

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

FINE AND PERFORMING ARTS MAGNET PROGRAM

HONORS DANCE 4

Grade Level: 12

Credits: 15

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 25, 2008

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

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

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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 a career in the arts.

Course Description

The senior level of dance has a greater emphasis on auditioning, performance and career options. Students are exposed to a wide variety of styles and are expected to strive for technical expertise that will continue to be showcased in multiple performance opportunities throughout the year. Students are also expected to create, learn and polish a large repertoire of material which includes student choreography set on groups of dancers rather than a soloist or a duet. Students will explore production elements such as costume design, music choice, and lighting. Students will also prepare in their final year for acceptance into college conservatories in dance, liberal arts programs, and/or professional dance companies.

**Freehold Regional High School District
Course Map**

Honors Dance IV

| Relevant Standards ¹ | Enduring Understandings | Essential Questions | Assessments | | |
|--|--|---|--|---|--|
| | | | Diagnostic (before) | Formative (during) | Summative (after) |
| Arts 1.1 Aesthetics Arts 1.2 Creation/Performance Arts 1.5 History/Culture | Aesthetics fosters openness to diverse art forms and the development of one's own personal voice. | How does exposure to a wide variety of styles contribute to the development of one's own artistic voice? How does the imagination inform the creative process? How do the forms of dance resemble and differ from each other? How do various art forms contribute to each other? | 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 Creation/Performance Arts 1.3 Elements and Principles | Technique is the continuous development of skills that strive toward a higher proficiency in dance 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? | Observe class work | Observe student response to teacher feedback | Performance on written assignments and journals Performance in movement exams |
| Arts 1.4 Critique Arts 1.5 History/Culture | Criticism is developed through the historical understanding of dance styles with an analysis and evaluation of movement studies which leads to informed judgments regarding the artist's work. | What are the criteria used for evaluating movement studies? What is good dance? How does a dancer analyze his/her performance? | Class discussion | Videos of professional dance companies followed by discussion | Written self evaluations and critiques of class work and performance |

¹ 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) |
| | | <p>What methods or questions are used in critiquing choreography both positively and negatively?</p> <p>How is the intent of the choreographer communicated to the audience through movement choices?</p> <p>How do major historical events prompt the creation of art?</p> <p>How are you affected by dance?</p> | | <p>Verbal self critique of class work and performance</p> <p>Verbal critique of other student class work and performance</p> | <p>Written critiques of professional performance</p> |
| <p>Arts 1.2 Creation/Performance</p> <p>Arts 1.3 Element and Principles</p> | <p>Good dance performance is created through repetition, professional behavior, team work, and communication with audience members.</p> | <p>How does professional behavior affect performance and your chances for career success?</p> <p>How does self- discipline improve the creative process?</p> <p>How does a professional work ethic in rehearsal lead to a successful performance?</p> | <p>Observe rehearsals</p> | <p>Observing students response to teacher feedback in rehearsal</p> | <p>Observing performance</p> <p>Back stage etiquette</p> |

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

Honors Dance IV

| Unit Title | Unit Understandings | Duration |
|-----------------------------|--|--|
| Unit #1: Advanced Technique | Technique is the continuous development of skills that strive toward a higher proficiency in dance performance and creativity. 1. Students will develop dance technique which emphasizes proper alignment and efficiency of movement. | All units occur simultaneously. Total duration of each unit is approximately 8.5 weeks. |
| Unit #2: Performance | Good dance performance is created through repetition, professional behavior, team work, and communication with audience members. 1. Students will develop performance skills with an emphasis on professional work ethic that transfers into a future career in the arts. | |
| Unit #3: Criticism | Criticism is developed through the historical understanding of dance styles with an analysis and evaluation of movement studies which leads to informed judgments regarding the artists work. 1. Students will learn to develop one's critical eye through analysis. | |
| Unit #4: Aesthetics | Aesthetics fosters openness to diverse art forms and the development of one's own personal voice. 1. Students will develop an understanding of the creative process and enhance creativity and open-mindedness. | |

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

Unit #1: Advanced Technique

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

Essential Questions: How does 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?

Unit Goal: Students will develop dance technique which emphasizes proper alignment and efficiency of movement.

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 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 prepare for college audition?</p> | <p>Fall and Recover</p> <p>Alignment</p> <p>Balance</p> <p>Turnout</p> <p>Contract Release</p> <p>Jumps</p> <p>Tilts</p> <p>Flat backs</p> <p>Partnering</p> <p>Counterbalance</p> <p>Lifts</p> <p>Flexibility</p> <p>Strength</p> <p>Locomotive connecting steps</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>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, tilts, ronde de jambe, and adagio</p> <p>Across the floor, including prances, triplets, runs, falls, slides, leaps, and turns</p> <p>Jazz- Floor work, including plies, contractions, tendu and degage with shift of weight, balance, extensions, abdominals, cobra, isolations.</p> <p>Across the floor: Turning jazz pas</p> | <p>Written quizzes and tests</p> <p>Journals</p> <p>Written Papers</p> <p>Movement exams</p> <p>Creative assignments</p> |

| | | | | |
|---|---------------------|--|---|--|
| How does one ease into and out of partnering sequences? | Rhythm and time | | de bouree, combinations of turns, leap and jump combinations | |
| What are the concepts of partnering? | Audition techniques | | Center work, including different styles of jazz such as contemporary, funk/hip hop, theatrical organized in longer movement combinations. | |
| How does alignment and balance affect turning? | Performance | | | |
| How does strength and endurance increase the suspension of jumps? | Endurance | | Choreography- Improvisation and movement studies | |

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

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

Unit #2: Performance

Enduring Understanding: Good dance 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?

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

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|---|--|--|--|---|
| What are the rules of professional behavior? How does good professional behavior affect performance? What are the skills necessary for the career in the arts? How do production elements affect performance? How does one improve performance skills? How does being a good audience member affect performance? | Backstage and audience etiquette Team work Rules of professional behavior Commitment Work ethic Spatial awareness Stage presence Projection Clarity of movement and intention Rhythm and time | MP3 player and compatible sound equipment Videos/DVD's Professional Performances Guest Artists Marley Floor Mirrors | Field trips to see professional dance companies Watch videos and DVD's of dance Research on various internet sites Magazines and Newspaper articles Creative assignments in class Performance opportunities | Written quizzes and tests Journals Written Papers Creative assignments Movement studies Choreographic projects including music selection, costumes and lighting Performance |

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

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

Unit #3: Criticism

Enduring Understanding: Criticism is developed through the historic understanding of dance styles with an analysis and evaluation of movement studies which leads to informed judgment regarding the artists work.

- Essential Questions:** What are the criteria used for evaluating movement studies?
 What is good dance?
 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 choreographer communicated to the audience through movement choices?
 How do major historical events prompt the creation of art?
 How are you affected by dance?

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

Duration of Unit: 8.5 weeks

NJCCCS: Arts 1.4 Critique, Arts 1.5 History/Culture

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|---|---|---|---|--|
| How does knowledge of historical dance help you develop a critical eye? What are Laban principles? What strategies are used when manipulating movement? What makes a successful study? How does knowledge of current events influence how we are affected by dance? | Laban Principles Dynamics in movement Theme and Variation Elements of Space Manipulation Elements of time Symmetry vs. Asymmetry Production elements Retrograde Repetition | MP3 player and compatible sound equipment Videos/DVD's Professional Performances Guest Artists Ballet Barres Marley Floor Mirrors | Field trips to see professional dance companies Watch videos and DVD's of dance Research on various internet sites Magazines and Newspaper articles Creative assignments in class | Written quizzes and tests. Journals Written Papers Movement exams Creative assignments Multi-media projects Oral presentations |

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.

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

Unit #4: Aesthetics

Enduring Understanding: Aesthetics fosters openness to diverse art forms and the development of one’s own personal voice.

Essential Questions: How does exposure to a wide variety of styles contribute to the development of one’s own artistic voice?

How does the imagination inform the creative process?

How do the forms of dance resemble and differ from each other?

How do various art forms contribute to each other?

Unit Goal: Students will develop an understanding of the creative process and enhance creativity and open-mindedness.

Duration of Unit: Continuous – 8.5 weeks

NJCCCS: Arts 1.1 Aesthetics, Arts 1.5 History/Culture, Arts 1.2 Creation/Performance

| Guiding / Topical Questions | Content, Themes, Concepts, and Skills | Instructional Resources and Materials | Teaching Strategies | Assessment Strategies |
|---|---|--|---|---|
| <p>How does one develop imagination?</p> <p>How are we influenced by various forms of art?</p> <p>What are the different dance genres?</p> <p>How does exposure to different dance styles develop an appreciation?</p> <p>What is one’s own personal artistic voice?</p> <p>How does one develop one’s own personal artistic voice?</p> | <p>Improvisation</p> <p>Study of Ballet, Modern and Jazz techniques</p> <p>Exposure to choreographic tools such as manipulation, dynamics, space, time, and force</p> <p>Team work</p> <p>Audience etiquette</p> <p>Imagery</p> <p>Art appreciation</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>Field trips to see professional dance companies</p> <p>Watch videos and DVD’s of dance</p> <p>Research on various internet sites</p> <p>Magazines and Newspaper articles</p> <p>Creative assignments in class</p> <p>Performance opportunities</p> | <p>Written quizzes and tests</p> <p>Journals</p> <p>Written Papers</p> <p>Creative assignments</p> <p>Movement studies</p> <p>Choreographic projects including music selection, costumes and lighting</p> <p>Performance</p> <p>Class Discussion</p> <p>Research projects</p> |

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.