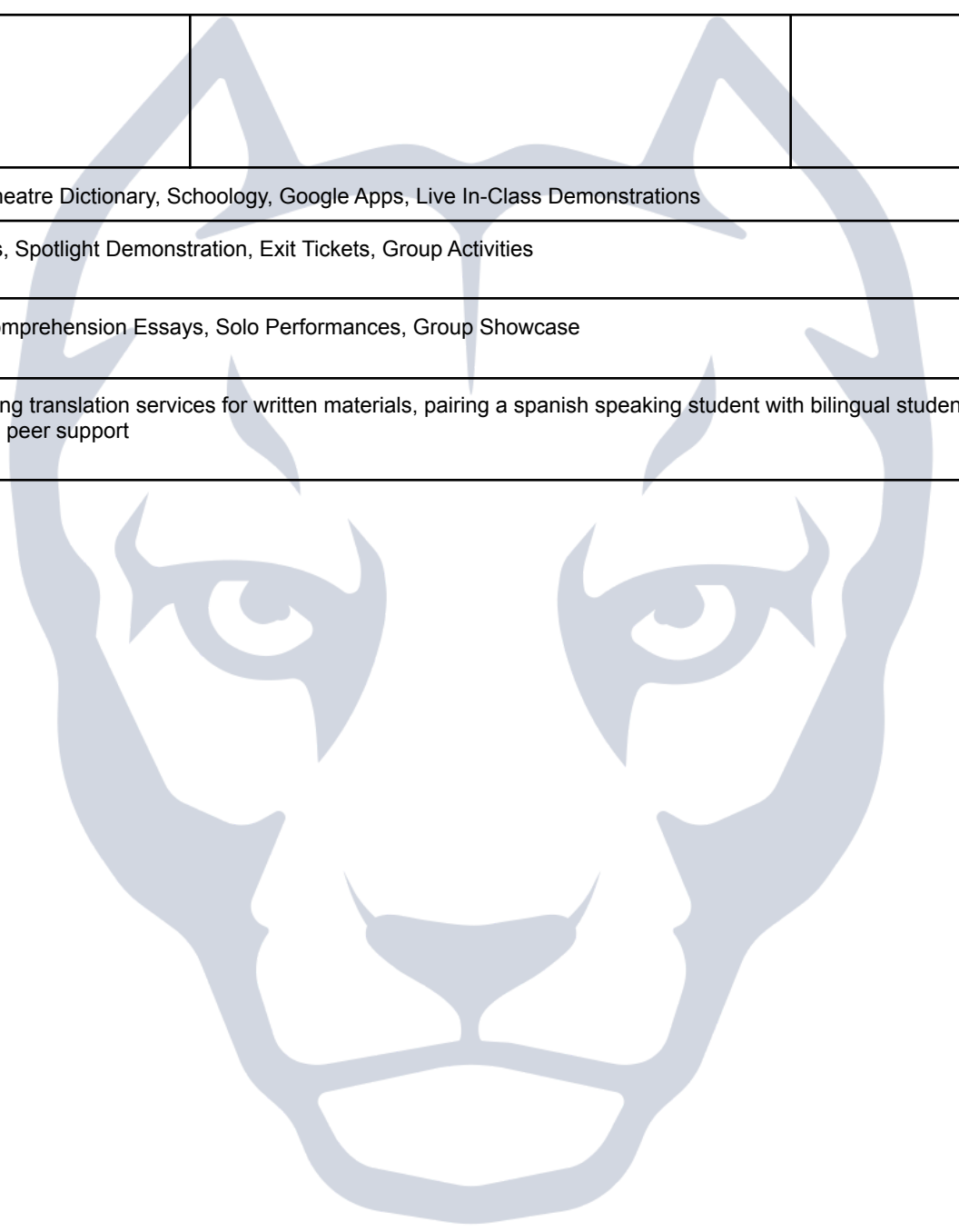


# IAA Curriculum

<b>Content Area</b>	Dance	<b>Grade</b>	7
<b>Course Name</b>	Dance Rotation 7		

<b>Unit / Concept</b>	Foundations of Dance			
<b>Big Ideas</b>	Creation of dance styles, relation of styles, Universal dance class format			
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How do you create and teach works for the stage?</li> <li>• What is the connecting piece between all styles of dance?</li> <li>• How are dance classes run?</li> </ul>			
<b>Key Learning Objectives &amp; Skills</b>	<ol style="list-style-type: none"> <li>1. History and creation of dance and its founders</li> <li>2. Identify the various styles of dance and performance</li> <li>3. Recognize the elements of the universal dance class format</li> </ol>			
<b>Dates</b>	<b>Smart Objectives</b>	<b>Instructional Strategies and Activities</b>	<b>PA CC Standards</b>	<b>Vocabulary</b>
<b>August-June:</b>	<p><b>Foundations of Dance</b></p> <ul style="list-style-type: none"> <li>• SWBAT recall and recite the creation of dance and the historical factors behind it.</li> <li>• SWBAT identify and discuss the different styles of dance and the basic understanding of their origin.</li> <li>• SWBAT arrange and apply the concepts of the universal dance class format in any dance class setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Guided Notes</li> <li>• Physical Warm Up/Stretch</li> <li>• Modeling and demonstrating</li> <li>• Visual representation via video and photographs</li> <li>• Written and Verbal Feedback</li> <li>• Recorded and Live Performances</li> <li>• Reciprocal Teaching</li> <li>• Think, Pair, Practice</li> <li>• Observe and join in using counts</li> <li>• Verbal and gesture cuing</li> <li>• Self Reflection</li> </ul>	9.1.8. A 9.1.8. B 9.1.8. C 9.1.8. D 9.1.8. E 9.1.8. F 9.1.8. G 9.1.8. H 9.2.8. A 9.2.8. B 9.2.8. C 9.2.8. D 9.2.8. F 9.2.8. H 9.3.8. C 9.3.8. F 9.4.8 A 9.4.8 B	<ul style="list-style-type: none"> <li>• Ballet</li> <li>• Jazz</li> <li>• Tap</li> <li>• Hip Hop               <ul style="list-style-type: none"> <li>◦ Tutting</li> <li>◦ Krumping</li> </ul> </li> <li>• Contemporary</li> <li>• Pointe</li> <li>• Lyrical</li> <li>• Irish</li> <li>• Musical Theatre</li> <li>• Ballroom               <ul style="list-style-type: none"> <li>◦ Salsa</li> <li>◦ Waltz</li> <li>◦ Swing</li> <li>◦ Tango</li> <li>◦ Quickstep</li> <li>◦ Cha Cha</li> <li>◦ Jive</li> <li>◦ Rhumba</li> <li>◦ Foxtrot</li> </ul> </li> <li>• Warm-Up</li> <li>• Stretch</li> </ul>

				<ul style="list-style-type: none"> <li>• Across the Floor</li> <li>• Center Work</li> <li>• Choreography</li> <li>• Cool Down</li> <li>• Stage Presence</li> </ul>
<b>Resources</b>	American Ballet Theatre Dictionary, Schoology, Google Apps, Live In-Class Demonstrations			
<b>Formative Assessments</b>	Group Discussions, Spotlight Demonstration, Exit Tickets, Group Activities			
<b>Summative Assessments</b>	Quizzes, Tests, Comprehension Essays, Solo Performances, Group Showcase			
<b>Strategies for ELL and IEP Support</b>	Providing translation services for written materials, pairing a spanish speaking student with bilingual student to translate, work in groups to offer peer to peer support			



# IAA Curriculum

<b>Content Area</b>	Dance	<b>Grade</b>	7
<b>Course Name</b>	Dance Rotation 7		

<b>Unit / Concept</b>	Introduction to Theatre			
<b>Big Ideas</b>	Stage presence, Stage directions, character development, storytelling, etiquette			
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What makes a piece compelling to watch?</li> <li>• What contributions do storytelling and character development make to performance?</li> <li>• What is the language that artists speak in the theatre? How do they communicate?</li> </ul>			
<b>Key Learning Objectives &amp; Skills</b>	<ol style="list-style-type: none"> <li>1. History and creation of theatre</li> <li>2. Identify and discuss elements of stage presence.</li> <li>3. How to navigate the space</li> </ol>			
<b>Dates</b>	<b>Smart Objectives</b>	<b>Instructional Strategies and Activities</b>	<b>PA CC Standards</b>	<b>Vocabulary</b>
<b>August-June:</b>	<b>Introduction to Theatre</b> <ul style="list-style-type: none"> <li>• SWBAT understand theatre etiquette and apply real life-in classroom concepts from the lesson.</li> <li>• SWBAT identify what makes good stage presence for the audience.</li> <li>• SWBAT construct their own stage diagram and show understanding by directing students in the space.</li> </ul>	<ul style="list-style-type: none"> <li>• Guided Notes</li> <li>• Physical Warm Up/Stretch</li> <li>• Modeling and demonstrating</li> <li>• Visual representation via video and photographs</li> <li>• Written and Verbal Feedback</li> <li>• Recorded and Live Performances</li> <li>• Reciprocal Teaching</li> <li>• Think, Pair, Practice</li> <li>• Observe and join in using counts</li> <li>• Verbal and gesture cuing</li> <li>• Self Reflection</li> </ul>	9.1.8. A 9.1.8. B 9.1.8. C 9.1.8. D 9.1.8. E 9.1.8. F 9.1.8. G 9.1.8. H 9.2.8. A 9.2.8. B 9.2.8. C 9.2.8. D 9.2.8. F 9.2.8. H 9.3.8. C 9.3.8. F 9.4.8 A 9.4.8 B	<ul style="list-style-type: none"> <li>• Theatre Etiquette</li> <li>• Raked Stage</li> <li>• Upstage</li> <li>• Downstage</li> <li>• Center Stage</li> <li>• Stage Right</li> <li>• Stage Left</li> <li>• Backstage</li> <li>• Proscenium Arch</li> <li>• Wings</li> <li>• Crossover</li> <li>• Proscenium Stage</li> <li>• Thrust Stage</li> <li>• Arena Stage</li> <li>• Blackbox Stage</li> </ul>
<b>Resources</b>	American Ballet Theatre Dictionary, Schoology, Google Apps, Live In-Class Demonstrations			
<b>Formative</b>	Group Discussions, Spotlight Demonstration, Exit Tickets, Group Activities			

<b>Assessments</b>	
<b>Summative Assessments</b>	Quizzes, Tests, Comprehension Essays, Solo Performances, Group Showcase
<b>Strategies for ELL and IEP Support</b>	Providing translation services for written materials, pairing a spanish speaking student with bilingual student to translate, work in groups to offer peer to peer support

