

# Dance Technique IV

## Curriculum Content Frameworks

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

*Prepared by*

M'Shay Callicott, Parkview High School  
Pamela Crane, Parkview High School  
Traci Presley, Mann Middle School  
Olympia Smith, Mann Middle School  
Michael Tidwell, Parkview High School

*Edited by*

Karen Chisholm, Program Manager  
Ray Henson, Program Manager  
Barbara Lensing, Program Advisor  
Dave Fisher, Program Advisor  
Office of Career Guidance, Exploration and Preparation  
Arkansas Department of Workforce Education

*Disseminated by*

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# Curriculum Content Frameworks

## Dance Technique IV

Grade Levels: 9, 10, 11, 12

Prerequisite: Teacher Recommendation/Audition

Course Code: 493520

Course Description: Dance Technique IV is an advanced level requiring well-developed technical skills, attention to phrasing with artistic expression, and demonstrating advanced levels of clarity, musicality, rhythmic acuity, projection, stylistic nuances, and interpretation. 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

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# Unit 1: Production, Performance, and Exhibition Dance

## Hours: 90

Terminology: Abstract (dance), Coda, Counterpoint, Crescendo, Decrescendo, Development, Dimension, Distortion, Harmony, Improvisation, Melody, Meter, Problem solving, Projection, Proportion, Rhythmic pattern, Triple meter, Variation

<b>CAREER and TECHNICAL SKILLS</b>		<b>ACADEMIC and WORKPLACE SKILLS</b>			
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 Spell, define and pronounce 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]	
		Thinking	Reasoning	Comprehends ideas and concepts related to dance [4.5.2]	
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]	
1.3 Describe the principles of body and movement	1.3.1 Exhibit various styles utilizing advanced steps, positions, and patterns with the use of advanced meter rhythms with limited ranges	Personal Management	Integrity/Honesty/Work Ethic	Follows established rules, regulations, and policies [3.2.5]	
			Responsibility	Comprehends ideas and concepts related to dance technique [3.4.2]	
	1.3.2 Demonstrate appropriate advanced skeletal alignment	Foundation	Responsibility	Pays close attention to details [3.4.8]	
			Science	Applies scientific principals related to dance [1.4.5]	
			Personal Management	Exerts a high level of effort and perseverance towards goal attainment [3.4.4]	
1.3.3 Demonstrate advanced body part articulation	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
	1.3.4 Demonstrate advanced flexibility	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]
	1.3.5 Demonstrate advanced 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 advanced 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 advanced 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 advanced 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]
		Personal Management	Responsibility	Exerts a high level of effort and perseverance towards goal attainment [3.4.4]
1.4 Identify the elements of dance	1.4.1 Create space/time using 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]
		Thinking	Seeing Through the Mind's Eye	Visualizes a finished product [4.6.4]

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
	1.4.2 Create dynamics using advanced movement	Foundation	Science	Describes/Explains scientific principles related to dance [1.4.13]
	1.4.3 Develop rhythm using advanced movement	Personal Management	Responsibility	Exerts a high level of effort and perseverance towards goal attainment [3.4.4]
		Thinking	Seeing Through the Mind's Eye	Visualizes a finished product [4.6.4]
		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]
		Thinking	Seeing Through the Mind's Eye	Visualizes a finished product [4.6.4]
1.5 Identify the principles of dance	1.5.1 Develop technique and style	Personal Management	Responsibility	Pays close attention to details [3.4.8]
	1.5.2 Critique improvisation and choreography	Thinking	Knowing how to Learn	Uses available resources to acquire new skills or improve skills [4.3.4]
		Interpersonal Skills	Teamwork	Contributes to group with ideas, suggestions and effort [2.6.2]
		Personal Management	Responsibility	Pays close attention to details [3.4.8]
		Thinking	Problem Solving	Comprehends ideas and concepts relate to dance [4.4.1]
1.6 Name varied styles of dance within performing arts/dance	1.6.1 Create varied dance styles within the performing arts/dance	Thinking	Creative Thinking	Creates new design by applying specified criteria [4.1.4]
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]

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
	1.7.2 Perform through repetition the required steps	Personal Management	Responsibility	Displays high standards of attendance [3.4.5] Is punctual to class, school meetings, and work [3.4.6]
	1.7.3 Accept constructive criticism	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]
	1.7.4 Reflect through self evaluation	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]
		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 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]
1.9 Identify careers in performing arts	1.9.1 Research job opportunities and projections in performing arts	Personal Management	Career Awareness, Development, and Mobility	Explores career opportunities [3.1.6]
	1.9.2 Analyze responsibilities and work environment associated with the performing arts dance, music, and/or theater careers	Personal Management	Career Awareness, Development, and Mobility	Develops skills to locate, evaluate, and interpret career information [3.1.4]
	1.9.3 Analyze education and training requirements for a career in performing arts	Personal Management	Career Awareness, Development, and Mobility	Identifies education and training needed to achieve goals [3.1.8]

## Unit 2: Critical and Aesthetic Evaluation

### Hours: 20

Terminology: Aesthetic criteria, Consecutive accents, Contour, Design, Gesture, Kinesphere, Kinesthetic, Planes, Substance, Suite, Variable accents

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 within context of dance	Thinking	Decision Making	Comprehends ideas and concepts related to critical and aesthetic evaluation [4.2.2]
2.2	Recognize critical processes used in the examination of works in the performing arts/dance	2.2.1	Establish aesthetic criteria to include body levels, shapes and pathways	Thinking	Decision Making	Evaluates information/data to make best decision [4.2.5]
					Problem Solving	Draws conclusions from observations, evaluates conditions, and gives possible solutions [4.4.5]
			Problem Solving	Draws conclusions from what is read and gives possible solutions [4.4.4]		
		2.2.2	Using criteria, compare and contrast dance performances or dance styles	Foundation	Speaking	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]
				Thinking	Decision Making	Evaluates information/data to make best decision [4.2.5]
			Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]		
		2.2.3	Using criteria, analyze a dance performance	Foundation	Writing	Analyzes data, summarizes results, and makes conclusions [1.6.2]
				Thinking	Decision Making	Evaluates information/data to make best decision [4.2.5]
	Problem Solving	Demonstrates logical reasoning in reaching a conclusion [4.4.2]				
2.2.4	Using criteria, interpret a dance performance	Foundation	Writing	Communicates thoughts, ideas, or facts in written form in a clear, concise manner [1.6.6]		

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
	2.2.5 Using criteria, evaluate a dance performance	Thinking  Foundation  Thinking	Decision Making  Problem Solving  Writing  Decision Making  Problem Solving	Evaluates information/data to make best decision [ 4.2.5]  Demonstrates logical reasoning in reaching a conclusion [4.4.2]  Presents own opinion in written form in a clear, concise manner [1.6.14]  Evaluates information/data to make best decision [ 4.2.5]  Demonstrates logical reasoning in reaching a conclusion [4.4.2]
2.3 List the other art forms that support or collaborate with dance	2.3.1 Select music that supports or collaborates with dance  2.3.2 Design theatrical sets that support or collaborate with dance  2.3.3 Coordinate costumes that support or collaborate with dance  2.3.4 Design theatrical effects that collaborate with dance  2.3.5 Appraise the interdependence of the related art forms to dance	Thinking  Thinking  Thinking  Thinking  Thinking	Creative Thinking  Creative Thinking  Creative Thinking  Creative Thinking  Creative Thinking	Makes connections between seemingly unrelated ideas [4.1.6]  Uses imagination to create something new [4.1.1]  Creates new design by applying specified criteria [4.1.3.]  Uses imagination to create something new [4.1.1]  Develops visual aids to create audience interest [4.1.4]  Combines ideas or information in a new way [4.1.2]
2.4 Construct a statement about dance in the performing arts	2.4.1 Analyze peer responses to your statements about dance	Interpersonal Skills  Personal Management	Teamwork  Responsibility	Takes an interest in what others say or do [2.6.5]  Pays close attention to details [3.4.8]
2.5 Construct a critical statement on the meaning of a dance	2.5.1 Justify response based on advanced knowledge and personal preferences	Personal Management	Career Awareness, Development, and Mobility	Analyze own knowledge, skills, and ability [3.1.2]

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
	2.5.2 Compare/contrast statement to statements made by peers	Foundation	Speaking	Communicates a thought, idea, or fact in spoken form [1.5.5]
		Thinking	Creative Thinking	Prepares presentation based on subject research, interviews, surveys [4.1.10]
			Problem Solving	Tracks and evaluates results [4.4.10]
2.6 Construct a theme of a dance to be observed live or on video	2.6.1 Analyze peer critiques on movement choices which communicate ideas throughout the dance	Thinking	Creative Thinking	Forms opinions [4.1.7]
	2.6.2 Analyze peer critiques on music, set, effects, and costumes which relate to your movement choices to further develop the theme of the dance composition	Thinking	Seeing Through the Mind's Eye	Visualizes a finished product [4.6.4]
	2.6.3 Critique theme by utilizing self-evaluation tools	Personal Management	Organizational Effectiveness	Analyzes effectiveness of performance evaluation system [3.3.2]
		Thinking	Knowing how to Learn	Uses available resources to acquire new skills or improve skills [4.3.4]
			Reasoning	Determines which conclusions are correct when given a set of facts and a set of conclusions [4.5.3]

## Glossary

### Unit 1: Production, Performance, and Exhibition Dance

1. Abstract (dance) – To remove movement from a particular or representative context and (by manipulating it with elements of space, time, and force) create a new sequence or dance that retains the essence of the original
2. Coda – A brief passage in music or dance that may be used to bring the composition to a close
3. Counterpoint – Plural melody
4. Crescendo – A common term for the increase in volume
5. Decrescendo – A common term for the decrease in volume
6. Development – The process of evolving a new dance idea
7. Dimension – Denotes size or range of movement
8. Distortion – To move in a manner away from the natural
9. Harmony – The agreement of the forces involved in the whole
10. Improvisation – Impromptu movement; created extemporaneously
11. Melody – Organized sequence of single notes
12. Meter – The metric division of the measure as indicated by the time signature
13. Problem solving – The learning process of finding a satisfactory solution to a dance problem; a structured situation with clearly defined limits
14. Projection – A confident presentation of one's body and energy to vividly communicate the movement and meaning to an audience; performance quality
15. Proportion – A considered, harmonious arrangement
16. Rhythmic pattern – A grouping of rhythmic units developed in consecutive order to form an entire design
17. Triple meter – One strong beat followed by two weak beats
18. Variation – The diversification of thematic material

## Unit 2: Critical and Aesthetic Evaluation

1. Aesthetic criteria – Standards on which to make judgments about the artistic merit of a work of art
2. Consecutive accents – The transferring of accents within a group of like measures from one beat to another in consecutive order
3. Contour – The profile or outline of a figure or mass projected upon a background
4. Design – The creative process of developing and executing aesthetic or functional plans in a production, such as costumes, lighting, sets and makeup
5. Gesture – The movement of a body part or combination of parts, with emphasis on the expressive aspects of the move
6. Kinesphere – The movement space, or the space surrounding the body in stillness and in motion, which includes all directions and levels both close to the body and as far as the person can reach with limbs or torso
7. Kinesthetic – Refers to the ability of the body's sensory organs in the muscles, tendons, and joints to respond to stimuli while dancing or viewing a dance
8. Planes – Gradations of level
9. Substance – The unchanging essence or underlying reality of a thing
10. Suite – A number of related dances constituting a series or complement
11. Variable accents – The shifting of accents within a group of like measures from one beat to another in variable order