

Dance Technique II

Curriculum Content Frameworks

Please note: All assessment questions will be taken from the knowledge portion of these frameworks.

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Disseminated by

Career and Technical Education
Office of Assessment and Curriculum
Arkansas Department of Workforce Education

Curriculum Content Frameworks

Dance Technique II

Grade Levels: 9, 10, 11, 12

Prerequisite: Teacher Recommendation/Audition

Course Code 493500

Course Description: This level demonstrates basic to intermediate dance technique of various styles utilizing basic to intermediate steps, positions, and patterns with the use of basic to intermediate meters and rhythms, which may include changes of tempo; modest ranges. This is one of the core courses for a career major in the program of study called Dance. It is a year-long course that will introduce students to the elements of ballet, jazz, modern, and ethnic as the vehicle to the development of movement skills required of dancers as performing artists. Students will also develop knowledge and strategies for incorporating a dancer's lifestyle.

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Unit 1: Production, Performance, and Exhibition Dance

Hours: 96

Terminology: Accent, Agility, Rotation, Recover, Fall, Flow

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
1.1 Define terminology	1.1.1 Apply terminology correctly and appropriately	Foundation	Reading	Applies and understands technical words that pertain to the production, performance and exhibition of dance [1.3.6]	
	1.1.2 Apply dance terms appropriately	Foundation	Writing	Applies/Uses technical words and concepts related to dance. [1.6.4]	
1.2 Identify the appropriate professional behavior and attire	1.2.1 Demonstrate secure hair for various dance styles	Personal Management	Self-Esteem	Create self-confidence and positive self-image through proper grooming [3.5.3]	
	1.2.2 Demonstrate use of appropriate class attire	Personal Management	Self-Esteem	Comprehends the importance of a positive self-concept [3.5.1]	
	1.2.3 Demonstrate acceptable dance etiquette	Interpersonal Skills	Teamwork	Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and ongoing group settings [2.6.3]	
1.3 Describe the principles of body and movement	1.3.1 Exhibit various styles utilizing beginning/intermediate steps, positions and patterns with the use of beginning/intermediate meter rhythms with limited ranges	Personal Management	Responsibility	Comprehends ideas and concepts related to dance technique [3.4.2] Pays close attention to details [3.4.8]	
		Foundation	Science	Applies scientific principals related to dance [1.4.5]	
	1.3.2 Demonstrate appropriate beginning/intermediate skeletal alignment	Personal Management	Responsibility	Exerts a high level of effort and perseverance towards goal attainment [3.4.4]	
1.3.3 Demonstrate beginning/intermediate body part articulation		Foundation	Science	Applies scientific principals related to dance [1.4.5]	
		Personal Management	Responsibility	Exerts a high level of effort and perseverance towards goal attainment [3.4.4]	

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
	1.3.4 Demonstrate beginning/intermediate flexibility	Foundation	Science	Applies scientific principals related to dance [1.4.5]
	1.3.5 Demonstrate beginning/intermediate locomotor and non-locomotor movement	Personal Management	Responsibility	Exerts a high level of effort and perseverance towards goal attainment [3.4.4]
		Foundation	Science	Applies scientific principals related to dance [1.4.5]
	1.3.6 Demonstrate beginning/intermediate agility	Personal Management	Responsibility	Exerts a high level of effort and perseverance towards goal attainment [3.4.4]
		Foundation	Science	Applies scientific principals related to dance [1.4.5]
	1.3.7 Demonstrate beginning/intermediate strength	Personal Management	Responsibility	Exerts a high level of effort and perseverance towards goal attainment [3.4.4]
		Foundation	Science	Applies scientific principals related to dance [1.4.5]
	1.3.8 Demonstrate beginning/intermediate coordination	Personal Management	Responsibility	Exerts a high level of effort and perseverance towards goal attainment [3.4.4]
Foundation		Science	Applies scientific principals related to dance [1.4.5]	
1.4 Identify the elements of dance	1.4.1 Apply space/time using beginning/intermediate movement	Foundation	Science	Describes/Explains scientific principles related to dance [1.4.13]
	1.4.2 Apply dynamics using beginning/intermediate movement	Foundation	Science	Describes/Explains scientific principles related to dance [1.4.13]
	1.4.3 Apply rhythm using beginning/intermediate movement	Foundation	Science	Describes/Explains scientific principles related to dance [1.4.13]

CAREER and TECHNICAL SKILLS			ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do			What the Instruction Should Reinforce		
Knowledge	Application		Skill Group	Skill	Description
1.5 Identify the principles of dance	1.5.1	Execute technique and style	Personal Management	Responsibility	Pays close attention to details [3.4.8]
	1.5.2	Execute improvisation and choreography	Thinking	Seeing in the Mind's Eye	Imagines the flow of work activities from narrative descriptions [4.6.1]
1.6 Name various styles of dance within performance arts/dance	1.6.1	Discuss various dance styles within performance arts/dance	Foundation	Speaking	Interprets nonverbal cues such as eye contact, posture, and gestures for meaning
1.7 Recognize the function of rehearsals and practice sessions	1.7.1	Practice the rules and etiquette of the auditorium and rehearsal procedure	Interpersonal Skills	Teamwork	Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and ongoing group settings. [2.6.3]
					Works effectively with others to reach a common goal [2.6.6]
					Displays high standards of attendance [3.4.5]
					Is punctual to class, school meetings, and work [3.4.6]
	1.7.2	Perform through repetition the required steps	Personal Management	Responsibility	Exhibits enthusiasm in approaching and completing tasks [3.4.3]
					Exerts a high level of effort and perseverance towards goal attainment [3.4.4]
	1.7.3	Accept constructive criticism	Interpersonal Skills	Teamwork	Recognizes effects of positive/negative attitudes on co-workers [2.6.4]
			Personal Management	Organizational Effectiveness	Analyzes effectiveness of performance evaluation system [3.3.2]
	1.7.4	Reflect through self evaluation	Personal Management	Self-Esteem	Presents positive image of personal attitudes and abilities [3.5.7]
1.8 Identify the elements of the stage	1.8.1	Apply stage directions to beginning/intermediate movement in rehearsal and performance in various performance environments	Foundation	Listening	Listens to follow directions [1.2.6]
			Personal Management	Responsibility	Maintains a high level of concentration in completion of a task [3.4.7]
					Sets high standards for self in completion of a task [3.4.9]

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
1.9 Discuss safety, health, and environmental issues related to dance	1.9.1 Demonstrate injury prevention, identification, and treatment	Foundation	Science	Follows safety guidelines [1.4.15]	
	1.9.2 Demonstrate warm-up techniques	Foundation	Science	Uses equipment and techniques in dance [1.4.23]	
		Personal Management	Self-Esteem	Presents positive image of personal attitudes and abilities [3.5.7]	
	1.9.3 Demonstrate the importance of lifestyle choices in preparing for dance	Personal Management	Self-Esteem	Develops/initiates a plan for self-improvement [3.5.4]	
	1.9.4 Observe proper safety etiquette on stage/ in the studio	Interpersonal Skills	Coaching	Comprehends ideas and concepts related to dance [2.1.1]	
Personal Management		Integrity/Honesty/ Work Ethic	Complies with safety and health rules in dance environment [3.2.2]		

Unit 2: Supplemental Dance History

Hours: 12

Terminology: Modern dance

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
2.1 Define terminology	2.1.1 Apply terms appropriately in context of dance	Thinking	Decision Making	Comprehends ideas and concepts related to dance [4.2.2]	
2.2 Explain the historical, cultural, and social context of dance	2.2.1 Discuss a live or prerecorded performance	Foundation	Speaking	Uses verbal language and other cues such as body language appropriate in style, tone, and level of complexity to the audience and the occasion [1.5.14]	
	2.2.2 Compare and contrast live or prerecorded performances	Thinking	Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]	
2.3 Identify the types of dance in history	2.3.1 Illustrate a ritual dance	Foundation	Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]	
		Thinking	Writing	Applies technical words and concepts [1.6.4]	
		Thinking	Problem Solving	Devises and implements a plan of action to resolve a problem [4.4.3]	
	2.3.2 Illustrate a social dance	Foundation	Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]	
		Thinking	Writing	Applies technical words and concepts [1.6.4]	
		Thinking	Problem Solving	Devises and implements a plan of action to resolve a problem [4.4.3]	
2.3.3 Illustrate a theatrical dance	Foundation	Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]		
	Thinking	Writing	Applies technical words and concepts [1.6.4]		
	Thinking	Problem Solving	Devises and implements a plan of action to resolve a problem [4.4.3]		

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS			
What the Student Should be Able to Do		What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
	2.3.4 Distinguish characteristics among time periods of ritual, social, and theatrical dance	Thinking	Problem Solving	Draws conclusions from observations, evaluates conditions, and gives possible solutions [4.4.5]	
	2.3.5 Compare and contrast ritual, social, cultural, and theatrical dance	Thinking	Problem Solving Reasoning	Demonstrates logical reasoning in reaching a conclusion [4.4.2] See relationship between two or more ideas, objects, or situations [4.5.5]	
2.4 Identify different periods in dance history	2.4.1 Analyze the Petipa era	Foundation Personal Management Thinking	Speaking Responsibility Decision Making	Ask questions to obtain information [1.5.4] Comprehends ideas and concepts related to dance [3.4.2] Evaluates information to make best decision [4.2.5]	
	2.4.2 Analyze the Diaghilev era	Foundation Personal Management Thinking	Speaking Responsibility Decision Making	Ask questions to obtain information [1.5.4] Comprehends ideas and concepts related to dance [3.4.2] Evaluates information to make best decision [4.2.5]	
	2.4.3 Analyze the Balanchine era	Foundation Personal Management Thinking	Speaking Responsibility Decision Making	Ask questions to obtain information [1.5.4] Comprehends ideas and concepts related to dance [3.4.2] Evaluates information to make best decision [4.2.5]	
	2.4.4 Analyze the Jazz era	Foundation Personal Management Thinking	Speaking Responsibility Decision Making	Ask questions to obtain information [1.5.4] Comprehends ideas and concepts related to dance [3.4.2] Evaluates information to make best decision [4.2.5]	

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do		What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
	2.4.5 Compare and contrast different eras in dance history	Thinking	Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]
			Reasoning	See relationship between two or more ideas, objects, or situations [4.5.5]

Unit 3: Critical and Aesthetic Evaluation

Hours: 12

Terminology: Canon, Emphasis, Genre

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS						
What the Student Should be Able to Do		What the Instruction Should Reinforce						
Knowledge	Application	Skill Group	Skill	Description				
3.1	Define terminology	3.1.1	Apply terms appropriately within context of dance	Thinking	Decision Making	Comprehends ideas and concepts related to critical and aesthetic evaluation [4.2.2]		
3.2	Recognize critical processes used in the examination of works in the performing arts/dance	3.2.1	Establish aesthetic criteria to include body levels, shapes and pathways	Thinking	Creative Thinking	Combines ideas or information in a new way [4.1.2]		
					Problem Solving	Draws conclusions from observations, evaluates conditions, and gives possible solutions [4.4.5]		
3.2		3.2.2	Using criteria, orally compare and contrast dance performances or dance styles	Foundation	Problem Solving	Visualizes a finished product [4.6.4]		
					Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]		
3.3	Incorporate the other art forms that support or collaborate with dance	3.3.1	Select music that supports or collaborates with dance	Thinking	Reasoning	See relationship between two or more ideas, objects, or situations [4.5.5]		
					Foundation	Listening	Listens for emotional meaning [1.2.5]	
				3.3.2	Describe theatrical sets that support or collaborate with dance	Thinking	Creative Thinking	Makes connections between seemingly unrelated ideas [4.1.6]
						Foundation	Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
3.3.3	Choose costumes that support or collaborate with dance	Foundation	Thinking	Creative Thinking	Makes connections between seemingly unrelated ideas [4.1.6]			
			Thinking	Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]			
				Thinking	Creative Thinking	Makes connections between seemingly unrelated ideas [4.1.6]		

CAREER and TECHNICAL SKILLS What the Student Should be Able to Do		ACADEMIC and WORKPLACE SKILLS What the Instruction Should Reinforce			
Knowledge	Application	Skill Group	Skill	Description	
	3.3.4 Discuss theatrical effects that collaborate with dance	Foundation Thinking	Speaking Creative Thinking	Communicates a thought, idea, or fact in spoken form [1.5.5] Makes connections between seemingly unrelated ideas [4.1.6]	
	3.3.5 Discuss the interdependence of the related art forms to dance	Foundation Thinking	Speaking Creative Thinking	Communicates a thought, idea, or fact in spoken form [1.5.5] Makes connections between seemingly unrelated ideas [4.1.6]	
3.4 Respond to a statement about dance in the performing arts	3.4.1 Justify responses to written and oral statements about dance	Thinking	Decision Making Knowing how to Learn Problem Solving	Comprehends ideas and concepts related to dance [4.2.2] Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3] Demonstrates logical reasoning in reaching a conclusion [4.4.2]	
3.5 Construct a critical statement on the meaning of a dance	3.5.1 Justify response based on beginning/intermediate knowledge and personal preferences 3.5.2 Compare/contrast response	Thinking Thinking	Decision Making Knowing how to Learn Problem Solving Reasoning	Comprehends ideas and concepts related to dance [4.2.2] Locates appropriate learning resources to acquire or improve knowledge and skills [4.3.3] Demonstrates logical reasoning in reaching a conclusion [4.4.2] See relationship between two or more ideas, objects, or situations [4.5.5]	
3.6 Identify the theme of a dance observed live or on video	3.6.1 Describe how the choreographer's movement choices communicate ideas throughout the dance	Interpersonal Skills Thinking	Teamwork Creative Thinking	Comprehends ideas and concepts related to dance [2.6.1] Combines ideas or information in a new way [4.1.2]	

CAREER and TECHNICAL SKILLS		ACADEMIC and WORKPLACE SKILLS		
What the Student Should be Able to Do		What the Instruction Should Reinforce		
Knowledge	Application	Skill Group	Skill	Description
	3.6.2 Evaluate how the music, set, and costumes relate to the choreographer's movement choices to further develop the theme of the dance composition	Interpersonal Skills	Teamwork	Comprehends ideas and concepts related to dance [2.6.1] Contributes to group with ideas, suggestions, and effort [2.6.2] Works effectively with others to reach a common goal [2.6.6]
		Thinking	Creative Thinking	Combines ideas or information in a new way [4.1.2]

Glossary

Unit 1: Production, Performance, and Exhibition Dance

1. Accent – An emphasis or stress on certain musical counts or with specific movements
2. Agility – Quick and easy movements
3. Rotation – The turning or twisting of a body part on or around an axis
4. Recover – Rising from a low level
5. Fall – To descend in a downward plane
6. Flow – To transmit energy from one part of the body to another; to move a costume in relation to the actions in a dance

Unit 2: Supplemental Dance History

1. Modern dance – A performance movement form that evolved at the beginning of the 20th century. Modern dance can be contrasted with the dance forms ballet, tap or jazz. Creative work or choreography is an important part of the learning experience in modern dance.

Unit 3: Critical and Aesthetic Evaluation

1. Canon – A Choreographic form that reflects the musical form of the same name, in which individuals and groups perform the same movement or phrase beginning at different times
2. Emphasis – Special stress given to an element to make it stand out
3. Genre – A particular kind of style of dance, such as ballet, jazz, modern, folk and tap