

Dance I Course at a Glance/Pacing Guide 2020-2021

Units (in sequential order)	Duration	Assessed Standards	Big Ideas	Essential Questions	Assessments
Unit 1 Getting to Know You and Me	2 lessons	<p>Anchor Standards: <u>Connecting</u> Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</p>	<ul style="list-style-type: none"> There are infinite possibilities for dance as a part of your life - as a performer, a member of production, or an audience member. 	<ul style="list-style-type: none"> Why do people dance? Beyond performing, how can dance be a part of your life? 	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> 5 Words exit ticket Opening Day Resource Sheet
Unit 2 World/Social Dance	5 lessons	<p>Anchor Standards: <u>Presenting</u> Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p> <p><u>Responding</u> Anchor Standard 7: Perceive and analyze artistic work for presentation.</p> <p><u>Connecting</u> Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p>	<ul style="list-style-type: none"> Dance is used worldwide as a means of expression, celebration, and community, as well as a performance art. Dance can reflect religion, ethnicity, and geographical location. There are infinite possibilities for dance as a part of your life- as a performer, a member of production, or an audience member. Technical proficiency and mastery of skills requires rehearsal, application of corrections, and practice for extended periods of time. 	<ul style="list-style-type: none"> Why do people dance? How does knowing about religion, ethnicity, and geography affect your dance experience? Beyond performing, how can dance be a part of your life? 	<p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> Dance I World Dance Assessment Task Social Dance Assessment Task* <p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> Discussions from collaborative virtual small group learning activities Presentation of dance phrases specific to their personal experiences
Unit 3 Core Vocabulary	3 lessons	<p>Anchor Standards: <u>Presenting</u> Anchor Standard 5: Develop and refine artistic techniques and work for presentation</p>	<ul style="list-style-type: none"> There are common vocabulary terms and concepts that are shared among all styles of dance. 	<ul style="list-style-type: none"> Why must dancers work in proper alignment while dancing? How can movements from everyday movement transfer to dance? 	<p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> Dance I Core Vocabulary Assessment (Found in Dance I Ballet Assessment Tasks/Summative Assessments) <p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> Teacher feedback Twitter Board exit ticket

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Unit 4 Modern (Isadora Duncan & Mary Wigman)	4 lessons	<p>Anchor Standards: <u>Creating</u> Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p><u>Presenting:</u> Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p> <p><u>Responding:</u> Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p><u>Connecting:</u> Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p>	<ul style="list-style-type: none"> • Modern dance is a diverse genre of dance, which can encompass technique from any style, or completely stand on its own. • Modern dance is often divergent from history and the work of its ancestors and pushes the boundaries of dance as an art form. • Improvisation is a useful tool for exploring the movement concepts and qualities that are associated with modern dance. 	<ul style="list-style-type: none"> • When have you wanted to establish or try a new approach to something? What was the result? • How did the early development of modern dance define what we call "modern dance"? • How can we expand our movement vocabulary as the result of modern dance training? <p style="margin-left: 20px;">Why is feedback a part of our training process?</p>	<p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> • Isadora Duncan “The Dance of the Future” reflection <p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Teacher feedback • Sentence Starter Exit Ticket
Unit 5 Ballet (Origin of Ballet)	4 lessons	<p>Anchor Standards: <u>Creating</u> Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p><u>Presenting</u> Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p> <p><u>Connecting</u> Anchor Standard 11: Relate artistic ideas and works with societal,</p>	<ul style="list-style-type: none"> • Ballet is a genre of dance with a rich history based in tradition and most closely tied to the work of its ancestors. • Ballet class terminology and practices are universally known and studied because of its codified nature. 	<ul style="list-style-type: none"> • How are the origins of ballet technique relevant to your ballet training? • Why does a ballet class in the United States look the same as a ballet class in Russia? • How do you maintain proper alignment in a ballet class? • How does the understanding of ballet vocabulary aid in the 	<p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> • Practicum/Movement Assessment <p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Ability to demonstrate a variety of ballet skills and technique • Self and peer evaluations

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		cultural, and historical context to deepen understanding.		execution of the movement?	
Unit 6 Jazz/Musical Theatre/Rhythmic Dance (Origins of Jazz)	4 lessons	<p>Anchor Standards:</p> <p><u>Creating</u> Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p><u>Presenting</u> Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p> <p><u>Responding</u> Anchor Standard 9: Apply criteria to evaluate artistic work.</p> <p><u>Connecting</u> Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p>	<ul style="list-style-type: none"> • Jazz dance moves away from the idea of restricted movement to incorporate a looser torso and pelvis and an increased awareness of spirit and sensuality. • Jazz dance, throughout history, has closely reflected popular culture. • Jazz dance and musical theatre have historically been used as forms of entertainment. 	<ul style="list-style-type: none"> • How does the movement of jazz dance differ from that of ballet? • Why is jazz dance so entertaining and how can that entertainment value be expressed? • What does jazz dance reveal about popular culture? 	<p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> • Practicum/Movement Assessment <p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Class and small group discussions • Constructive critique and feedback • Self and peer evaluations
Unit 7 Composition/Improvisation	4 lessons	<p>Anchor Standards:</p> <p><u>Creating</u> Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p><u>Presenting</u> Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p>	<ul style="list-style-type: none"> • Inspiration for choreography can come from a variety of sources. • Improvisation and experimentation are essential components of choreographic development. • Choreographers analyze, evaluate, and refine their work over time in order to create a culminating product. 	<ul style="list-style-type: none"> • Why do people create dances? • Where do choreographers get ideas/inspiration for dances? • How does improvisation, experimentation, and choice-making affect the creation of choreography? 	<p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> • Dance I Composition Vocabulary Quiz <p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Class and small group discussion responses • Responses to individuals and small groups • Identify and define a variety of compositional concepts

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			<ul style="list-style-type: none"> Developing an aesthetic or "eye" for dance is essential to understanding the compositional elements and criteria for evaluating dance. 	<ul style="list-style-type: none"> How do choreographers use self-reflection, feedback from others, and documentations to improve the quality of their work? How can watching dance affect your ability to create a dance? 	
<p style="text-align: center;">Unit 8 Modern (Loie Fuller)</p>	4 lessons	<p>Anchor Standards:</p> <p><u>Creating</u> Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p><u>Presenting</u> Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p> <p><u>Responding</u> Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p><u>Connecting:</u> Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p>	<ul style="list-style-type: none"> Modern dance is a diverse genre of dance, which can encompass technique from any style, or completely stand on its own. Modern dance is often divergent from history and the work of its ancestors and pushes the boundaries of dance as an art form. Improvisation is a useful tool for exploring the movement concepts and qualities that are associated with modern dance. 	<ul style="list-style-type: none"> When have you wanted to establish or try a new approach to something? What was the result? How did the early development of modern dance define what we call "modern dance"? How can we expand our movement vocabulary as the result of modern dance training? Why is feedback a part of our training process? 	<p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> Loie Fuller Assessment Task <p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> Dance I Modern Movement Recognition Quiz Postcard exit ticket
<p style="text-align: center;">Unit 9 Ballet (Romantic Era & Story Ballets)</p>	4 lessons	<p>Anchor Standards:</p> <p><u>Creating</u> Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p>	<ul style="list-style-type: none"> Ballet is a genre of dance with a rich history based in tradition and most closely tied to the work of its ancestors. 	<ul style="list-style-type: none"> How are the origins of ballet technique relevant to your ballet training? 	<p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> Ballet Vocabulary Assessment <p><u>Formative Assessments:</u></p>

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		<p><u>Presenting</u> Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p> <p><u>Connecting</u> Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p>	<ul style="list-style-type: none"> Ballet class terminology and practices are universally known and studied because of its codified nature. 	<ul style="list-style-type: none"> Why does a ballet class in the United States look the same as a ballet class in Russia? How do you maintain proper alignment in a ballet class? How does the understanding of ballet vocabulary aid in the execution of the movement? 	<ul style="list-style-type: none"> Dance I Analysis of Romantic Ballets* Self and peer feedback
<p>Unit 10 Jazz/Musical Theatre/Rhythmic Dance (Musical Theatre Icons)</p>	<p>4 lessons</p>	<p>Anchor Standards:</p> <p><u>Creating</u> Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p><u>Presenting</u> Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p> <p><u>Responding</u> Anchor Standard 9: Apply criteria to evaluate artistic work.</p> <p><u>Connecting</u> Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p>	<ul style="list-style-type: none"> Jazz dance moves away from the idea of restricted movement to incorporate a looser torso and pelvis and an increased awareness of spirit and sensuality. Jazz dance, throughout history, has closely reflected popular culture. Jazz dance and musical theatre have historically been used as forms of entertainment. 	<ul style="list-style-type: none"> How does the movement of jazz dance differ from that of ballet? Why is jazz dance so entertaining and how can that entertainment value be expressed? What does jazz dance reveal about popular culture? 	<p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> Jazz Vocabulary Assessment Musical Theatre Icon Choreography <p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> Class and small group discussions Constructive critique and feedback Self and peer evaluations

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Unit 11 Language of Dance®	5 lessons	<p>Anchor Standards:</p> <p><u>Creating</u> Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p><u>Presenting</u> Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p>	<ul style="list-style-type: none"> Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. 	<ul style="list-style-type: none"> Where do choreographers get ideas for dances? What must the dancer do to prepare the mind and body for artistic expression? 	<p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> Dance I Language of Dance® Vocabulary Assessment* <p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> Dance I Language of Dance® Movement Study*
Unit 12 Modern (Ruth St. Denis & Ted Shawn)	4 lessons	<p>Anchor Standards:</p> <p><u>Creating</u> Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p><u>Presenting</u> Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p> <p><u>Responding</u> Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p><u>Connecting</u> Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p>	<ul style="list-style-type: none"> Modern dance is a diverse genre of dance, which can encompass technique from any style, or completely stand on its own. Modern dance is often divergent from history and the work of its ancestors and pushes the boundaries of dance as an art form. Improvisation is a useful tool for exploring the movement concepts and qualities that are associated with modern dance. 	<ul style="list-style-type: none"> When have you wanted to establish or try a new approach to something? What was the result? How did the early development of modern dance define what we call "modern dance"? How can we expand our movement vocabulary as the result of modern dance training? Why is feedback a part of our training process? 	<p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> Dance I Modern Vocabulary Quiz Dance I Modern Unit Assessment <p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> 3-2-1 Exit Ticket
Unit 13 Ballet	4 lessons	<p>Anchor Standards:</p> <p><u>Creating</u> Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p>	<ul style="list-style-type: none"> Ballet is a genre of dance with a rich history based in tradition and most closely tied to the work of its ancestors. 	<ul style="list-style-type: none"> How are the origins of ballet technique relevant to your ballet training? Why does a ballet class in the United States look 	<p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> Dance I Ballet Unit Assessment <p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> Teacher feedback

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		<p><u>Presenting</u> Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p> <p><u>Connecting</u> Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p>	<ul style="list-style-type: none"> Ballet class terminology and practices are universally known and studied because of its codified nature. 	<p>the same as a ballet class in Russia?</p> <ul style="list-style-type: none"> How do you maintain proper alignment in a ballet class? How does the understanding of ballet vocabulary aid in the execution of the movement? 	<ul style="list-style-type: none"> Student self-reflection
Unit 14 Jazz/Musical Theatre/Rhythmic Dance	4 lessons	<p>Anchor Standards:</p> <p><u>Creating</u> Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p><u>Presenting</u> Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p> <p><u>Responding</u> Anchor Standard 9: Apply criteria to evaluate artistic work.</p> <p><u>Connecting</u> Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p>	<ul style="list-style-type: none"> Jazz dance moves away from the idea of restricted movement to incorporate a looser torso and pelvis and an increased awareness of spirit and sensuality. Jazz dance, throughout history, has closely reflected popular culture. Jazz dance and musical theatre have historically been used as forms of entertainment. 	<ul style="list-style-type: none"> How does the movement of jazz dance differ from that of ballet? Why is jazz dance so entertaining and how can that entertainment value be expressed? What does jazz dance reveal about popular culture? 	<p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> Jazz Unit Assessment <p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> Dance I Jazz Movement Recognition Quiz
Unit 15 Composition/Improvisation	8 lessons	<p>Anchor Standards:</p> <p><u>Creating</u> Anchor Standard 1:</p>	<ul style="list-style-type: none"> Inspiration for choreography can come from a variety of sources. 	<ul style="list-style-type: none"> Why do people create dances? 	<p><u>Summative Assessments:</u></p>

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		<p>Generate and conceptualize artistic ideas and work.</p> <p><u>Presenting</u> Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p>	<ul style="list-style-type: none"> • Improvisation and experimentation are essential components of choreographic development. • Choreographers analyze, evaluate, and refine their work over time in order to create a culminating product. • Developing an aesthetic or "eye" for dance is essential to understanding the compositional elements and criteria for evaluating dance. 	<ul style="list-style-type: none"> • Where do choreographers get ideas/inspiration for dances? • How does improvisation, experimentation, and choice-making affect the creation of choreography? • How do choreographers use self-reflection, feedback from others, and documentations to improve the quality of their work? • How can watching dance affect your ability to create a dance? 	<ul style="list-style-type: none"> • Dance I Composition Improvisation Movement Dynamics Assessment <p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Self/Peer Feedback • Dance I Site Specific Composition*
<p>Unit 16 Production</p>	<p>1 lesson</p>	<p>Anchor Standards:</p> <p><u>Creating</u> Anchor Standard 3: Refine and complete artistic work.</p> <p><u>Presenting</u> Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p> <p><u>Responding</u> Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p><u>Connecting</u> Anchor Standard 11:</p>	<ul style="list-style-type: none"> • Creation and implementation of a production requires a variety of skills and processes, as well as a variety of personnel and equipment. • Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression. • All participants in a production must be able to communicate with one another through shared vocabulary and knowledge of the theatre. 	<ul style="list-style-type: none"> • Why is it important that theatre personnel be able to communicate with one another? • What is necessary in order to manage a dance performance? • How does a dancer heighten artistry in a public performance? 	<p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> • Dance I Stage Production Assessment <p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • 3-2-1 Exit Ticket

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		Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.			
Unit 17 Capstone	6 lessons	<p>Anchor Standards:</p> <p><u>Creating</u> Anchor Standard 1: Generate and conceptualize artistic ideas and work.</p> <p><u>Presenting:</u> Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p> <p><u>Responding:</u> Anchor Standard 8: Interpret intent and meaning in artistic work.</p>	<ul style="list-style-type: none"> • Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression. • Dance is perceived and analyzed to comprehend its meaning • Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context. 	<ul style="list-style-type: none"> • Where do choreographers get ideas for dances? • How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work? • How do dancers work with space, time and energy to communicate artistic expression? • What criteria are used to evaluate dance? 	<p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> • Dance I Capstone Assessment

* In development

Resources

Suggestions for using this document:

- Vocabulary and concepts are identified and defined in Teacher Unit Overview.
- Lesson ideas and sequencing suggestions for each unit can be found in Teacher Unit Overview.
- Refer to the document “Formative Assessment Teacher Resource” in the Dance I Resources and Rubrics folder for more information about suggested formative assessments.
- Videos for assessment tasks and lesson planning are available in Voice Thread. If you do not have access, please contact the Music/Dance Office.

Maryland Fine Arts Standards for Dance

Creating:

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Anchor Standard 2: Organize and develop artistic ideas and work.

Anchor Standard 3: Refine and complete artistic work.

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Performing/Presenting:

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Responding:

Anchor Standard 7: Perceive and analyze artistic work for presentation.

Anchor Standard 8: Interpret intent and meaning in artistic work.

Anchor Standard 9: Apply criteria to evaluate artistic work.

Connecting:

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Diagnostic Tasks

Suggestions for diagnosing student learning and knowledge may consist of:

- Identify and define dance elements and movements/vocabulary (aural and visual)
- Demonstrate self-care practices
- Identify and describe dance style
- Demonstrate dance class etiquette
- Execute properly a variety of warm-up exercises
- Demonstrate proper movement technique
- Execute and evaluate warm-up exercises, center work, and cool down
- Utilize B.E.S.T.
- Explore and utilize improvisational skills
- Perform with attention to timing and rhythmic structure
- Demonstrate musicality
- Select and implement efficient rehearsal strategies
- Identify and argue choreographer's intent
- Design and create choreography
- Create the Language of Dance® notation staff