## ORGANIZING THEME/TOPIC

### UNIT 1: Improving Dance Performance

**Time Frame:** January

**Unit Focus:**
- **Technique focus:** flexibility and extension, turns, technique for various dance styles, precision, jumps, leaps, kicks, strength of movements
- **Performing focus:** facial expressions, consistent energy, showmanship, professionalism.

### FOCUS STANDARDS & SKILLS

#### STANDARDS

**Standard 1: Identifying and demonstrating movement elements and skills in performing dance**

- Understands the differences of dance forms.
- Applies their understanding of use of space while dancing.
- Approaches music and movement with rhythm.
- Performs combinations in a broad range of styles with a solid technical foundation.
- Remembers and retains choreography.

**Standard 3: Understanding dance as a way to create and communicate meaning**

- Effectively communicates meaning through dance from both dancer and choreography.

**Standard 4: Applying and demonstrating critical and creative thinking skills in dance**

- Identifies and analyzes dance challenges and demonstrates solutions.
- Analyzing his/her own work and that of others.
**UNIT 2: Basics of Choreography and Instruction**

**Time Frame:**
Feb-April

**Technique focus:** flexibility and extension, turns, technique for various dance styles, precision, jumps, leaps, kicks, strength of movements

**Choreographic focus:** music selection, instructional strategies, improv, collaboration, problem solving, musicality, use of space, dynamics, variation of movement, transitions, innovative movement

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**UNIT 3: Recital Development and Performance**

**Time Frame:**
April-May

**Performing focus:** Students will present a recital which is a culmination of learning featuring small and large group performances of choreographed dances in a variety of dance styles to be selected from tap, ballet, hip hop, contemporary/lyrical, pom, jazz, etc. The performance will incorporate theatrical lighting, sound and costuming to convey artistic intent.

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| UNIT 3: Recital development and performance (Cont.) | Standard 3: Understanding dance as a way to create and communicate meaning  
- Effectively communicates meaning through dance from both dancer and choreography.  
Standard 4: Applying and demonstrating critical and creative thinking skills in dance  
- Identifies and analyzes dance challenges and demonstrates solutions.  
- Analyzing his/her own work and that of others.  
- Analyses and demonstrates how contextual aspects of dance impact choreography.  
Standard 5: Demonstrating and understanding dance in various cultures and historical periods  
- Reflects upon his/her own progress and personal growth during his/her study of dance.  
- Understands the role and significance of dance in his/her own culture or community.  
Standard 7: Making connections between dance and healthful living  
- Comprehends the challenges dancers face in maintaining healthy lifestyles. |