

Timeline
Fine Arts Dance II 9-12

Subject: Dance	Level: II	Grade: 9-12	6 weeks: 1	Estimated time frame: 3 weeks
Overview: A continuation of Ballet/Lyrical dance concepts. Dance II is similar to dance I but is for the intermediate/advanced level dancer. Students can expect a higher level of physical demand in the day to day routine of this class.				
Connection to Prior Learning: Combinations are reviewed and added onto everyday.				
	Introduction to lesson/Unit: Review the 5 Basic Ballet Positions/Posture/Alignment Ballet History/Vocabulary Learn Ballet/Lyrical Warm Up Ballet/Lyrical Skills Across the Floor Learn Ballet/Lyrical combinations Vocabulary Game Quiz Performance Evaluations (video taped for self evaluation)	Concept Taught:	Turned out 1 st , 2 nd , 3 rd , 4 th , 5 th Port de bras Coupe' Arabesque Chasse' Tour jete' Pirouette Pas de chat Jete' Passe' Saute' Rond de jambe Releve' Plie'	
		TEKS:	<p>(1) <u>Perception:</u> (A) Demonstrate basic kinesthetic and spatial awareness with others. (B) Demonstrate sensitivity and respect for others when working in groups. (C) Express ideas and emotions through movement. (D) Interpret images found in the environment for movement.</p> <p>(2) <u>Expression:</u> (A) Communicate using appropriate anatomical terminology. (B) Demonstrate basic principles of proper skeletal alignment. Exhibit strength, flexibility, and endurance in dance training and performances. (C) Practice an effective warm up and cool down, using elements of proper conditioning.</p> <p>(3) <u>Creative:</u> (A) Perform memorized movement sequences with rhythmic accuracy in several dance styles, including classical Ballet, Tap, Modern, and <i>ethnic</i> dance. (B) Identify the effective views of dance elements in practice and performance. (C) Improvise and demonstrate original movement.</p> <p>(4) <u>Historical:</u> (A) Identify historical figures and their significance in dance history.</p> <p>(5) <u>Evaluations:</u> (A) Incorporate appropriate movement vocabulary when identifying qualities and discussing meaning of performance and production in dance. (B) Demonstrate appropriate audience behavior and etiquette in the classroom and at performances.</p>	
What Teacher Does: Leads warm up stretches/toning exercises, demonstrates and explains technical skill and dance combination, assesses student achievements daily, gives verbal feedback, gives history lectures				
What Students Do: Follows through warm up stretches/toning exercises, learns skills and dance combination, performs skills and dance combination for peers and teacher, takes notes during history lectures.				
Product: To improve flexibility, coordination and balance.				
Formative Assessments: Performance Evaluation (video taped to view for self evaluation) Quizzes over history lectures				