

Quarterly Content Guide – Dance: Choreography and Performance II– Grades 9-12	
Quarter 1	Quarter 2
<p>Strengthening and Conditioning</p> <ul style="list-style-type: none"> • Anatomy, Kinesiology, Nutrition • Conditioning techniques (Pilates, Yoga, Theraband) <p>Choreographic principles</p> <ul style="list-style-type: none"> • Movement Elements • Choreographic Tools (ABA, Rondo, Canon, Retrograde, Stacking) • Improvisation and transitional movements • Creation process of solo choreography 	<p>Select one dance form and explore (ballet, modern, jazz, etc.)</p> <ul style="list-style-type: none"> • Technique, style, and terminology • Choreographic principles and performance • History of major dancers and choreographers <p>Concepts of performance/choreography analysis</p>
Quarter 3	Quarter 4
<p>Select one dance form and explore (ballet, modern, jazz, etc.)</p> <ul style="list-style-type: none"> • Technique, style, and terminology • Choreographic principles and performance • History of major dancers and choreographers • Concepts of performance/choreography analysis 	<p>Choreographic Design</p> <ul style="list-style-type: none"> • Creation/performance of ensemble choreography • Casting, rehearsing • Costuming, program, production elements <p>Technology</p> <ul style="list-style-type: none"> • Creating and editing music • Concert lighting

Secondary Academic Plan
Quarterly Content Guide 0300390 Dance Choreography/Performance II

Dance 9-12
Content: Strand A: Skills and Techniques
Standard 1: The student identifies and demonstrates movement elements in performing dance.
Standard 2: The student understands choreographic principles, processes, and structures.
Content: Strand B: Creation and Communication
Standard 1: The student understands dance is a way to create meaning.
Content: Strand C: Cultural and Historical Connections
Standard 1: The student demonstrates and understands dance in various cultural and historical periods.
Content: Strand D: Aesthetic and Critical Analysis
Standard 1: The student applies and demonstrates critical and creative thinking skills in dance.
Content: Strand E: Applications to Life
Standard 1: The student makes connections between dance and healthful living.
Standard 2: The student makes connections between dance and other disciplines.

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Quarter 3	Quarter 4
<p>Select one dance form and explore (ballet, modern, jazz, etc.)</p> <ul style="list-style-type: none"> • Technique, style, and terminology • Choreographic principles and performance • History of major dancers and choreographers • Concepts of performance/choreography analysis 	<p>Choreographic Design</p> <ul style="list-style-type: none"> • Creation/performance of ensemble choreography • Casting, rehearsing • Costuming, program, production elements <p>Technology</p> <ul style="list-style-type: none"> • Creating and editing music • Concert lighting

Q T R	Level IDPM	SSS Grade Level Expectation	Supplemental Resources	Instructional Strategies	Assessment
1	M	DA.D.1.4.3 Understands issues of ethnicity, gender, socioeconomic class, age and/or physical condition in relation to dance			
1	M	DA.E.1.4.1 Understand and apply healthy lifestyle choices the positively affect dancers.			
1	M	D.A.E.1.4.2. Understands the challenges that face professional performers in maintaing healthy lifestyles			
1	M	DA.E.2.4.3. Understand how various science disciplines (e.g., anatomy, kinesiology, exercise physiology, and somatics) are applied to dance.			
1	M	DA.A.2.4.1 Uses both traditional and invented movements to manipulate choreographic principles.			
1	M	DA.A. 2.4.2 Understands how improvisation is used to			

Level Key: I = Introduction, D = Development, P = Proficient, M = Mastery

		create movement for choreography			
	M	DA.A.2.4.3 Creates a dance that displays choreographic intent			
	M	DA.A.1.4.3 Use improvisation to solve movement problems and adjust choices based on the movement responses of other dancers.			
END QUARTER 1					

Q T R	IDP	SSS Grade Level Expectation	Supplemental Resources	Instructional Strategies	Assessment
Q U A R T E R 2 & 3	M	DA.A.1.4.1 Uses correct body alignment, strength, flexibility, and coordination in the performance of technical movements.			
	M	DA.A.1.4.2 Perform technical dance skills with artistic expression (e.g. musicality, clarity, and stylistic nuance).			
	M	DA.A.1.4.4 Perform extended movement sequences and rhythmic patterns			
	M	DA.C.1.4.1. Know significant historical events that have occurred in the development of dance.			
	M	DA.C.1.4.2. Understand similarities and differences between various forms of dance.			
	M	DA.C.1.4.3. Understand the impact society and history have on choreographic styles and trends.			
	M	DA.C.1.4.4. Understand the changing role of commercial and artistic forms of dance in American culture.			

	M	DA.E.2.4.4 Understands historical and cultural images of the body in dance in comparison to images of the body in contemporary media.			
	M	DA.D.1.4.2 Understands the process of observation and analysis in developing a critique of a finished work.			
END QUARTER 2 & 3					

Q T R	IDP	SSS Grade Level Expectation	Supplemental Resources	Instructional Strategies	Assessment
	M	DA.A.1.4.3 Uses improvisation to solve movement problems and adjusts choices based on the movement responses of other dancers.			
Q U A R T E R 4	M	DA.A.2.4.2 Knows how improvisation is used to create movement for choreography			
	M	DA.B.1.4.1. Understands similarities and differences in the communicated meaning of dance performances from various perspectives (e.g., self, others, cultures, and dance traditions).			
	M	DA.B.1.4.2 Understands how meaning is communicated with respect to one's own choreographic work.			
	M	DA.B.1.4.3. Create a dance that effectively communicates or comments on contemporary, social, or political themes.			
	M	DA.D.1.4.1 Understands that dance is created and revised according to artistic decisions.			
	M	DA.E.2.4.2 Use dance as a means of expressing ideas from other subject areas (e.g., patterns of cycles of nature of important historical events).			
END QUARTER 4					

