

SLE/Objective	Unit 1 Title	Materials
<p>To engage the students in the elements of the Ballet class, the what, how, & why of ballet dance. To meet, assess, & plan a course of action for the new dancer, continue on a safe course for returning and developing dancers. Move all dancers towards the understanding that all dance has the same roots for proper and safe performance</p>	<p>Journey Through the Dance Class; The Ballet Class 1</p>	<p>Applicable Dance Attire, Hair-style and Shoes</p>
<p>Dance Technique Unit</p>	<p>Warmup/Bell Activity</p>	
<p>Unit 1: Journey Through the Dance Class</p>	<p>Quotes of the Week discussion: What Makes You a Good Dancer? "Self-confidence may be the single most important ingredient for successful performing. It enables you to extend yourself, to take risks, and reach inside yourself." How Do You Dance? " Dancing with the feet is one thing. Dancing with the heart is something else entirely." Why Do You Dance? "I do not dance to be better than someone else, I dance to get better than myself." Baryshnikov</p>	
<p>Vocabulary</p> <p>1A Barre & Extended Barre, 1B Exercises Au Milieu, 2A Exercises Au Milieu, 2B Petite Allegro, 3A Transitions, 3B En Tournant, 4A & B G. Allegro. All: Alignment, Zippers, Placement, Under-circles, Core Strength, Equilibrium, Rotation, Epaulement, Latissimus Dorsi</p>	<p>Ballet of the Month: Coppellia, Cinderella, Swan Lake</p>	
<p>Textbook Chapter/Pages</p>	<p>Therapeutic Barre Exercises (each ballet class) -RPM</p>	
<p>RPM Method Book and Syllabus, Ballet Basics 1 & 2, Dance Anatomy, The Ballet Companion,</p>	<p>Anticipatory Set</p>	<p>Literacy/Reading Strategies</p> <p>Classroom Discussions of the Quotes & Ballets. Questioning similarities and differences in styles of ballet and ballet training</p>
<p>Use prior knowledge of being in dance or what you've heard or learned about if dance is new to you. Continue to build on and connect what you learn from a variety of facilitators and in a variety of settings.</p>		
<p>Activities</p>		
<p>Ballet Classes 3 of the 5 days a week and connections to the ballet classes through the other techniques. Reiteration of the RPM method. Teaching basic ballet technique instruction. Encouraging and implementing safe dance practices. Teaching through schools of ballet; Vaganova, Cecchetti, Royal Academy of Dance, Bournonville, Russian, or American Ballet Theatre Curriculum. Observation of technical milestones mastery: B1: B2: B3: B4:</p>		
<p>Instructional Strategies</p>	<p>Assessment</p>	
<p>Direct Instruction, KWL</p>	<p>Daily Observed Assessment, Oral Assessment, Practicum Evaluation, Assessment Rubric of Subjective and Objective Tells</p>	
<p>Technology</p>	<p>Homework</p>	
<p>Stereo, Smart Board, MP3 devices, Data Projector, Online connections</p>	<p>Daily Practice of ballet movement, safe practices, studio classes, implementing RPM</p>	
<p>Notes</p>		
<p>Work to provide accommodations for student with Downs Syndrome and dancers with physical limitations, as well as kinesthetic developmental delays or recovering injuries.</p>		

SLE/Objective	Unit Title	Materials
<p>To engage the students in the elements of the Jazz dance while continuing to explore and focus on the ballet class. To meet, assess, & plan a course of action for the new dancer, continue on a safe course for returning and developing dancers. Move all dancers towards the understanding that all dance forms have the same roots for proper and safe performance.</p>	<p>Journey Through the Dance Class: Ballet & Jazz Class 2</p>	<p>Applicable Dance Attire, Hair-style and Shoes</p>
	<p>Warmup/Bell Activity</p> <p>Quotes of the Week discussion:</p> <p>Person of the Month: Diaghlev, Petipa, Balanchine, Cole, Fosse, Luigi</p> <p>EQs below</p>	
<p>Unit</p>	<p>Anticipatory Set</p>	<p>Literacy/Reading Strategies</p>
<p>Unit 2: Ballet & Jazz</p>	<p>Continue to build on and connect what you learn from a variety of facilitators and in a variety of settings. Connect to other styles and transfer strong dancing principles.</p>	<p>Classroom Discussions of the Quotes & Videos of the month. Questioning similarities and differences in ballet and jazz</p>
<p>Vocabulary</p> <p>1A Exercises Au Milieu, 1B Exercises Au Milieu, 2A Petite Allegro, 2B Transitions, 3A En Tournant, 3A Adagio, 3B G. Allegro. 4A&B: Extended G. Allegro & Directions. All: Alignment, Zippers, Placement, Under-circles, Core Strength, Equilibrium, Rotation, Epaulement, Latissimus Dorsi, Release</p>		<p>Kagan/Cooperative Learning</p>
<p>Textbook Chapter/Pages</p> <p>RPM Method Book and Syllabus, Ballet Basics 1 & 2, Dance Anatomy, The Ballet Companion, Jump Into Jazz</p>		
<p>Activities</p>		
<p>Jazz class once a week. Insertion of guest opportunities, jazz workshops and master classes. Include variations of jazz dance styles...Jack Cole, Fosse, Luigi, Giordano and derivatives of Jazz dance: Lyrical, Straight, & Hip-Hop</p> <p>Observation of technical milestones mastery: B1: B2: B3: B4:</p> <p>EQs: What are some basic differences and similarities between Ballet and Jazz? What are the elements of the jazz dance genre? What styles of jazz dance are commonly taught and performed? Who are Luigi, Fosse' and Jack Cole?</p>		
<p>Instructional Strategies</p>	<p>Assessment</p>	
<p>Direct Instruction, KWL</p>	<p>Daily Observed Assessment, Oral Assessment, Practicum Evaluation, Assessment Rubric of Subjective and Objective Tells. Gram 'Xam: Written Evaluation of jazz and ballet terminology.</p>	
	<p>Homework</p>	
<p>Technology</p>	<p>Daily Practice of jazz dance safe practices, studio classes, implementing RPM, extended study outside of Lavilla. Implementing the principals of ballet alignment, placement and equilibrium.</p>	
<p>Stereo, Smart Board, MP3 devices, Data Projector, Online connections</p>		
<p>Notes</p>		

Work to provide accommodations for student with Downs Syndrome and dancers with physical limitations, as well as kinesthetic developmental delays or recovering injuries.

SLE/Objective	Unit Title	Materials/Standards
<p>To further engage the students in the elements of the Modern dance, styles & history. To continue to grow new dancer on a safe course of action and for the returning and developing dancers. Move all dancers towards the understanding that all dance has the same roots for proper and safe performance</p> <p style="text-align: center;">Unit</p> <p>Unit 3: Modern Dance Focus</p> <p style="text-align: center;">Vocabulary</p> <p>1A Exercises Au Milieu, 1B Exercises Au Milieu, 2A Petite Allegro, 2B Transitions, 3A En Tournant, 3A Adagio, 3B G. Allegro. 4A&B: Extended G. Alle & Directions. All: Alignment, Zippers, Placement, Under-circles, Core Strength, Equilibrium, Rotation, Epaulement, Latissimus Dorsi, Release</p> <p style="text-align: center;">Textbook Chapter/Pages</p> <p>RPM Method Book and Syllabus, Ballet Basics 1 & 2, Dance Anatomy, The Ballet Companion, Jump Into Jazz</p>	<p>Journey Through the Dance Class: Modern, Jazz and Ballet</p>	<p>Applicable Dance Attire, Hair-style and Shoes</p>
	Warm-up/Bell Activity	
	<p>Quotes of the Week discussion: Modern Coppellia, Cinderella, Swan Lake EQs below</p>	
	Anticipatory Set	
	<p>Continue to build on and connect what you learn from a variety of facilitators and in a variety of settings. Connect to other styles and transfer strong dancing principles.</p>	
	Activities	
<p>Jazz class once a week. Insertion of guest opportunities, jazz workshops and master classes. Include variations of jazz dance styles...Jack Cole, Fosse, Luigi, Giordano and derivatives of Jazz dance: Lyrical, Straight, & Hip-Hop</p> <p>Observation of technical milestones mastery: B1: B2: B3: B4:</p> <p>EQs: What are some basic differences and similarities between Ballet and Jazz? What are the elements of the jazz dance genre? What styles of jazz dance are commonly taught and performed? Who are Luigi, Fosse' and Jack Cole?</p>		
Instructional Strategies	Assessment	
<p>Direct Instruction, KWL</p>	<p>Daily Observed Assessment, Oral Assessment, Practicum Evaluation, Assessment Rubric of Subjective and Objective Tells. Gram 'Xam: Written Evaluation of jazz and ballet terminology.</p>	
Technology	Homework	
<p>Stereo, Smart Board, MP3 devices, Data Projector, Online connections</p>	<p>Daily Practice of jazz dance safe practices, studio classes, implementing RPM, extended study outside of Lavilla. Implementing the principals of ballet alignment, placement and equilibrium.</p>	
Notes		

Teacher: Ottley/Jennings

Subject: M/J Dance1-4 & Research 5-8

Date: 2015-16

Work to provide accommodations for student with Downs Syndrome and dancers with physical limitations, as well as kinesthetic developmental delays or recovering injuries.