differentiate in this unit:**

- As developing a critical voice and a personal aesthetic sensibility is a highly individual response to a variety of artistic events and concepts, this class work, by its very nature is highly differentiated.