

Essential Standards Chart: What is it we expect students to learn?

Grade:	9-12	Subject:	Dance	Semester	I and II	Team Members:	Pilar Steiner	Sally Cofield		
Standard/Description		Example/Rigor		Prior Skills Needed		Common Assessment		When Taught?		Enrichment
What is the essential standard to be learned? Describe in student-friendly vocabulary.		What does proficient student work look like? Provide an example and/or description.		What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?		What assessment(s) will be used to measure student mastery?		When will this standard be taught?		What will we do when students have learned the essential standard(s)?
1.1 – I am able to demonstrate alignment, agility, balance, and strength in jazz dance		Student demonstrates the following jazz dance skills: basics, Dbl basics, lindys, pivot turns, jazz squares		Vocabulary and definitions of jazz terminology		Weekly jazz skill combinations and across the floor		Aug 10-Aug 21		X
1.2 – I am able to memorize and perform works of dance		Student demonstrates proper counting, musicality, and written choreography		Elements of choreography Understanding performance skills		Student performs full length dance		Aug 14- Aug 28		X
2.1 – I will create a jazz dance of my own		Student demonstrates a piece of choreography that encompasses: originality, unity and clarity of movement		Choreographic mapping skills		Listen to a piece of music and map it. After, demonstrate the material through dance.		Aug 31-Sept 11		X
4.2 – I will be able to critically assess dance		Students view a live performance		Parts of an essay		Students provide written critique of live performance		Sept 14 –Sept 18		X
1.2 – I am able to memorize and perform works of dance		Students learn a full length dance taught by TAs		Jazz skills, vocab, performance elements, counting music		Students perform in front of class		Sept 21—Sept 25		X
1.1 – I am able to demonstrate alignment, agility, balance, and strength in tap dance		Student demonstrates the following tap dance skills: toe, heel, digs, scuffs, flaps, flap-ball-changes, scuffs		Vocabulary and definitions of tap terminology		Weekly tap skill combinations and across the floor		Sept 28—Oct 2		X
1.2 – I am able to memorize and perform works of dance		Student demonstrates proper counting, musicality, and written choreography		Elements of choreography Understanding performance skills		Student performs full length tap dance		Oct 5—Oct 9		X

2.1 – I will create a tap dance of my own	Student demonstrates a piece of choreography that encompasses: originality, unity and clarity of movement	Choreographic mapping skills	Listen to a piece of music and map it. After, demonstrate the material through dance.	Oct 12 – Oct 16	X
4.2 – I will be able to critically assess dance	Students view a live performance	Parts of an essay	Students provide written critique of live performance	Oct 19 – Oct 23	X
1.2 – I am able to memorize and perform works of dance	Students learn a full length tap dance taught by TAs	Tap skills, vocab, performance elements, counting music	Students perform in front of class	Oct 26 – Oct 30	X

1.1 – I am able to demonstrate alignment, agility, balance, and strength in clogging dance	Student demonstrates the following clogging dance skills: runs, rock steps, basics, side/back/front rocks, slur, triples.	Vocabulary and definitions of Clogging terminology	Weekly clogging skill combinations and across the floor	Nov 2—Nov 6	X
1.2 – I am able to memorize and perform works of dance	Student demonstrates proper counting, musicality, and written choreography	Elements of choreography Understanding performance skills	Student performs full length clogging dance	Nov 9 – Nov 13	X
2.1 – I will create a clogging dance of my own	Student demonstrates a piece of choreography that encompasses: originality, unity and clarity of movement	Choreographic mapping skills	Listen to a piece of music and map it. After, demonstrate the material through dance.	Nov 16 –Nov 20	X
4.2 – I will be able to critically assess dance	Students view a live performance	Parts of an essay	Students provide written critique of live performance	Nov 30 – Dec 4	X

1.2 – I am able to memorize and perform works of dance	Students learn a full length clogging or tap dance for a final performance	clogging skills, vocab, performance elements, counting music	Students perform in front of class and parents for final	Dec 7 – Dec 18	X
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1.1 – I am able to demonstrate alignment, agility, balance, and strength in jazz dance	Student demonstrates the following jazz dance skills: basics, Dbl basics, lindys, pivot turns, jazz squares for review	Vocabulary and definitions of Jazz terminology for review of fall terms	Weekly jazz skill combinations and across the floor.	Jan 6 – Jan 8	X
1.2 – I am able to memorize and perform works of dance	Student demonstrates proper counting, musicality, and written choreography	Elements of choreography Understanding performance skills	Student performs full length jazz dance	Jan 11 – Jan 15	X
3.4 – I will learn dance through a variety of different cultures.	Student demonstrates knowledge of cultural context as it relates to dance: ethnicity, diversity, gender, body type and religious intent	Historical knowledge of West African dance and its purpose	Students research and report on cultural context and dance of West Africa	Jan 18 – Jan 22	X
4.2 – I will be able to critically assess dance	Students view a live performance	Parts of an essay	Students provide written critique of live performance	Jan 25 – Jan 29	X
1.3 – I am able to memorize and perform works of dance in multiple genres.	Students learn a full length West African dance for a final performance	Stance and movements, vocab, performance elements, counting music	Students perform in front of class to show mastery of West African dance and movement	Feb 1 – Feb 5	X
1.1 – I am able to demonstrate alignment, agility, balance, and strength in ballet dance	Student demonstrates the following ballet dance skills: Positions of the arms and feet, body stance, plies, tendus, deggages, and all basic barre steps	Vocabulary and definitions of ballet terminology	Weekly ballet skill combinations at the barre and center floor work demonstrations	Feb 9 – Feb 12	X

1.2 – I am able to memorize and perform works of dance	Student demonstrates proper counting, musicality, and written choreography	Elements of an adagio Understanding performance skills	Student performs full length adagio combination	Feb 16 – Feb 19	X
1.2 – I am able to memorize and perform works of dance	Student demonstrates proper counting, musicality, and written choreography	Elements of a petite allegro Understanding performance skills	Student performs full length petite allegro combination	Feb 22 – Feb 26	X
1.2 – I am able to memorize and perform works of dance	Student demonstrates proper counting, musicality, and written choreography	Elements of a grande allegro Understanding performance skills	Student performs full length grande allegro combination	March 1 – March 5	X
1.1 – I am able to demonstrate alignment, agility, balance, and strength in modern dance	Student demonstrates the following modern dance skills: walking, running, positive/negative space, levels, tempos, shapes.	Vocabulary and definitions of modern dance terminology	Weekly modern skill assignments and across the floor	March 8 – March 12	X
1.2 – I am able to memorize and perform works of dance	Student demonstrates proper counting, musicality, and written choreography	Elements of choreography Understanding performance skills	Student performs full length modern dance	March 15 – March 19	X
2.1 – I will create a modern dance of my own	Student demonstrates a piece of choreography that encompasses: originality, unity and clarity of movement	Choreographic mapping skills	Listen to a piece of music and map it. After, demonstrate the material through dance.	March 22 – March 26	X
4.2 – I will be able to critically assess dance	Students view a live performance	Parts of an essay	Students provide written critique of live performance	April 5—April 9	X

2.6 – I am able to collaborate with peers in group choreography	Student demonstrates the following choreography dance skills: tempo change, level change, whole body movement, direction change and formation change	Vocabulary and definitions of choreographic elements	Weekly choreography skill assignments and across the floor	April 12 – April 16	X
1.2 – I am able to memorize and perform works of dance	Student demonstrates proper counting, musicality, and written choreography	Elements of choreography Understanding performance skills	Student performs full length dance of their chosen style	April 19 – April 23	X
2.1 – I will create a dance of my own	Student demonstrates a piece of choreography that encompasses: originality, unity and clarity of movement	Choreographic mapping skills	Listen to a piece of music and map it. After, demonstrate the material through dance.	April 26 – April 30	X
4.2 – I will be able to critically assess dance	Students view a live performance	Parts of an essay	Students provide written critique of live performance	May 3 – May 7	X
2.6 – I am able to collaborate with peers in group choreography	Student demonstrates the following choreography dance skills: tempo change, level change, whole body movement, direction change and formation change	Vocabulary and definitions of choreographic elements	Weekly choreography skill assignments and across the floor	May 10 – May 14	X
1.2 – I am able to memorize and perform works of dance	Student demonstrates proper counting, musicality, and written choreography	Elements of choreography Understanding performance skills	Student performs full length dance of their chosen style	May 17 – May 21	X
2.1 – I will create a dance of my own	Student demonstrates a piece of choreography that encompasses: originality, unity and clarity of movement	Choreographic mapping skills	Listen to a piece of music and map it. After, demonstrate the material through dance.	May 24 – May 27	X