

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

FINE AND PERFORMING ARTS MAGNET PROGRAM

HONORS DANCE 2

Grade Level: 10

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

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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 sophomore 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 technique that 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.

*FPAC Honors Dance II meets 10 periods a week

The course meets 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 II

Relevant Standards ¹	Enduring Understandings	Essential Questions	Assessments		
			Diagnostic (before)	Formative (during)	Summative (after)
Arts 1.2 ; 1.3	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 basic exercise and movement phrases contribute to increased clarity of performance? How does self-discipline improve achievement?	Observe class work	Observe student responses to teacher feedback	Performance on written assignments and journals Performance in movement exams
Arts 1.1; 1.2; 1.5	Knowledge of dance terminology and history is important for the communication and development of performance, analyzing skills and future careers in dance.	How does the knowledge of basic dance terminology help aid in the communication process between teacher and student? How will the knowledge of dance history be beneficial to critiquing skills? What is dance 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 ; 1.3	Good dance 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 movement studies?	Observe Rehearsals	Observing students response to teacher feedback in rehearsal	Observing performance Back stage etiquette

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)
Arts 1.4; 1.5	Criticism is developed through the historical understanding of performing arts with an analysis and evaluation of studies which leads to informed judgments regarding the artist's work.	<p>What is good dance?</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 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>	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 II

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

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

Unit #1: Basic 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 basic exercise and movement phrases contribute to increased clarity of performance?

How does self discipline improve achievement?

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 basic vocabularies and terms of movement in each dance form?</p> <p>What are the five basic positions?</p> <p>What are the different directions in space?</p> <p>What are the different facings in center?</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 or syncopation?</p> <p>What are examples of different loco motor steps?</p>	<p>Fall and Recover</p> <p>Alignment</p> <p>Balance/ Center Axis/Off- Center</p> <p>Turnout/ Parallel</p> <p>Contract Release</p> <p>Drop, Release</p> <p>Jumps; Soubresaut, Changement, Royale, Entrechat, Temps Levee, Pas de Chat, Sissone,</p> <p>Leaps: Grand Jete, Second Leaps, Tour Jete</p> <p>Pirouettes; En dehor, En Dedan, Double Pirouette, Pique</p> <p>Tilts</p> <p>Flat backs</p> <p>Basic Partnering</p> <p>Counterbalance</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>Scene and</p>	<p>Field Trips to professional studios</p> <p>Technique classes studying: Ballet-Bare, 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, attitude swings, flat backs, laterals T's, tilts, ronde de jambe en l'air, 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>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>How does one ease into and out of the floor?</p> <p>What are the basic 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 one differentiate between develop and envelope.</p> <p>How does the understanding of different meters affect one's performance?</p> <p>How does one demonstrate proper breath control for performance?</p> <p>How does one perform vocally with clarity?</p>	<p>Flexibility</p> <p>Strength</p> <p>Rhythm, Time and Meters</p> <p>Performance</p> <p>Endurance</p> <p>Improvisation</p> <p>Isolations</p> <p>Pikes/Handstands</p> <p>Directions; Devant, Derriere, A La Seconde.</p> <p>Facings; Croise, EnAvant, Ecarte, Efface</p> <p>Locomotive Travelling Steps; Pas De Bouree, Glissade, Triplet, Chase, Gallop</p> <p>Attitude/Arabesque</p> <p>Develop/Envelope</p> <p>Inhale/Exhale</p> <p>English Vowels and Consonants</p> <p>Diction</p>	<p>Monologue</p> <p>Anthologies</p> <p>Music</p> <p>Text</p> <p>Book/Magazines</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 de bouree, combinations of turns, leaps and jump combinations</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 movement studies</p> <p>Vocal Exercises</p> <p>Show a variety of dramatic works</p>	
<p><u>Suggestions on how to differentiate in this unit:</u></p> <ul style="list-style-type: none"> 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 II**

Unit #2: Basic Knowledge of Dance Terminology and History.

Enduring Understanding: Knowledge of dance 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 basic dance terminology help aid in the communication process between teacher and student?
How will the knowledge of dance history be beneficial to critiquing skills?
What is dance terminology?

Unit Goal: Students will learn how to apply basic 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
<p>What are the basic vocabularies and terms of movement in each dance form?</p> <p>What are the skills necessary for proper 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>Origination of Ballet, Modern and Jazz</p> <p>Pilates</p> <p>Yoga/Pilates</p> <p>Barre Exercises</p> <p>Center Exercises</p> <p>Traveling Movements</p> <p>Facings/Directions</p> <p>Meters</p> <p>Syncopation</p> <p>Canon</p> <p>Basic anatomical terms</p> <p>Vocal line</p> <p>Vocal Tone</p> <p>Attack and Release</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>Scene and Monologue Anthologies</p> <p>Music</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>Written quizzes and tests</p> <p>Journals</p> <p>Written Papers</p> <p>Movement exams</p> <p>Creative assignments</p>

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
<p>What are examples of different loco motor steps?</p> <p>How does alignment and balance affect turning?</p> <p>What s the origination of Ballet Modern and Jazz?</p> <p>How does strength and endurance increase the suspension of jumps?</p> <p>What are the essential vocabulary and terms for acting?</p>	<p>Lyrics</p> <p>Character</p>	<p>Text Book/Magazines</p>	<p>Across the floor: Turning jazz pas de bouree, combinations of turns, leaps and jump combinations</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>Reading musical lines and lyrics</p>	
<p><u>Suggestions on how to differentiate in this unit:</u></p> <ul style="list-style-type: none"> 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 II**

Unit #3: Basic 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? What are the criteria used for evaluating movement 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
What are the rules of professional behavior?	Backstage and audience etiquette	MP3 player and compatible sound equipment	Field trips to see professional dance companies	Written quizzes and tests
How does good professional behavior affect performance?	Team work	Videos/DVD's	Watch videos and DVD's of dance	Journals
What are the skills necessary for the career in the arts?	Rules of professional behavior	Professional Performances	Research on various internet sites	Written Papers
How do production elements affect performance?	Work ethic	Guest Artists	Magazines and Newspaper articles	Creative assignments
How does one improve performance skills? Vocal tone?	Spatial awareness	Marley Floor	Creative assignments in class	Movement studies
How does being a good audience member affect performance?	Stage presence	Mirrors	Performance opportunities	Choreographic projects including music selection, costumes and lighting
What is an artistic voice	Projection	Piano	Vocal Exercises	Performance
How does one develop one's own personal artistic voice?	Clarity of movement and intention	Video Camera	Improvisation	
How does one emotionally and analytically prepare for a scene, monologue or improvisation?	Rhythm and Time	Vocal Literature		
How does one prepare and perform a standard audition song?	Scene Work	Props for Scenes		
	Ensemble	Scene and Monologue Anthologies		
	Vocal literature	Text Book/Magazines		
	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.

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

Unit #4: Basic 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 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 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

Guiding / Topical Questions	Content, Themes, Concepts, and Skills	Instructional Resources and Materials	Teaching Strategies	Assessment Strategies
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 and Levels 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?	Symmetry vs. Asymmetry	Ballet Barres	Magazines and Newspaper articles	Creative assignments
How does team work affect the overall performance?	Basic Production Elements	Marley Floor	Improvisation	Multi-media projects
How does the dancer successfully communicate to the audience?	Repetition	Mirrors	Video Camera	Oral presentations
How does one develop imagination?	Improvisation	Piano	Vocal Literature	
How does exposure to different dance styles develop an appreciation?	Stage Directions	Video Camera	Props for Scenes	
How does one choose appropriate material for one self?	Beginner Stage Components	Scene and Monologue Anthologies	Music	
	Narrative	Text Book/Magazines		
	Abstract			
	Theme			
	Canon			
	Reality			

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.