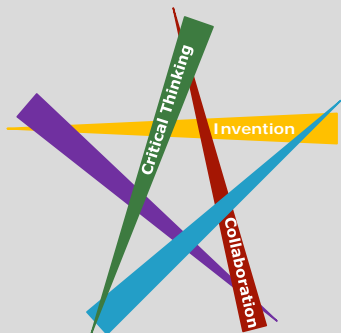


**Curriculum Development Course at a Glance
Planning For High School Dance – Extended Pathway**

Content Area	Dance	Grade Level	High School Extended Pathway
Course Name/Course Code	Intermediate Ballet Course		
Standard	Fundamental Pathway Grade Level Expectations (GLE)	GLE Code	
1. Movement, Technique, and Performance	1. Display dance movement skills, synthesizing technical proficiency, kinesthetic body awareness, and artistic interpretation	DA09-GR.8-S.1-GLE.1	
	2. Perform advanced movement with expression and artistry	DA09-GR.8-S.1-GLE.2	
	3. Produce a multi-faceted dance performance	DA09-GR.8-S.1-GLE.3	
2. Create, Compose, and Choreograph	1. Refine the creative process in dance-making	DA09-GR.8-S.2-GLE.1	
	2. Compose dance works that convey meaning and intent	DA09-GR.8-S.2-GLE.2	
	3. Utilize choreography components when creating dance works	DA09-GR.8-S.2-GLE.3	
3. Historical and Cultural Context	1. Investigate two or more cultural and historical dance forms or traditions	DA09-GR.8-S.3-GLE.1	
	2. Utilize technical skills and knowledge of historical and cultural dance in performance situations	DA09-GR.8-S.3-GLE.2	
4. Reflect, Connect, and Respond	1. Apply critical analysis to new dance works, reconstructions, and masterpieces	DA09-GR.8-S.4-GLE.1	
	2. Articulate connections of dance	DA09-GR.8-S.4-GLE.2	

Colorado 21st Century Skills



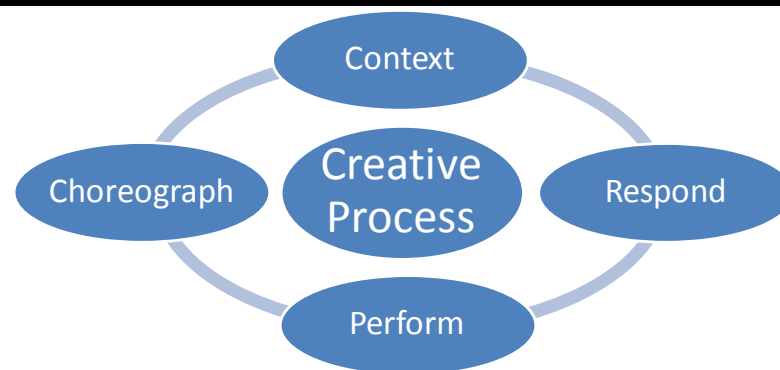
Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*



The Colorado Academic Standards for Dance are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all four dance standards to illustrate this process-based philosophy.

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Intermediate Ballet Technique & Vocabulary – Barre & Center Exercises	Quarterly/semester/yearly	Instructor Choice
Anatomical Kinesiology and Physiology for Ballet Dancers	3-4 weeks	Instructor Choice
History and Progression of Classical Ballet	3-4 weeks	Instructor Choice
Ballet Exploration, Choreography and Performance	4-6 weeks	Instructor Choice

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

Unit Title	Intermediate Ballet Technique & Vocabulary – Barre & Center Exercises		Length of Unit	Quarterly/semester/yearly
Focusing Lens(es)	Structure and Function	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.4-GLE.1, DA09-GR.HSEP-S.4-GLE.2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> When casting for a role, would you choose the strongest technically proficient dancer, or the one who has greater stage presence or artistic interpretation skills? (DA09-GR.HSEP-S.1-GLE.1-IQ.2, GLE.3-IQ.2) and (DA09-GR.HSEP-S.4-GLE.2-IQ.1) What must a dancer do to properly prepare for a performance? How can the connections between dance and other academic content areas be explained? 			
Unit Strands	Performance Technique Create form Historical Context Respond critically			
Concepts	Technique, Line, Space/Time/Energy, Movement, Combination, Preparation, Center, Artistic Expression, Order/Form, Sequence, Characteristics			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Ballet technique performed accurately, and with artistic expression provides a dancer with skills to meet the demands of diverse repertoire and more complex movements. (DA09-GR.HSEP-S.1-GLE.1, 2) and (DA09-GR.HSEP-S.4-GLE.1, 2)	What body facings should a dancer know in order to complete an adagio combination?	What influence do trends in classical and contemporary ballet have on training needs?
Order and form within a ballet class determines the characteristics of the movement sequences and patterns. (DA09-GR.HSEP-S.1-GLE.1, 2) and (DA09-GR.HSEP-S.4-GLE.1, 2)	What does a degage at the barre prepare a dancer for in center floor?	Why are barre exercises placed in a specific order in relationship to space/time/energy in preparation for center floor?

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

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • Proper barre and center exercises (ex: plie, tendu, degage, ronde de jambe) (DA09-GR.HSEP-S.1-GLE.1, 2) and (DA09-GR.HSEP-S.4-GLE.1, 2) • Intermediate ballet technique vocabulary (ex:, Pirouette, petite/grande allegro) (DA09-GR.HSEP-S.1-GLE.1, 2) and (DA09-GR.HSEP-S.4-GLE.1, 2) • Concepts of musicality in relationship to ballet technique/style (ex: timing of degage, assemble) (DA09-GR.HSEP-S.1-GLE.1, 2) and (DA09-GR.HSEP-S.4-GLE.1, 2) • Correct alignment for ballet technique (such as lift and rotation) (DA09-GR.HSEP-S.1-GLE.1, 2) and (DA09-GR.HSEP-S.4-GLE.1, 2) • The order of ballet class and importance of each element (ex. barre, center work, across the floor) (DA09-GR.HSEP-S.1-GLE.1, 2) and (DA09-GR.HSEP-S.4-GLE.1, 2) • Performance elements of classical ballet. (such as epaulement, projection) (DA09-GR.HSEP-S.1-GLE.1, 2) 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) • 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) • 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)

<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 phrases.</i></p>
<p>Academic Vocabulary:</p>	<p>Transitions, Performance Elements, Facial Expression, Pattern, Motif, Phrase, Style, Alignment, Shape, Line, Communication Through Movement, Musical Nuance, Rhythmical Characteristics, Strength, Flexibility, Artistry, Self-Correct, Placement, Musicality.</p>
<p>Technical Vocabulary:</p>	<p>Barre, Plie, Tendu, Degage, Ronde De Jambe, Grande Battement, Frappe, En Croix, Developpe, Adagio, Chasse, Pique, Passé, Arabesque, Devant, Derriere, A La Seconde, Coupe, Balance, Sauté, Glissade, Changement, Grande Jete, Positions Of The Feet, Body Facings, Croise, Pas De Bourree, Pas De Valse, Entrechat Quatre, Sissone, Tour Jete, Chaîne, Pas De Chat, Grande Allegro, Petit Allegro, Ballon.</p>

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

Unit Title	Anatomical Kinesiology and Physiology for Ballet Dancers		Length of Unit	3-4 weeks
Focusing Lens(es)	System Complexity	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.4-GLE.1, DA09-GR.HSEP-S.4-GLE.2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> How can basic technique in one dance form improve with the study of multiple dance forms? (DA09-GR.HSEP-S.1-GLE.1-IQ.1, GLE.3-IQ.2) and (DA09-GR.HSEP-S.4-GLE.2-IQ.4) What must a dancer do to properly prepare for a performance? How do underlying structures unconsciously guide the creation of dance works? 			
Unit Strands	Perform correct vocabulary terms for movements Create alignment Kinesthetic Context Respond using anatomical vocabulary			
Concepts	Technique, Law/rules, Order/form, Movement, Anatomical structure, Analysis, Value, Structural, Aesthetic, Accuracy, Support			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Human movement analysis reveals movement potential in classical ballet technique. (DA09-GR.HSEP-S.1-GLE.1, 2) and (DA09-GR.HSEP-S.4-GLE.1, 2)	What is the root of cause of a dancer pronating the tarsus?	How are the aesthetic values of a ballet body different from safe and proper alignment?
The value placed on kinesiology serves as support for the art of ballet by providing tools for accurate structural technique. (DA09-GR.HSEP-S.1-GLE.1, 2) and (DA09-GR.HSEP-S.4-GLE.1, 2)	Is ballet considered a cardiovascular activity?	In what ways does cardiovascular conditioning aid in technique and performance ability?

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

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • Correct alignment for a ballet dancer (such as rotation) (DA09-GR.HSEP-S.1-GLE.1, 2, 3) and (DA09-GR.HSEP-S.4-GLE.2) • Anatomical elements in relationship to ballet (such as por de bras, tendu, releve) (DA09-GR.HSEP-S.1-GLE.1, 2, 3) and (DA09-GR.HSEP-S.4-GLE.2) • Anatomical vocabulary (such as the skeletal and muscular systems) (DA09-GR.HSEP-S.1-GLE.1, 2, 3) and (DA09-GR.HSEP-S.4-GLE.2) • The actions of muscles and joints work to move a body in space. (ex: muscles move bones) (DA09-GR.HSEP-S.1-GLE.1, 2, 3) and (DA09-GR.HSEP-S.4-GLE.2) • Examples of conditioning and somatic support for dancers (such as wellness, diet, somatics) (DA09-GR.HSEP-S.1-GLE.1, 2, 3) and (DA09-GR.HSEP-S.4-GLE.2) • Kinesthetic awareness and self-discipline. (DA09-GR.HSEP-S.1-GLE.1, 2, 3) 	<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) • 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) • 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) • Use aesthetic reflection to refine works and to contemplate issues related to dance as art (DA09-GR.HSEP-S.4-GLE.2-EO.e)

<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>Rotation, Kinesthetic Awareness, Planes, Motion, Control, Release, Kinesiology, Biomechanics, Direction, Actions, Conditioning, System, Wellness, Motion, Force</p>
<p>Technical Vocabulary:</p>	<p>Extension, Flexion, Degree, Names Of Bones And Muscles, Abduction, Adduction, Joints, Anterior, Posterior, Proximal, Articulation, Ligaments, Deep, Superior, Inferior, Lateral, Hyperextension</p>

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

Unit Title	History and Progression of Classical Ballet		Length of Unit	3-4 weeks
Focusing Lens(es)	Change/Transition	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.2 DA09-GR.HSEP-S.3-GLE.1, DA09-GR.HSEP-S.3-GLE.2 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 do changes in the steps, movement style, and body posture change the message? (DA09-GR.HSEP-S.3-GLE.1-IQ.3, GLE.2-IQ.1) and (DA09-GR.HSEP-S.3-GLE.2-IQ.4) and (DA09-GR.HSEP-S.4-GLE.1-IQ.3) • How has dance (ballet) been affected by people or events in history? • How has dance (ballet) changed throughout the ages? • How does context affect a dance work? 			
Unit Strands	Perform historical ballet choreography Create ballet works that include past and present style Historical Context of ballet aesthetics Respond critically by analyzing ballet dance works			
Concepts	Culture, Value, Observation, Tradition, Influence, Expression, Codification, Convention, Complexity, Pattern, Technique, Features, Social, Stylized			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Ballet, as a complex art form, represents an evolution of cultural social dance into a highly stylized traditional form of concert dance. (DA09-GR.HSEP-S.1-GLE.1) and (DA09-GR.HSEP-S.2-GLE.2) and (DA09-GR.HSEP-S.3-GLE.1, 2) and (DA09-GR.HSEP-S.4-GLE.1, 2)	Why is the convention of ballet continuously to be used around the world?	What connections can be made between the courts of the 17th century playing a significant role in ballet codification? Who do we see as powerful players in today's ballet society?
The origins of ballet feature patterns as a primary component of ballet technique used as a form of expression. (DA09-GR.HSEP-S.1-GLE.1, 2, 3) and (DA09-GR.HSEP-S.2-GLE.2) and (DA09-GR.HSEP-S.3-GLE.1, 2) and (DA09-GR.HSEP-S.4-GLE.1, 2)	What type of ballet attire would be worn for a white ballet?	How do changes in the steps, movement style, and body posture change the message?

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

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • Important people and ballet works throughout history and their characteristics. (Such as George Balanchine and Swan Lake) (DA09-GR.HSEP-S.3-GLE.1, 2) and (DA09-GR.HSEP-S.4-GLE.1) • Dance (ballet) choreography communicates important ideas and shares new perspectives. (DA09-GR.HSEP-S.3-GLE.1, 2) and (DA09-GR.HSEP-S.4-GLE.1) • Thematic elements of ballet works. (Such as theme and variation) (DA09-GR.HSEP-S.3-GLE.1, 2) and (DA09-GR.HSEP-S.4-GLE.1) • Cultural and historical significance of ballet in relationship to other dance forms. (DA09-GR.HSEP-S.3-GLE.1, 2) and (DA09-GR.HSEP-S.4-GLE.1) • The progression of ballet technique and performance throughout time. (DA09-GR.HSEP-S.3-GLE.1, 2) and (DA09-GR.HSEP-S.4-GLE.1) 	<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) • Perform dance works with artistic interpretation and projection (DA09-GR.HSEP-S.1-GLE.1-EO.d) • Use technique, rhythmic accuracy, and artistic expression as appropriate to selected dance vocabulary (DA09-GR.HSEP-S.1-GLE.2-EO.c) • Memorize and reproduce movement sequences accurately (DA09-GR.HSEP-S.1-GLE.2-EO.e) • Demonstrate the continuity of composition to the end dance performance (DA09-GR.HSEP-S.1-GLE.3-EO.b) • Define the meaning, intent, or stimuli of solo and ensemble dance works. (DA09-GR.HSEP-S.2-GLE.2-EO.b) • Relate dances across cultures to real-world context. (DA09-GR.HSEP-S.3-GLE.1-EO.a) • Compare and contrast two or more masterworks created from different traditions such as Western, Eastern, and tribal. (DA09-GR.HSEP-S.3-GLE.1-EO.b) • Articulate the significant role of the ability of dance to communicate across cultures. (DA09-GR.HSEP-S.3-GLE.1-EO.c) • Understand the role of gesture and posture in historical and cultural dance traditions. (DA09-GR.HSEP-S.3-GLE.1-EO.d) • Relate dances across cultural and historical periods to a real-world context of decisions made in contemporary performance. (DA09-GR.HSEP-S.3-GLE.2-EO.a) • Synthesize the differences between two or more masterworks created in different historical periods. (DA09-GR.HSEP-S.3-GLE.2-EO.b) • Demonstrate a diversity of historical repertory. (DA09-GR.HSEP-S.3-GLE.2-EO.c) • Articulate how dance is used recreationally throughout history and within cultures. (DA09-GR.HSEP-S.3-GLE.2-EO.d) • Analyze and discuss the characteristics of noted dance performers through history and up to the present. (DA09-GR.HSEP-S.3-GLE.2-EO.e) • Analyze and critique personal and professional or historic works. (DA09-GR.HSEP-S.4-GLE.1-EO.a) • 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 issues related to dance as art. (DA09-GR.HSEP-S.4-GLE.1-EO.e) • Compare dances from multiple styles, world traditions, and forms. (DA09-GR.HSEP-S.4-GLE.2-EO.b) • Use technology to aid in researching and understanding all aspects of dance in relation to together disciplines. (DA09-GR.HSEP-S.4-GLE.2-EO.c)

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

<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>Origin, Influence, Timeline, Universal, Thematic Element, Artistic Expression, Masterwork, Artistic Interpretation, Characteristics, Historical And Cultural Traditions, Rituals, Eras Of History, Notation, Diagram, Native.</p>
<p>Technical Vocabulary:</p>	<p>Classical Ballet, Neo-Classical Ballet, Contemporary Ballet, Movement Terminology, People/Master Works Of Importance, Ballet Themes, Dance-Works, Dance Genres, Historical Dance Form, Folk Dance.</p>

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?

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

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)

Curriculum Development Overview
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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>