

Timeline
Fine Arts Dance II 9-12

| Subject: Dance | Level: II | Grade: 9-12 | 6 weeks: 1 | Estimated time frame: 6 weeks |
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| <p>Overview: A Continuation of Jazz concepts, history, and dance combinations. 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.</p> | | | | |
| <p>Introduction to lesson/Unit: Jazz History Muscle Groups/Skeletal Alignment Learn Jazz Warm Up The 5 feet positions/Posture Skills across the floor Learn Jazz Combinations Vocabulary game/quiz Performance Evaluation (video taped for self evaluation)</p> | <p>Concept Taught:</p> | <p>1st, 2nd, 3rd, 4th 5th position Parallel Position Plie' Releve' Isolation Torso Chasse' Ball Change Jazz Hands Stylized Jazz Contraction Three step turn Grapevine Forced arch Jete' Jazz Walk Lunge, Hinge, Pop Chaine' Step Dig Pas de Bourre' Pirouette Passe'</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. (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. (4) <u>Historical:</u> (A) Identify historical figures and their significance in dance history. (5) <u>Evaluations:</u> (A) Demonstrate appropriate audience behavior and etiquette in the classroom and at performances.</p> | | |
| <p>Connection to Prior Learning: Combinations are reviewed and added onto everyday.</p> | | | | |
| <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</p> | | | | |
| <p>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.</p> | | | | |
| <p>Product: To improve flexibility, coordination and balance.</p> | | | | |
| <p>Formative Assessments: Performance Evaluation (video taped to view for self evaluation) Quizzes over history lectures.</p> | | | | |