

Timeline
Fine Arts Dance II 9-12

Subject: Dance	Level: II	Grade: 9-12	6 weeks: 1	Estimated time frame: 6 weeks
Overview: Choreography Projects. 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.				
<p>Introduction to lesson/Unit: Read “The Intimate Act of Choreography” Group Discussion Review Choreography Packet</p> <ul style="list-style-type: none"> • Objectives, Guidelines, Materials needed, Elements, Length, Charting music, Writing routine notes <p>Divide up into groups (draw random numbers) Music Selection/Style of dance Performance Evaluation ½ way through and when finished with dance. (Video taped to view for self and group evaluation)</p>	<p>Concept Taught:</p> <p>Cooperative Learning and contributing to the group Self directed Self initiation Critical Thinking Skills Style of dance (8) counts Formation change Unison Precision Showmanship Technique Musicality Leveling Originality Visual Effects: Progression, Parts, Ripples Choice of movements are sensitive to all levels of ability of all individuals in the group</p>			
	<p>TEKS:</p> <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. (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. (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. (4) <u>Historical:</u> (A) Identify historical figures and their significance in dance history. (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: Presents packet of instructions, lectures on how to chart music and write routine notes, discusses different choreographical elements, and monitors groups daily.				
What Students Do: Pick random numbers to decipher groups, select genre of dance, music, costumes. Cooperatively make up an original dance incorporating the required elements.				
Product: To learn how to choreograph a routine in groups of 3-6, select music, chart music, write routines notes and perform it for a final grade.				
Formative Assessments: Performance Evaluation (video taped to view for self evaluation)				