

Dance Technique III

Curriculum Content Frameworks

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

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Curriculum Content Frameworks

Dance Technique III

Grade Levels: 9, 10, 11, 12 □

Prerequisite: Teacher Recommendation/Audition

Course Code: 493510

Course Description: Dance Technique III features intermediate to advanced technical demands, expanded ranges, and varied interpretive requirements with the introduction of artistry. 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 dance as the vehicle to the development of movement skills required of dancers as performing artists.

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Unit 1: Production, Performance, and Exhibition Dance

Hours: 84

Terminology: AB, ABA, Chance, Character, Choreographic form, Choreographic principles, Choreographic process, Collage, Initiation, Pattern, Reordering, Rondo form, Round form, Suspended movement, Sustained movement, Swinging movement, Theme and Variation form, Vibratory movement

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 production, performance, and exhibition dance. [1.3.6]
	1.1.2 Apply industry 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 appropriately secured hair as directed by choreographer/teacher	Personal Management	Self-Esteem	Create self-confidence and positive self-image through proper grooming [3.5.3]
			Integrity/Honesty/Work Ethic	Follows established rules, regulations, and policies [3.2.5]
	1.2.2 Demonstrate appropriate class attire as directed by choreographer/teacher	Personal Management	Self-Esteem	Comprehends the importance of a positive self-concept [3.5.1]
1.2.3 Demonstrate acceptable dance etiquette		Interpersonal Skills	Integrity/Honesty/Work Ethic	Follows established rules, regulations, and policies [3.2.5]
			Teamwork	Demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and ongoing group settings [2.6.3]
1.2.3 Demonstrate acceptable dance etiquette		Personal Management	Integrity/Honesty/Work Ethic	Follows established rules, regulations, and policies [3.2.5]
1.3 Describe the principles of body and movement	1.3.1 Exhibit various styles utilizing intermediate/advanced steps, positions, and patterns with the use of intermediate/advanced meter rhythms with limited ranges	Personal Management	Responsibility	Comprehends ideas and concepts related to dance technique [3.4.2]
			Responsibility	Pays close attention to details [3.4.8]
	1.3.2 Demonstrate appropriate intermediate/advanced skeletal alignment	Foundation	Science	Applies scientific principals related to dance [1.4.5]

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
	1.3.3 Demonstrate intermediate/advanced body part articulation	Personal Management Foundation	Responsibility Science	Exerts a high level of effort and perseverance towards goal attainment [3.4.4] Applies scientific principals related to dance [1.4.5]
	1.3.4 Demonstrate intermediate/advanced flexibility	Personal Management Foundation	Responsibility Science	Exerts a high level of effort and perseverance towards goal attainment [3.4.4] Applies scientific principals related to dance [1.4.5]
	1.3.5 Demonstrate intermediate/advanced locomotor and non-locomotor movement	Personal Management Foundation	Responsibility Science	Exerts a high level of effort and perseverance towards goal attainment [3.4.4] Applies scientific principals related to dance [1.4.5]
	1.3.6 Demonstrate intermediate/advanced agility	Personal Management Foundation	Responsibility Science	Exerts a high level of effort and perseverance towards goal attainment [3.4.4] Applies scientific principals related to dance [1.4.5]
	1.3.7 Demonstrate intermediate/advanced strength	Personal Management Foundation	Responsibility Science	Exerts a high level of effort and perseverance towards goal attainment [3.4.4] Applies scientific principals related to dance [1.4.5]
	1.3.8 Demonstrate intermediate/advanced coordination	Personal Management Foundation	Responsibility Science	Exerts a high level of effort and perseverance towards goal attainment [3.4.4] Applies scientific principals related to dance [1.4.5]

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	
1.4 Identify the elements of dance	1.4.1 Apply space/time using intermediate/advanced movement	Foundation	Science	Describes/Explains scientific principles related to dance [1.4.13]	
		Personal Management	Responsibility	Exerts a high level of effort and perseverance towards goal attainment [3.4.4]	
	1.4.2 Apply dynamics using intermediate/advanced movement	Foundation	Science	Describes/Explains scientific principles related to dance [1.4.13]	
		Personal Management	Responsibility	Exerts a high level of effort and perseverance towards goal attainment [3.4.4]	
	1.4.3 Apply rhythm using intermediate/advanced movement	Foundation	Science	Describes/Explains scientific principles related to dance [1.4.13]	
		Personal Management	Responsibility	Exerts a high level of effort and perseverance towards goal attainment [3.4.4]	
1.5 Identify the principles of dance	1.5.1 Analyze the proper use of technique and style and apply refined knowledge of skills	Foundation	Science	Describes/Explains scientific principles related to dance [1.4.13]	
		Personal Management	Responsibility	Pays close attention to details [3.4.8]	
		Thinking	Knowing how to Learn	Uses available resources to acquire new skills or improve skills [4.3.4]	
	1.5.2 Analyze improvisation and choreography	Personal Management	Responsibility	Pays close attention to details [3.4.8]	
		Thinking	Problem Solving	Comprehends ideas and concepts relate to dance [4.4.1]	
		Thinking	Reasoning	See relationship between two or more ideas, objects, or situations [4.5.5]	
1.6 Name various styles of dance within performing arts/dance	1.6.1 Compare and contrast various dance styles within performing arts/dance	Thinking	Reasoning	See relationship between two or more ideas, objects, or situations [4.5.5]	

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	
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]	
		Personal Management	Responsibility	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 intermediate/advanced 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]	

Unit 2: Supplemental Dance History

Hours: 18

Terminology: Call and Response, Characterization, Dance forms, Free form, Movement pattern, Narrative form, Transition

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 Analyze a live or pre-recorded performance	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 Analyze a ritual dance	Thinking	Decision Making	Evaluates information to make the best decision [4.2.5]		
			Problem Solving	Devises and implements a plan of action to resolve a problem [4.4.3]		
	2.3.2 Analyze a social dance	Thinking	Decision Making	Evaluates information to make the best decision [4.2.5]		
			Problem Solving	Devises and implements a plan of action to resolve a problem [4.4.3]		
	2.3.3 Analyze a theatrical dance	Thinking	Decision Making	Evaluates information to make the best decision [4.2.5]		
			Problem Solving	Devises and implements a plan of action to resolve a problem [4.4.3]		
	2.3.4 Compare and contrast the characteristics of the time periods of ritual, social, and theatrical dance	Thinking	Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]		
			Thinking	Reasoning	See relationship between two or more ideas, objects, or situations [4.5.5]	
			2.3.5 Analyze ritual, social, cultural, and theatrical dance	Personal Management	Responsibility	Comprehends ideas and concepts related to dance [3.4.2]
	Thinking	Decision Making		Evaluates information to make best decision [4.2.5]		

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
2.4 Identify different periods in dance history	2.4.1 Discuss the evolution of cultural and ethnic dance in America	Foundation	Speaking	Ask questions to obtain information [1.5.4] Organizes ideas and communicates oral messages to listeners [1.5.7]
		Personal Management	Responsibility	Comprehends ideas and concepts related to dance [3.4.2]
	2.4.2 Discuss Modern Dance	Foundation	Speaking	Ask questions to obtain information [1.5.4] Organizes ideas and communicates oral messages to listeners [1.5.7]
		Personal Management	Responsibility	Comprehends ideas and concepts related to dance [3.4.2]

Unit 3: Critical and Aesthetic Evaluation

Hours: 18

Terminology: Climax, Composition, Contrast, Form, Movement quality, Movement theme, Sequence, Sequential form

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 dance [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]	
	3.2.2 Compare and contrast dance performances or dance styles	Foundation	Speaking	Visualizes a finished product [4.6.4]	
		Thinking	Reasoning	Communicates a thought, idea, or fact in spoken form [1.5.5]	
3.2.3 Analyze a dance performance	Thinking	Foundation	Speaking	See relationship between two or more ideas, objects, or situations [4.5.5]	
		Foundation	Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]	
		Thinking	Problem Solving	Draws conclusions from observations, evaluates conditions, and give possible solutions [4.4.5]	
3.3 List the other art forms that support or collaborate with dance	3.3.1 Analyze music that supports or collaborates with dance	Foundation	Listening	Listens for emotional meaning [1.2.5]	
		Thinking	Creative Thinking	Makes connections between seemingly unrelated ideas [4.1.6]	
	3.3.2 Identify theatrical sets that support or collaborate with dance	Foundation	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
	3.3.3 Design costumes that support or collaborate with dance	Personal Management	Responsibility	Exerts a high level of effort and perseverance towards goal attainment [3.4.4]
		Thinking	Creative Thinking	Makes connections between seemingly unrelated ideas [4.1.6]
	3.3.4 Select theatrical effects that collaborate with dance	Personal Management	Responsibility	Exerts a high level of effort and perseverance towards goal attainment [3.4.4]
		Thinking	Creative Thinking	Makes connections between seemingly unrelated ideas [4.1.6]
	3.3.5 Analyze the interdependence of the related art forms to dance	Personal Management	Responsibility	Exerts a high level of effort and perseverance towards goal attainment [3.4.4]
		Thinking	Creative Thinking	Makes connections between seemingly unrelated ideas [4.1.6]
3.4 Analyze a statement about dance in the performing arts	3.4.1 Defend responses to written and oral statements about dance	Thinking	Creative Thinking	Forms Opinions [4.1.7]
		Thinking	Decision Making	Evaluates information to make the best decision [4.2.5]
3.5 Analyze the theme of a dance observed live or on video	3.5.1 Evaluate how the choreographer's movement choices communicate ideas throughout the dance	Interpersonal Skills	Teamwork	Comprehends ideas and concepts related to dance [2.6.1]
	3.5.2 Critique how the music, set, and costumes relate to the choreographer's movement choices to further develop the theme of the dance composition	Thinking	Creative Thinking	Combines ideas/information in new way [4.1.2]
		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/information in new way [4.1.2]

Glossary

Unit 1: Production, Performance, and Exhibition Dance

1. AB – A two-part compositional form with an A theme and a B theme. The binary form consists of two distinct, self-contained sections that share either a character or quality (such as the same tempo, movement quality, or style)
2. ABA – A three-part compositional form in which the second section contrasts with the first section. The third section is a restatement of the first section in a condensed, abbreviated, or extended form
3. Chance – A choreographic process in which elements are specifically chosen and defined but randomly structured to create a dance or movement phrase
4. Character – A person, animal, or entity in a story, scene or play, with specific distinguishing physical, mental and attitudinal attributes
5. Choreographic form – The specific formal structure of a dance (e.g., AB, ABA, rondo, theme and variations, narrative)
6. Choreographic principles – The organizational principles through which the dance movement is organized in choreographing a dance (e.g., contrast, repetition, transition, climax, variation, balance, unity)
7. Choreographic process – The aspects related to the development of dances
8. Collage – A choreographic form made up of unrelated movements
9. Initiation – Point at which a movement is said to originate. The term usually refers to specific body parts and is generally said to be either distal (from the limbs or head) or central (from the torso)
10. Pattern – Anything repeated in a predictable combination; or, a decorative design using a repeated motif
11. Reordering – A choreographic process in which known and defined elements (specific movements, movement phrases, etc.) are separated from their original relationship and restructured in a different pattern
12. Rondo form – A form in which principal theme occurs several times with contrasting themes interposed
13. Round form – A form of imitation in which three or four voices
14. Suspended movement - Movement initiated by a marked impulse and continuing until the peak of elevation is achieved with a momentary arrestment of movement. Thus, the movement is prolonged producing the effect of hanging in space without relationship to gravity
15. Sustained movement - A steady and continuous type of movement marked by the equalization of force, and by the fusion of impulse and follow-through
14. Swinging movement – A pendular and unrestricted type of movement characterized by a marked impulse and an unrestrained follow-through
15. Theme and Variation form – The introduction of an initial statement in music or dance that is followed by two or more variations of the original theme
16. Vibratory movement – A shaking, tremulous type of movement resulting from the rapid tensing of certain muscle groups causing the contractions and relaxations to occur exceedingly close together

Unit 2: Supplemental Dance History

1. Call and Response – A structure that is most often associated with African music and dance forms, although it is also used elsewhere One soloist/group performs with the second soloist/group entering “in response” to the first
2. Characterization – The development and portrayal of a personality through thought, action, dialogue, costuming and make-up
3. Dance forms – The organization or plan for patterning movement; the overall structural organization of a dance or music composition (e.g., AB, ABA, call and response, rondo, theme and variation, canon, and the interrelationships of movements within the overall structure)
4. Free form – A composition that falls into no specific category but allows freedom in unlimited structural development
5. Movement pattern – An uninterrupted succession of related movements grouped to form an entire design
6. Narrative form – Choreographic structure that follows a specific story line and intends to convey specific information through that story
7. Transition – Separates one movement from another or one dance phrase from another and at the same time acts as a connecting link between the two parts

Unit 3: Critical and Aesthetic Evaluation

1. Climax – The high point of compositional development, either structurally or dramatically
2. Composition – The welding of form and content into a whole and complete work
3. Contrast – Change for the purpose of providing new insights
4. Form - The essential nature of a thing resulting from a particular ordered arrangement of its parts
5. Movement quality – The identifying attributes created by the release, follow-through, and termination of energy, which are key to making movement become dance. Typical terms denoting qualities include sustained, swing, percussive, collapse, float, dab, punch, and glide
6. Movement theme – The development of one or more movement phrases to project a specific idea, emotion, characterization, and the like. The theme is sufficiently important to be repeated more than once and gives emphasis to the total dance composition. It represents a small dance within a larger dance. Examples: hope theme, struggle theme, work theme, laughter theme, sister's sewing theme, wife's theme, mourning theme
7. Sequence – The orderly, progressive placement of parts to effect coherence of a whole
8. Sequential form – The arrangement of one or more phrases that follow in succession. The phrase parts or "periods" are indicated by letter symbols as: A, AB, ABA