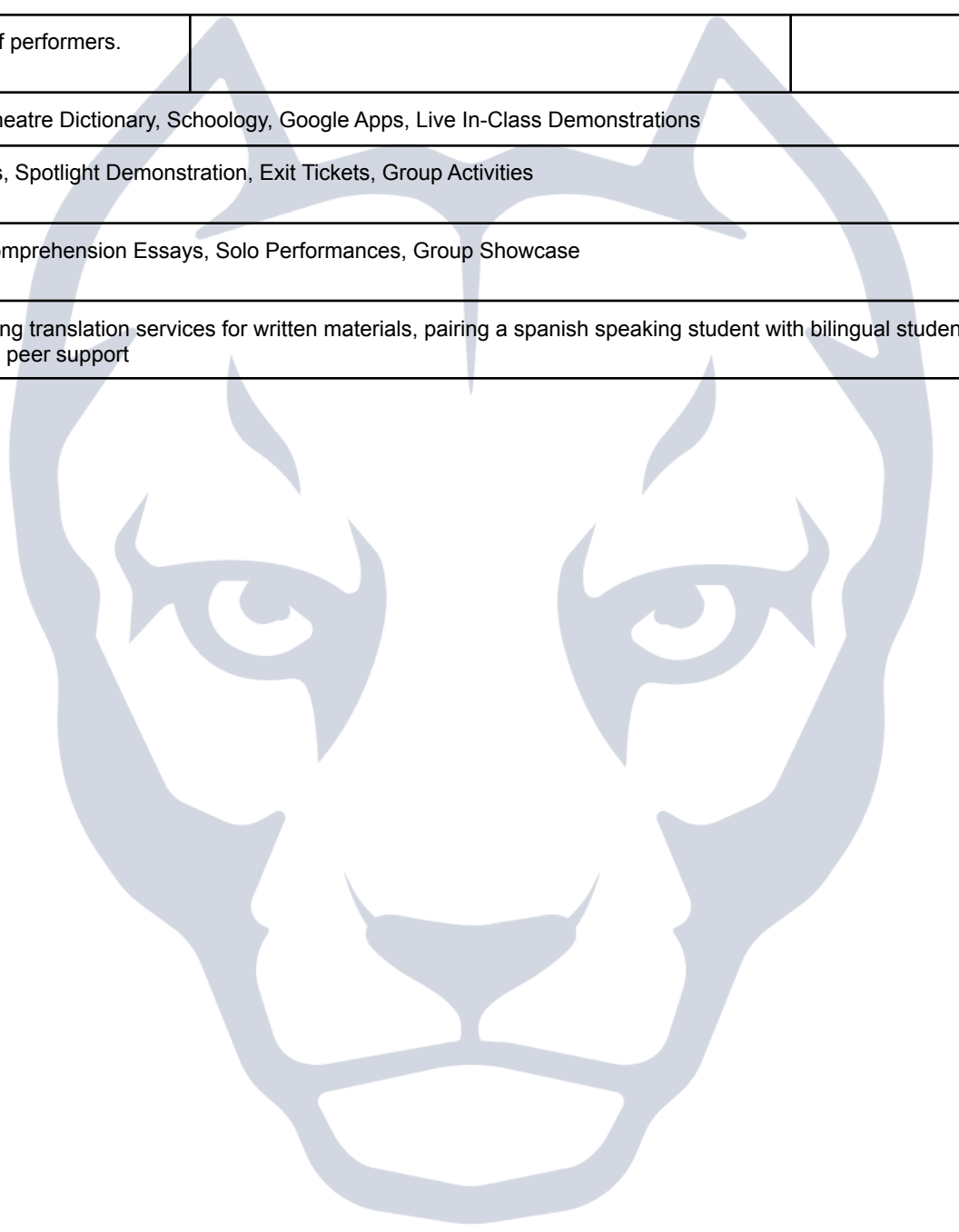


IAA Curriculum

Content Area	Dance	Grade	9-12
Course Name	Dance Major Level III		

Unit / Concept	Hip-Hop			
Big Ideas	Core strength, musicality, fluid movement,			
Essential Questions	<ul style="list-style-type: none"> How was hip hop movement created? What key elements make hip hop different from other dance styles? 			
Key Learning Objectives & Skills	<ol style="list-style-type: none"> Understand how/why hip hop dance was devised History and creation of hip hop dance and its founders Identify variations of styles within the walls of hip hop dance Apply and demonstrate the elements of dance alongside the knowledge of proper techniques and apply them to performance. Understand production elements and the framework of the rehearsal process Identify and critique technical skills of performers 			
Dates	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Vocabulary
August-June:	Hip-Hop <ul style="list-style-type: none"> SWBAT construct the history and creation of contemporary SWBAT identify the founders and their contributions to contemporary dance. SWBAT create a timeline of styles of contemporary SWBAT demonstrate correct alignment, technique, and skills at the barre and carry that through to performance. SWBAT engage in the rehearsal process and utilize their production element knowledge. SWBAT recognize and compare the technical 	<ul style="list-style-type: none"> Guided Notes Physical Warm Up/Stretch Modeling and demonstrating Visual representation via video and photographs Written and Verbal Feedback Recorded and Live Performances Reciprocal Teaching Think, Pair, Practice Observe and join in using counts Verbal and gesture cuing Self Reflection 	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"> Popping Locking Top-rocking Down-rocking Up-rocking Power moves Freeze Cypher Breaking Tutting Krumping Counting Isolations Body Rolls Contractions Waving Waacking Windmills Flare Kip Up Robot

	abilities of performers.		
Resources	American Ballet Theatre Dictionary, Schoology, Google Apps, Live In-Class Demonstrations		
Formative Assessments	Group Discussions, Spotlight Demonstration, Exit Tickets, Group Activities		
Summative Assessments	Quizzes, Tests, Comprehension Essays, Solo Performances, Group Showcase		
Strategies for ELL and IEP Support	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

Content Area	Dance	Grade	9-12
Course Name	Dance Major Level III		

Unit / Concept	Contemporary			
Big Ideas	The marriage between jazz, modern, and ballet, lyrically driven movement sequences, mind and body initiated movement			
Essential Questions	<ul style="list-style-type: none"> • How was contemporary dance devised? • What is the origin of contemporary dance elements? • How does music influence contemporary choreography? 			
Key Learning Objectives & Skills	<ol style="list-style-type: none"> 1. Understand how/why contemporary dance was devised 2. History and creation of contemporary dance and its founders 3. Identify variations of styles within the walls of contemporary dance 4. Apply and demonstrate the elements of dance alongside the knowledge of proper techniques and apply them to performance. 5. Understand production elements and the framework of the rehearsal process 6. Identify and critique technical skills of performers 			
Dates	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Vocabulary
August-June:	Contemporary <ol style="list-style-type: none"> 1. SWBAT construct the history and creation of contemporary 2. SWBAT identify the founders and their contributions to contemporary dance. 3. SWBAT create a timeline of styles of contemporary 4. SWBAT demonstrate correct alignment, technique, and skills at the barre and carry that through to performance. 5. SWBAT engage in the rehearsal process and utilize their production element knowledge. 6. SWBAT recognize and compare the technical 	<ul style="list-style-type: none"> • Guided Notes • Physical Warm Up/Stretch • Modeling and demonstrating • Visual representation via video and photographs • Written and Verbal Feedback • Recorded and Live Performances • Reciprocal Teaching • Think, Pair, Practice • Observe and join in using counts • Verbal and gesture cuing • Self Reflection 	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"> • Contemporary • Plie • Tendu • Porte de bras • Degege • The 5 Ballet Positions • Pointe • Flex • Releve • Eleve • Turn Out • Chasse • Parallel • Ronds de Jambe • Grand Battement • Saute • Glissade • Grande Jete • Leaps • Sotasha

	abilities of performers.			<ul style="list-style-type: none"> ● Passe ● Demi ● Grande ● Arabesque ● Developpes ● Pirouettes ● Jete ● Chaîne ● Attitude ● Spotting ● Snapping ● Tombe ● Pas de Bouree ● Sissonne ● Isolations ● Contract ● Expand ● Stretch ● Warm Up ● Cool Down ● Cannon ● Improv ● Mirroring ● Motif ● Opposition ● Axial Movements ● Locomotor Movements ● Non-locomotor Movements ● Levels ● Bound Movement ● Free-Flowing Movement ● Twist ● Spiral
Resources	American Ballet Theatre Dictionary, Schoology, Google Apps, Live In-Class Demonstrations			
Formative Assessments	Group Discussions, Spotlight Demonstration, Exit Tickets, Group Activities			
Summative Assessments	Quizzes, Tests, Comprehension Essays, Solo Performances, Group Showcase			
Strategies for ELL and IEP Support	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

Content Area	Dance	Grade	9-12
Course Name	Dance Major Level III		

Unit / Concept	Jazz			
Big Ideas	Body control, flexibility and extension, isolations, musicality, strengthening			
Essential Questions	<ul style="list-style-type: none"> • How does flexibility play a part in movement? • Does body control and strengthening help with turn and jump technique? • What ways does musicality influence jazz choreography? 			
Key Learning Objectives & Skills	<ol style="list-style-type: none"> 1. Understand how/why jazz dance was devised 2. History and creation of jazz dance and its founders 3. Identify variations of styles within the walls of jazz dance 4. Apply and demonstrate the elements of dance alongside the knowledge of proper techniques and apply them to performance. 5. Understand production elements and the framework of the rehearsal process 6. Identify and critique technical skills of performers 			
Dates	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Vocabulary
August-June:	Jazz <ol style="list-style-type: none"> 1. SWBAT construct the history and creation of jazz 2. SWBAT identify the founders and their contributions to jazz dance. 3. SWBAT create a timeline of styles of jazz 4. SWBAT demonstrate 	<ul style="list-style-type: none"> • Guided Notes • Physical Warm Up/Stretch • Modeling and demonstrating • Visual representation via video and photographs • Written and Verbal Feedback • Recorded and Live Performances • Reciprocal Teaching • Think, Pair, Practice • Observe and join in using counts 	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	<ul style="list-style-type: none"> • Jazz • Plie • Tendu • Porte de bras • Degege • The 5 Ballet Positions • Parallel • Pointe • Flex

	<p>correct alignment, technique, and center work skills and carry that through to performance.</p> <p>5. SWBAT engage in the rehearsal process and utilize their production element knowledge.</p> <p>6. SWBAT recognize and compare the technical abilities of performers.</p>	<ul style="list-style-type: none"> • Verbal and gesture cuing • Self Reflection 	<p>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</p>	<ul style="list-style-type: none"> • Forced Arch • Releve • Eleve • Turn Out • Chasse • Parallel • Ronds de Jambe • Grand Battement • Saute • Glissade • Echappe • Grande Jete • Leaps • Sotasha • Temps leve • Cambre • Passe • Demi • Grande • Arabesque • Developpes • Pique • Pirouettes • Jete • Chaine • Assemble • Frappes • Attitude • Spotting • Snapping • Tombe • Pas de Bourree • Sissone • Isolations • Contract • Expand • Stretch • Cool Down • Compass Turn • Axil (bent/straight) • Switch Leap • Straddle Leap • Switch Straddle • Turn Leaps • Calypso • Hinge
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				<ul style="list-style-type: none"> ● Stag ● Double Stag ● Firebird Jump/Leap ● Barrel Turns ● Turning Disc ● Layout ● A La Seconds ● Tilt ● Tour Jete
Resources	American Ballet Theatre Dictionary, Schoology, Google Apps, Live In-Class Demonstrations			
Formative Assessments	Group Discussions, Spotlight Demonstration, Exit Tickets, Group Activities			
Summative Assessments	Quizzes, Tests, Comprehension Essays, Solo Performances, Group Showcase			
Strategies for ELL and IEP Support	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

Content Area	Dance	Grade	9-12
Course Name	Dance Major Level III		

Unit / Concept	Ballet
Big Ideas	Proper technique, body placement, body awareness, core strength, discipline, balance, coordination, flexibility
Essential Questions	<ul style="list-style-type: none"> ● How does the art of ballet teach discipline? ● What are some exercises to enhance core strength? ● Why is ballet the foundation of all dance styles?
Key Learning Objectives &	<ol style="list-style-type: none"> 1. Understand how ballet/dance is a form of human expression 2. History and creation of ballet dance

Skills	<ol style="list-style-type: none"> 3. Identify time periods and styles of ballet 4. Apply and demonstrate the elements of dance alongside the knowledge of proper techniques and apply them to performance. 5. Understand production elements and the framework of the rehearsal process 6. Identify and critique technical skills of performers 			
Dates	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Vocabulary
August-June:	<p>Ballet</p> <ol style="list-style-type: none"> 1. SWBAT construct the history of ballet. 2. SWBAT discuss how dance can be used as a form of expression and path of the creation of ballet. 3. SWBAT create a timeline of styles of ballet. 4. SWBAT demonstrate correct alignment, technique, and skills at the barre and carry that through to performance. 5. SWBAT engage in the rehearsal process and utilize their production element knowledge. 6. SWBAT recognize and compare the technical abilities of performers. 	<ul style="list-style-type: none"> • Guided Notes • Physical Warm Up/Stretch • Modeling and demonstrating • Visual representation via video and photographs • Written and Verbal Feedback • Recorded and Live Performances • Reciprocal Teaching • Think, Pair, Practice • Observe and join in using counts • Verbal and gesture cuing • Self Reflection 	<p>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</p>	<ul style="list-style-type: none"> • Ballet • Plie • Tendu • Porte de bras • Degege • The 5 Ballet Positions • Pointe • Flex • Releve • Eleve • Turn Out • Chasse • Parallel • Ronds de Jambe • Grand Battement • Saute • Glissade • Echappe • Grande Jete • Leaps • Sotasha • Temps leve • Cambre • Passe • Demi • Grande • Arabesque • Developpes • Pique • Pirouettes • Changement • Soubresaut • Pas de chat • Pas de cheval • Jete • Chainé • Assemble • Frappes

				<ul style="list-style-type: none"> ● Attitude ● Spotting ● Snapping ● Tombe ● Pas de Bouree ● Waltz ● Balance ● Sissone ● Entrechat ● Stretch ● Warm Up ● Cool Down ● Bourree ● Ballotte ● Beats ● Cabriole ● Cambre ● Changement ● Coupe ● En Croix ● En Dehors ● En Dedans ● Degege ● Derriere ● Devant ● Envelope ● Fondu ● Fouette ● Frappe ● Penche
Resources	American Ballet Theatre Dictionary, Schoology, Google Apps, Live In-Class Demonstrations			
Formative Assessments	Group Discussions, Spotlight Demonstration, Exit Tickets, Group Activities			
Summative Assessments	Quizzes, Tests, Comprehension Essays, Solo Performances, Group Showcase			
Strategies for ELL and IEP Support	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

Content Area	Dance	Grade	9-12
Course Name	Dance Major Level III		

Unit / Concept	Musical Theatre			
Big Ideas	Stage presence, Stage directions, character development, storytelling through movement			
Essential Questions	<ul style="list-style-type: none"> • What are the types of musicals? • What are the various jobs in theatre? • How to break down a musical? How is it created? 			
Key Learning Objectives & Skills	<ol style="list-style-type: none"> 1. Define the purpose of dance in a musical. 2. Identify the various different types of musicals. 3. Recognize the jobs in theatre held during a rehearsal process. 			
Dates	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Vocabulary
August-June:	Musical Theatre <ul style="list-style-type: none"> • SWBAT understand the content of how a musical is created. • SWBAT categorize each musical into its type. • SWBAT perform various numbers and styles of musical numbers. • SWBAT understand the demands of each job in the arts and how to obtain it. • SWBAT tell a story through movement in a musical setting. 	<ul style="list-style-type: none"> • Guided Notes • Physical Warm Up/Stretch • Modeling and demonstrating • Visual representation via video and photographs • Written and Verbal Feedback • Recorded and Live Performances • Reciprocal Teaching • Think, Pair, Practice • Observe and join in using counts • Verbal and gesture cuing • Self Reflection 	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"> • Opera • Musical • Play • Composer • Lyricist • Orchestrator • Book Writer • Performers • Director • Musical Director • Choreographer • Producer • Ballads • Charm Number • Comedy Song • Emotional Climax Song • I AM song • I WANT song • Overture • Reprise • Book Musical • Rock Musical

				<ul style="list-style-type: none"> • Megamusical • Jukebox Musical • Bio-Musical • Tribute Musical • Original Musical • Pantomime • Character • Character Development
Resources	American Ballet Theatre Dictionary, Schoology, Google Apps, Live In-Class Demonstrations			
Formative Assessments	Group Discussions, Spotlight Demonstration, Exit Tickets, Group Activities			
Summative Assessments	Quizzes, Tests, Comprehension Essays, Solo Performances, Group Showcase			
Strategies for ELL and IEP Support	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

Content Area	Dance	Grade	9-12
Course Name	Dance Major Level III		

Unit / Concept	Conditioning and Kinesiology			
Big Ideas	Parts of the body, proper stretching techniques, body composition, flexibility, strengthening, body awareness			
Essential Questions	<ul style="list-style-type: none"> • How do you properly prevent bodily injury? • Why is core strength important? • What do we do to increase flexibility? 			
Key Learning Objectives & Skills	<ol style="list-style-type: none"> 1. Learn and understand the basics of warm up and stretch. 2. Apply the proper progression of stretching 3. Understand basic injury prevention 			
Dates	Smart Objectives	Instructional Strategies and Activities	PA CC Standards	Vocabulary

<p>August-June:</p>	<ul style="list-style-type: none"> • SWBAT identify the differences between a warm up and stretch. • SWBAT understand and apply the proper mechanics of strengthening and stretching. • SWBAT recognize the benefits of injury prevention and execute proper stretching techniques. 	<ul style="list-style-type: none"> • Guided Notes • Physical Warm Up/Stretch • Modeling and demonstrating • Visual representation via video and photographs • Written and Verbal Feedback • Recorded and Live Performances • Reciprocal Teaching • Think, Pair, Practice • Observe and join in using counts • Verbal and gesture cuing • Self Reflection 	<p>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</p>	<ul style="list-style-type: none"> • Universal Class Format <ul style="list-style-type: none"> ○ Warm-Up ○ Stretch ○ Across the Floor ○ Center Work ○ Choreography ○ Cool Down • 5 Components of Physical Fitness <ul style="list-style-type: none"> ○ Cardiovascular Endurance. ○ Muscular Strength. ○ Muscular endurance. ○ Flexibility. ○ Body Composition • Butterfly • Tuck • Pike • Straddle • Lunges • Split • Isolations • Kinesiology • Sports Med vs Dance Med • Overuse Injury • Tramatic Injury • Muscle Groups <ul style="list-style-type: none"> ○ Skeletal ○ Smooth ○ Cardiac • Muscles <ul style="list-style-type: none"> ○ Trapezius ○ Triceps ○ Deltoid ○ Pectorial ○ Biceps Brachii ○ External Obliques ○ Gluteus Medius ○ Gluteus Maximus ○ Rectus Abdominis ○ Iliotibial Tract ○ Iliopsoas ○ Semitendinosus ○ Rectus Femoris ○ Sartorius
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				<ul style="list-style-type: none"> ○ Gastrocnemius ○ Tendo Calcaneus ● Bones <ul style="list-style-type: none"> ○ Cranium ○ Clavicle ○ Vertebra ○ Scapula ○ Ribs ○ Sternum ○ Humerus ○ Pelvis ○ Radius ○ Ulna ○ Femur ○ Patella ○ Tibia ○ Filula ○ Talus ○ Spine <ul style="list-style-type: none"> ■ Cervical ■ Thoracic ■ Lumbar ■ Sacrum ■ Coccyx ● Abduction ● Adduction ● Flexion ● Extension ● Hyperextension ● Lateral ● Rotation
Resources	American Ballet Theatre Dictionary, Schoology, Google Apps, Live In-Class Demonstrations			
Formative Assessments	Group Discussions, Spotlight Demonstration, Exit Tickets, Group Activities			
Summative Assessments	Quizzes, Tests, Comprehension Essays, Solo Performances, Group Showcase			
Strategies for ELL and IEP Support	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			