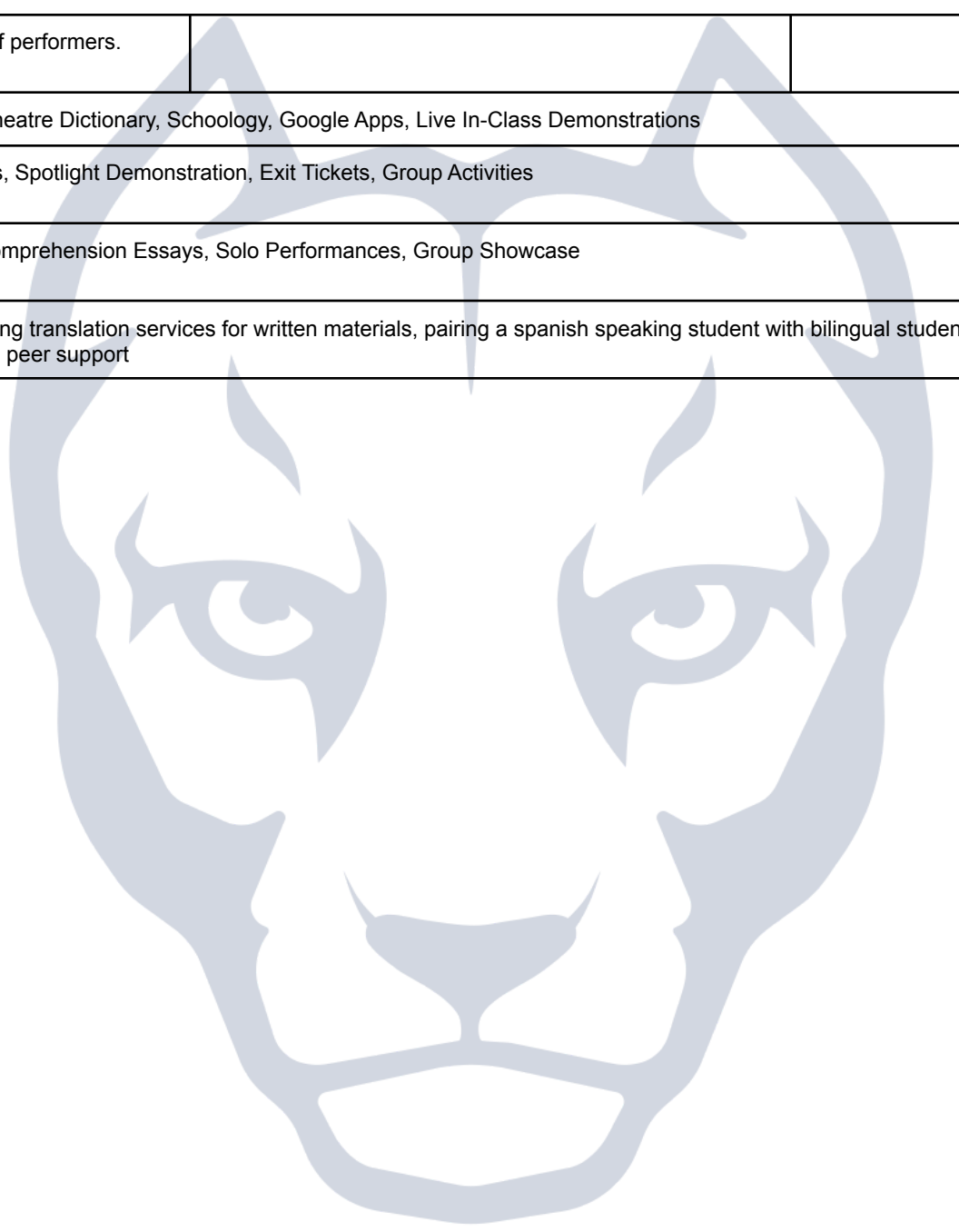


# IAA Curriculum

<b>Content Area</b>	Dance	<b>Grade</b>	9-12
<b>Course Name</b>	Dance Major Level II		

<b>Unit / Concept</b>	Hip-Hop			
<b>Big Ideas</b>	Core strength, musicality, fluid movement,			
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>How was hip hop movement created?</li> <li>What key elements make hip hop different from other dance styles?</li> </ul>			
<b>Key Learning Objectives &amp; Skills</b>	<ol style="list-style-type: none"> <li>Understand how/why hip hop dance was devised</li> <li>History and creation of hip hop dance and its founders</li> <li>Identify variations of styles within the walls of hip hop dance</li> <li>Apply and demonstrate the elements of dance alongside the knowledge of proper techniques and apply them to performance.</li> <li>Understand production elements and the framework of the rehearsal process</li> <li>Identify and critique technical skills of performers</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>Hip-Hop</b> <ul style="list-style-type: none"> <li>SWBAT construct the history and creation of contemporary</li> <li>SWBAT identify the founders and their contributions to contemporary dance.</li> <li>SWBAT create a timeline of styles of contemporary</li> <li>SWBAT demonstrate correct alignment, technique, and skills at the barre and carry that through to performance.</li> <li>SWBAT engage in the rehearsal process and utilize their production element knowledge.</li> <li>SWBAT recognize and compare the technical</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>Popping</li> <li>Locking</li> <li>Top-rocking</li> <li>Down-rocking</li> <li>Up-rocking</li> <li>Power moves</li> <li>Freeze</li> <li>Cypher</li> <li>Breaking</li> <li>Tutting</li> <li>Krumping</li> </ul>

	abilities of performers.		
<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>	9-12
<b>Course Name</b>	Dance Major Level II		

<b>Unit / Concept</b>	Contemporary			
<b>Big Ideas</b>	The marriage between jazz, modern, and ballet, lyrically driven movement sequences, mind and body initiated movement			
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How was contemporary dance devised?</li> <li>• What is the origin of contemporary dance elements?</li> <li>• How does music influence contemporary choreography?</li> </ul>			
<b>Key Learning Objectives &amp; Skills</b>	<ol style="list-style-type: none"> <li>1. Understand how/why contemporary dance was devised</li> <li>2. History and creation of contemporary dance and its founders</li> <li>3. Identify variations of styles within the walls of contemporary dance</li> <li>4. Apply and demonstrate the elements of dance alongside the knowledge of proper techniques and apply them to performance.</li> <li>5. Understand production elements and the framework of the rehearsal process</li> <li>6. Identify and critique technical skills of performers</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>Contemporary</b> <ol style="list-style-type: none"> <li>1. SWBAT construct the history and creation of contemporary</li> <li>2. SWBAT identify the founders and their contributions to contemporary dance.</li> <li>3. SWBAT create a timeline of styles of contemporary</li> <li>4. SWBAT demonstrate correct alignment, technique, and skills at the barre and carry that through to performance.</li> <li>5. SWBAT engage in the rehearsal process and utilize their production element knowledge.</li> <li>6. SWBAT recognize and compare the technical</li> </ol>	<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>• Contemporary</li> <li>• Plie</li> <li>• Tendu</li> <li>• Porte de bras</li> <li>• Degege</li> <li>• The 5 Ballet Positions</li> <li>• Pointe</li> <li>• Flex</li> <li>• Releve</li> <li>• Eleve</li> <li>• Turn Out</li> <li>• Chasse</li> <li>• Parallel</li> <li>• Ronds de Jambe</li> <li>• Grand Battement</li> <li>• Saute</li> <li>• Glissade</li> <li>• Grande Jete</li> <li>• Leaps</li> <li>• Sotasha</li> </ul>

	abilities of performers.			<ul style="list-style-type: none"> <li>● Passe</li> <li>● Demi</li> <li>● Grande</li> <li>● Arabesque</li> <li>● Developpes</li> <li>● Pirouettes</li> <li>● Jete</li> <li>● Chaine</li> <li>● Attitude</li> <li>● Spotting</li> <li>● Snapping</li> <li>● Tombe</li> <li>● Pas de Bouree</li> <li>● Sissone</li> <li>● Isolations</li> <li>● Contract</li> <li>● Expand</li> <li>● Stretch</li> <li>● Warm Up</li> <li>● Cool Down</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>	9-12
<b>Course Name</b>	Dance Major Level II		

<b>Unit / Concept</b>	Jazz			
<b>Big Ideas</b>	Body control, flexibility and extension, isolations, musicality, strengthening			
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How does flexibility play a part in movement?</li> <li>• Does body control and strengthening help with turn and jump technique?</li> <li>• What ways does musicality influence jazz choreography?</li> </ul>			
<b>Key Learning Objectives &amp; Skills</b>	<ol style="list-style-type: none"> <li>1. Understand how/why jazz dance was devised</li> <li>2. History and creation of jazz dance and its founders</li> <li>3. Identify variations of styles within the walls of jazz dance</li> <li>4. Apply and demonstrate the elements of dance alongside the knowledge of proper techniques and apply them to performance.</li> <li>5. Understand production elements and the framework of the rehearsal process</li> <li>6. Identify and critique technical skills of performers</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>Jazz</b> <ol style="list-style-type: none"> <li>1. SWBAT construct the history and creation of jazz</li> <li>2. SWBAT identify the founders and their contributions to jazz dance.</li> <li>3. SWBAT create a timeline of styles of jazz</li> <li>4. SWBAT demonstrate correct alignment, technique, and center work skills and carry that through to performance.</li> <li>5. SWBAT engage in the rehearsal process and utilize their production element knowledge.</li> <li>6. SWBAT recognize and compare the technical abilities of performers.</li> </ol>	<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>• Jazz</li> <li>• Plie</li> <li>• Tendu</li> <li>• Porte de bras</li> <li>• Degege</li> <li>• The 5 Ballet Positions</li> <li>• Parallel</li> <li>• Pointe</li> <li>• Flex</li> <li>• Forced Arch</li> <li>• Releve</li> <li>• Eleve</li> <li>• Turn Out</li> <li>• Chasse</li> <li>• Parallel</li> <li>• Ronds de Jambe</li> <li>• Grand Battement</li> <li>• Saute</li> <li>• Glissade</li> <li>• Echappe</li> <li>• Grande Jete</li> </ul>

				<ul style="list-style-type: none"> <li>● Leaps</li> <li>● Sotasha</li> <li>● Temps leve</li> <li>● Cambre</li> <li>● Passe</li> <li>● Demi</li> <li>● Grande</li> <li>● Arabesque</li> <li>● Developpes</li> <li>● Pique</li> <li>● Pirouettes</li> <li>● Jete</li> <li>● Chaine</li> <li>● Assemble</li> <li>● Frappes</li> <li>● Attitude</li> <li>● Spotting</li> <li>● Snapping</li> <li>● Tombe</li> <li>● Pas de Bourree</li> <li>● Sissone</li> <li>● Isolations</li> <li>● Contract</li> <li>● Expand</li> <li>● Stretch</li> <li>● Cool Down</li> <li>●</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>	9-12
<b>Course Name</b>	Dance Major Level II		

<b>Unit / Concept</b>	Ballet			
<b>Big Ideas</b>	Proper technique, body placement, body awareness, core strength, discipline, balance, coordination, flexibility			
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• How does the art of ballet teach discipline?</li> <li>• What are some exercises to enhance core strength?</li> <li>• Why is ballet the foundation of all dance styles?</li> </ul>			
<b>Key Learning Objectives &amp; Skills</b>	<ol style="list-style-type: none"> <li>1. Understand how ballet/dance is a form of human expression</li> <li>2. History and creation of ballet dance</li> <li>3. Identify time periods and styles of ballet</li> <li>4. Apply and demonstrate the elements of dance alongside the knowledge of proper techniques and apply them to performance.</li> <li>5. Understand production elements and the framework of the rehearsal process</li> <li>6. Identify and critique technical skills of performers</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>Ballet</b> <ol style="list-style-type: none"> <li>1. SWBAT construct the history of ballet.</li> <li>2. SWBAT discuss how dance can be used as a form of expression and path of the creation of ballet.</li> <li>3. SWBAT create a timeline of styles of ballet.</li> <li>4. SWBAT demonstrate correct alignment, technique, and skills at the barre and carry that through to performance.</li> <li>5. SWBAT engage in the rehearsal process and utilize their production element knowledge.</li> <li>6. SWBAT recognize and compare the technical abilities of performers.</li> </ol>	<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>• Plie</li> <li>• Tendu</li> <li>• Porte de bras</li> <li>• Degege</li> <li>• The 5 Ballet Positions</li> <li>• Pointe</li> <li>• Flex</li> <li>• Releve</li> <li>• Eleve</li> <li>• Turn Out</li> <li>• Chasse</li> <li>• Parallel</li> <li>• Ronds de Jambe</li> <li>• Grand Battement</li> <li>• Saute</li> <li>• Glissade</li> <li>• Echappe</li> <li>• Grande Jete</li> <li>• Leaps</li> <li>• Sotasha</li> </ul>

				<ul style="list-style-type: none"> <li>● Temps leve</li> <li>● Cambre</li> <li>● Passe</li> <li>● Demi</li> <li>● Grande</li> <li>● Arabesque</li> <li>● Developpes</li> <li>● Pique</li> <li>● Pirouettes</li> <li>● Changement</li> <li>● Soubresaut</li> <li>● Pas de chat</li> <li>● Pas de cheval</li> <li>● Jete</li> <li>● Chaine</li> <li>● Assemble</li> <li>● Frappes</li> <li>● Attitude</li> <li>● Spotting</li> <li>● Snapping</li> <li>● Tombe</li> <li>● Pas de Bouree</li> <li>● Waltz</li> <li>● Balance</li> <li>● Sissone</li> <li>● Entrechat</li> <li>● Stretch</li> <li>● Warm Up</li> <li>● Cool Down</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>	9-12
<b>Course Name</b>	Dance Major Level II		

<b>Unit / Concept</b>	Musical Theatre			
<b>Big Ideas</b>	Stage presence, Stage directions, character development, storytelling through movement			
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>• What are the types of musicals?</li> <li>• What are the various jobs in theatre?</li> <li>• How to break down a musical? How is it created?</li> </ul>			
<b>Key Learning Objectives &amp; Skills</b>	<ol style="list-style-type: none"> <li>1. Define the purpose of dance in a musical.</li> <li>2. Identify the various different types of musicals.</li> <li>3. Recognize the jobs in theatre held during a rehearsal process.</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>Musical Theatre</b> <ul style="list-style-type: none"> <li>• SWBAT understand the content of how a musical is created.</li> <li>• SWBAT categorize each musical into its type.</li> <li>• SWBAT perform various numbers and styles of musical numbers.</li> <li>• SWBAT understand the demands of each job in the arts and how to obtain it.</li> <li>• SWBAT tell a story through movement in a musical 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>• Opera</li> <li>• Musical</li> <li>• Play</li> <li>• Composer</li> <li>• Lyricist</li> <li>• Orchestrator</li> <li>• Book Writer</li> <li>• Performers</li> <li>• Director</li> <li>• Musical Director</li> <li>• Choreographer</li> <li>• Producer</li> <li>• Ballads</li> <li>• Charm Number</li> <li>• Comedy Song</li> <li>• Emotional Climax Song</li> <li>• I AM song</li> <li>• I WANT song</li> <li>• Overture</li> <li>• Reprise</li> <li>• Book Musical</li> <li>• Rock Musical</li> <li>• Megamusical</li> </ul>

				<ul style="list-style-type: none"> <li>• Jukebox Musical</li> <li>• Bio-Musical</li> <li>• Tribute Musical</li> <li>• Original Musical</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			

