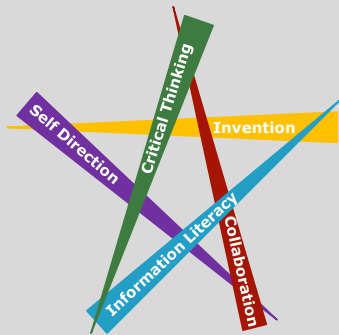


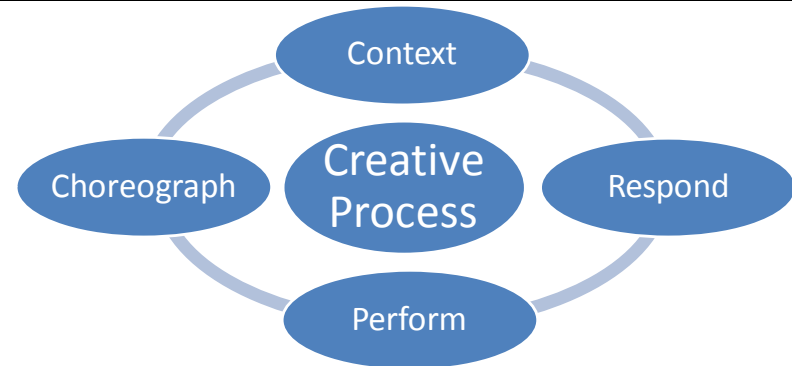
**Curriculum Development Course at a Glance  
Planning For High School Dance – Fundamental Pathway**

<b>Content Area</b>	Dance	<b>Grade Level</b>	High School Fundamental Pathway
<b>Course Name/Course Code</b>	Beginning Ballet		
<b>Standard</b>	<b>Fundamental Pathway Grade Level Expectations (GLE)</b>	<b>GLE Code</b>	
1. Movement, Technique, and Performance	1. Demonstrate dance movement skills with technical proficiency and kinesthetic body awareness	DA09-GR.8-S.1-GLE.1	
	2. Anatomical awareness heightens movement potential	DA09-GR.8-S.1-GLE.2	
	3. Perform with expression and artistry	DA09-GR.8-S.1-GLE.3	
	4. Understand the components of the performance process	DA09-GR.8-S.1-GLE.4	
2. Create, Compose, and Choreograph	1. Utilize choreography principles and practices when creating dance works	DA09-GR.8-S.2-GLE.1	
	2. Apply the creative process to dance-making	DA09-GR.8-S.2-GLE.2	
	3. Use meaning, intent, and stimuli to create and develop dance works	DA09-GR.8-S.2-GLE.3	
	4. Understand form in choreography	DA09-GR.8-S.2-GLE.4	
3. Historical and Cultural Context	1. Cultural and historical dance forms and traditions are influenced by the values of the society they represent	DA09-GR.8-S.3-GLE.1	
	2. Use knowledge of cultural and historical dance forms to translate into performance	DA09-GR.8-S.3-GLE.2	
4. Reflect, Connect, and Respond	1. Respond to, reflect upon, and analyze new dance works, reconstructions, and masterpieces	DA09-GR.8-S.4-GLE.1	
	2. Articulate connections in dance	DA09-GR.8-S.4-GLE.2	

**Colorado 21<sup>st</sup> Century Skills**



- Critical Thinking and Reasoning:** *Thinking Deeply, Thinking Differently*
- Information Literacy:** *Untangling the Web*
- Collaboration:** *Working Together, Learning Together*
- Self-Direction:** *Own Your Learning*
- Invention:** *Creating Solutions*



The Colorado Academic Standards for Dance are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all four dance standards to illustrate this process-based philosophy.

<b>Unit Titles</b>	<b>Length of Unit/Contact Hours</b>	<b>Unit Number/Sequence</b>
Basic Ballet Technique & Vocabulary – Barre & Center Exercises	Quarterly/semester/yearly	Instructor Choice
Anatomy of Dancers	2-3 weeks	Instructor Choice
History of Ballet	2-3 weeks	Instructor Choice
Ballet Composition	3-4 weeks	Instructor Choice

**Curriculum Development Overview**  
**Unit Planning for High School Dance – Fundamental Pathway**

<b>Unit Title</b>	Basic Ballet Technique & Vocabulary – Barre & Center Exercises		<b>Length of Unit</b>	Quarterly/semester/yearly
<b>Focusing Lens(es)</b>	Structure and Function	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	DA09-GR.HSFP-S.1-GLE.1, DA09-GR.HSFP-S.1-GLE.2, DA09-GR.HSFP-S.1-GLE.3 DA09-GR.HSFP-S.2-GLE.4 DA09-GR.HSFP-S.3-GLE.1, DA09-GR.HSFP-S.3-GLE.2 DA09-GR.HSFP-S.4-GLE.1, DA09-GR.HSFP-S.4-GLE.2	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• How does a dancer’s expression of space/time/energy change as his or her technical abilities increase? (DA09-GR.HSFP-S.1-GLE.3-EO.1) and (DA09-GR.HSFP-S.2-GLE.4-EO.2) and (DA09-GR.HSFP-S.3-GLE.2-EO.1) and (DA09-GR.HSFP-S.4-GLE.1-EO.3)</li> <li>• How can one describe what structure or form is within a dance work?</li> <li>• What connections are seen between a historical dance form and the culture in which it was created?</li> <li>• How could one diagram a dance to explain a movement to another person?</li> </ul>			
<b>Unit Strands</b>	Performance Technique Create form Historical Context Respond critically			
<b>Concepts</b>	Technique, Line, Space/Time/Energy, Movement, Shape, Execution, Reflection, Order, Relationship			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	Factual	Conceptual
The technique of ballet uses one’s body to design line and shape (DA09-GR.HSFP-S.1-GLE.1, 2, 3) and (DA09-GR.HSFP-S.2-GLE.4) and (DA09-GR.HSFP-S.3-GLE.2) and (DA09-GR.HSFP-S.4-GLE.2)	Do your heels stay on the ground in all demi -plies?	Why does technique aid in performance?
The movements executed in barre and center floor exercises reflect space/time/energy (DA09-GR.HSFP-S.1-GLE.1, 2, 3) and (DA09-GR.HSFP-S.2-GLE.4) and (DA09-GR.HSFP-S.3-GLE.2) and (DA09-GR.HSFP-S.4-GLE.2)	What is the order of barre and center exercises in a ballet class?	Why are barre exercises placed in a specific order in relationship to space/time/energy?

**Curriculum Development Overview**  
**Unit Planning for High School Dance – Fundamental Pathway**

<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>• Proper barre and center exercises (ex: plie, tendu, degage, ronde de jambe) (DA09-GR.HSFP-S.1-GLE.1, 2, 3) and (DA09-GR.HSFP-S.2-GLE.4) and (DA09-GR.HSFP-S.3-GLE.2) and (DA09-GR.HSFP-S.4-GLE.2)</li> <li>• Basic ballet technique vocabulary (ex: barre, center, releve) (DA09-GR.HSFP-S.1-GLE.1, 2, 3)</li> <li>• Concepts of musicality in relationship to ballet technique/style (ex: timing of degage) (DA09-GR.HSFP-S.1-GLE.1, 2, 3) and (DA09-GR.HSFP-S.2-GLE.4) and (DA09-GR.HSFP-S.3-GLE.2) and (DA09-GR.HSFP-S.4-GLE.2)</li> <li>• Correct alignment for ballet technique (such as lift and rotation) (DA09-GR.HSFP-S.1-GLE.1, 2, 3) and (DA09-GR.HSFP-S.2-GLE.4)</li> <li>• The order of ballet class and importance of each element (ex. barre, center work, across the floor) (DA09-GR.HSFP-S.1-GLE.1, 2, 3) and (DA09-GR.HSFP-S.2-GLE.4) and (DA09-GR.HSFP-S.3-GLE.2) and (DA09-GR.HSFP-S.4-GLE.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate with skill and accuracy technical proficiency in the performance of ballet (DA09-GR.HSFP-S.1-GLE.1-EO.a)</li> <li>• Use form to create a dance (DA09-GR.HSFP-S.2-GLE.4-EO.a)</li> <li>• Research the significant of ballet throughout history to make decisions for performance (DA09-GR.HSFP-S.3-GLE.2-EO.b)</li> <li>• Analyze and critique one dance work using ballet vocabulary (DA09-GR.HSFP-S.4-GLE.1-EO.a)</li> </ul>

<p><b>Critical Language:</b> includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.          EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p><b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b></p>	<p><i>Through the disciplined art of ballet, a dancer will learn to demonstrate movement skills and technical proficiency while performing with expression, analyzing the cultural influence of ballet tradition and using ballet vocabulary to create ballet phrases.</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>Beginning, Middle, End; Transitions, Performance Elements, Facial Expression, Pattern, Motif, Phrase, Style, Alignment, Shape, Line, Communication Through Movement, Musical Nuance, Rhythmical Characteristics, Strength, Flexibility, Artistry</p>
<p><b>Technical Vocabulary:</b></p>	<p>Barre, Plié, Tendu, Degagé, Rond De Jambe, Grande Battement, Frappé, En Croix, Developpé, Adagio, Chassé, Piqué, Passé, Arabesque, Devant, Derriere, À La Seconde, Coupé, Balancé, Sauté, Glissade, Changement, Grande Jeté, Positions Of The Feet, Body Facings</p>

**Curriculum Development Overview**  
**Unit Planning for High School Dance – Fundamental Pathway**

<b>Unit Title</b>	Anatomy of Dancers		<b>Length of Unit</b>	2-3 weeks
<b>Focusing Lens(es)</b>	Structure and Function	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	DA09-GR.HSFP-S.1-GLE.1, DA09-GR.HSFP-S.1-GLE.2, DA09-GR.HSFP-S.1-GLE.3 DA09-GR.HSFP-S.4-GLE.2	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• How does maintaining a strong center support arm and leg extension? (DA09-GR.HSFP-S.1-GLE.1,2,3) and (DA09-GR.HSFP-S.4-GLE.2-IQ.1)</li> <li>• In what ways does a dancer make informed choices about his or her health and wellness that may be different from a non-dancer?</li> <li>• How does a dancer’s expression of space/time/and energy change as his or her technical abilities increase?</li> <li>• What is the connection between dance and science?</li> </ul>			
<b>Unit Strands</b>	Perform correct vocabulary terms for movements Create alignment Kinesthetic Context Respond using anatomical vocabulary			
<b>Concepts</b>	Technique, Law/rules, Order/form, Movement, Variation, Anatomical, Function, Accuracy, Line, Shape, Aesthetic, Interpretation			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	Factual	Conceptual
Dance movement variations and technical ballet proficiency corresponds directly to kinesthetic and anatomical functions. (DA09-GR.HSFP-S.1-GLE.1, 2, 3) and (DA09-GR.HSFP-S.4-GLE.2)	Is your hip joint in flexion or extension in an arabesque?	What are the aesthetic values of a dancer’s body position?
Ballet technique requires interpreting key anatomical elements that allows for ease and accuracy of line and shape. (DA09-GR.HSFP-S.1-GLE.1, 2, 3) and (DA09-GR.HSFP-S.4-GLE.2)	What is the relationship between a dancer’s knee and foot in a demi-plie?	How does developing strength, flexibility, and endurance through dance contribute to fitness and wellness?

**Curriculum Development Overview**  
**Unit Planning for High School Dance – Fundamental Pathway**

<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>• Correct alignment for a ballet dancer (such as rotation) (DA09-GR.HSFP-S.1-GLE.1, 2, 3) and (DA09-GR.HSFP-S.4-GLE.2)</li> <li>• Basic anatomical elements in relationship to ballet (such as port de bras, tendu, relevé) (DA09-GR.HSFP-S.1-GLE.1, 2, 3) and (DA09-GR.HSFP-S.4-GLE.2)</li> <li>• Anatomical vocabulary (such as bones, muscles, torso) (DA09-GR.HSFP-S.1-GLE.1, 2, 3) and (DA09-GR.HSFP-S.4-GLE.2)</li> <li>• How the actions of muscles and joints work to move a body in space. (ex: muscles move bones) (DA09-GR.HSFP-S.1-GLE.1, 2, 3) and (DA09-GR.HSFP-S.4-GLE.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss how dance can contribute to fitness, wellness, and a positive self-image. (DA09-GR.HSFP-S.1-GLE.2-EO.a)</li> <li>• Identify joints used for mobility, and relate anatomy to movement (DA09-GR.HSFP-S.1-GLE.2-EO.b)</li> <li>• Identify key anatomical elements that contribute to varying dance movements. (DA09-GR.HSFP-S.1-GLE.2-EO.c)</li> <li>• Develop awareness of center and alignment while efficiently articulating ballet technique. (DA09-GR.HSFP-S.1-GLE.1-EO.c)</li> <li>• Increase movement vocabulary (DA09-GR.HSFP-S.1-GLE.3-EO.e)</li> <li>• Create a short dance based on a series of concepts from another academic area. (DA09-GR.HSFP-S.4-GLE.2-EO.b)</li> </ul>

<p><b>Critical Language:</b> includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.            EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p><b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b></p>	<p><i>Through the disciplined art of ballet, a dancer will learn to demonstrate movement skills and technical proficiency while performing with expression, analyzing the cultural influence of ballet tradition and using ballet vocabulary to create ballet phrases.</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>Rotation, Kinesthetic Awareness, Planes, Motion, Control, Release, Kinesiology, Biomechanics, Direction, Actions</p>
<p><b>Technical Vocabulary:</b></p>	<p>Extension, Flexion, Degree, Names of Bones and Muscles, Abduction, Adduction, Joints</p>

**Curriculum Development Overview**  
**Unit Planning for High School Dance – Fundamental Pathway**

<b>Unit Title</b>	History of Ballet		<b>Length of Unit</b>	2-3 weeks
<b>Focusing Lens(es)</b>	Origins	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	DA09-GR.HSFP-S.1-GLE.1, DA09-GR.HSFP-S.1-GLE.3 DA09-GR.HSFP-S.2-GLE.4 DA09-GR.HSFP-S.3-GLE.1, DA09-GR.HSFP-S.3-GLE.2 DA09-GR.HSFP-S.4-GLE.1, DA09-GR.HSFP-S.4-GLE.2	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• How do dance techniques become genres or globally accepted styles? (DA09-GR.HSFP-S.1-GLE.1-IQ.3) and (DA09-GR.HSFP-S.2-GLE.4-IQ.1) and (DA09-GR.HSFP-S.3-GLE.1-IQ.3) and (DA09-GR.HSFP-S.4-GLE.2-IQ.2)</li> <li>• How would one use a specific choreographic form to create a dance?</li> <li>• How could a traditional dance be adapted into a contemporary context?</li> <li>• How is dance a universal language?</li> </ul>			
<b>Unit Strands</b>	Performance of historical ballet choreography Create theme-based dances Historical Context of artistic expression Respond critically by analyzing ballet dance works			
<b>Concepts</b>	Culture, Value, Observation, Tradition, Influence, Change/Transition, Foundation, Technique			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	Factual	Conceptual
Ballet technique provides foundation for most dance styles. (DA09-GR.HSFP-S.1-GLE.1) and (DA09-GR.HSFP-S.3-GLE.1, 2) and (DA09-GR.HSFP-S.4-GLE.2)	Ballet was codified in the late 17th century by the courts of King Louis XIV?	Why has ballet withstood time?
Ballet technique evolves over time, but it maintains its traditional structure. (DA09-GR.HSFP-S.3-GLE.1, 2) and (DA09-GR.HSFP-S.4-GLE.1)	Choreographers of the 21st century use what technical staples in their dance works?	How have classical, neo-classical, and contemporary ballet choreographers elevated the art form?

**Curriculum Development Overview**  
**Unit Planning for High School Dance – Fundamental Pathway**

<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>• Important people and ballet works throughout history. (Such as George Balanchine and Swan Lake) (DA09-GR.HSFP-S.1-GLE.1) (DA09-GR.HSFP-S.3-GLE.2) and (DA09-GR.HSFP-S.4-GLE.1)</li> <li>• Dance (ballet) choreography communicates important ideas and shares new perspectives. (DA09-GR.HSFP-S.3-GLE.1, 2) and (DA09-GR.HSFP-S.4-GLE.1)</li> <li>• Thematic elements of ballet works. (Such as theme and variation (DA09-GR.HSFP-S.3-GLE.1, 2) and (DA09-GR.HSFP-S.4-GLE.1)</li> <li>• Significance of ballet in relationship to other dance forms (DA09-GR.HSFP-S.3-GLE.1, 2) and (DA09-GR.HSFP-S.4-GLE.1)</li> <li>• The progression of ballet technique and performance throughout time. (DA09-GR.HSFP-S.3-GLE.1, 2) and (DA09-GR.HSFP-S.4-GLE.1)</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the various roles that ballet has played throughout history. (DA09-GR.HSFP-S.3-GLE.1-EO.a)</li> <li>• Research one ballet work from a historical time period, and incorporate the work in a performance. (DA09-GR.HSFP-S.3-GLE.2-EO.a)</li> <li>• Research the significant role of dance throughout history to make decisions for performance. (DA09-GR.HSFP-S.4-GLE.2-EO.b)</li> <li>• Analyze and critique one dance work using ballet vocabulary. (DA09-GR.HSFP-S.4-GLE.1-EO.a)</li> <li>• Use technology to aid in researching and understanding all aspects of dance. (DA09-GR.HSFP-S.4-GLE.1-EO.c)</li> </ul>

<p><b>Critical Language:</b> includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.            EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p><b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b></p>	<p><i>Through the disciplined art of ballet a dancer will learn to demonstrate movement skills and technical proficiency while performing with expression, analyzing the cultural influence of ballet tradition and using ballet vocabulary to create ballet phrases</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>Origin, Influence, Timeline, Universal, Thematic, Artistic Expression</p>
<p><b>Technical Vocabulary:</b></p>	<p>Classical Ballet, Neo-Classical Ballet, Contemporary Ballet, Movement Terminology, People/Master Works Of Importance, Ballet Themes</p>

**Curriculum Development Overview**  
**Unit Planning for High School Dance – Fundamental Pathway**

<b>Unit Title</b>	Ballet Composition		<b>Length of Unit</b>	3-4 weeks
<b>Focusing Lens(es)</b>	Inspiration for Design	<b>Standards and Grade Level Expectations Addressed in this Unit</b>	DA09-GR.HSFP-S.1-GLE.1, DA09-GR.HSFP-S.1-GLE.2, DA09-GR.HSFP-S.1-GLE.3 DA09-GR.HSFP-S.2-GLE.1, DA09-GR.HSFP-S.2-GLE.2, DA09-GR.HSFP-S.2-GLE.3, DA09-GR.HSFP-S.2-GLE.4 DA09-GR.HSFP-S.3-GLE.1, DA09-GR.HSFP-S.3-GLE.12 DA09-GR.HSFP-S.4-GLE.1, DA09-GR.HSFP-S.4-GLE.2	
<b>Inquiry Questions (Engaging-Debatable):</b>	<ul style="list-style-type: none"> <li>• How does one interpret music as a dancer? (DA09-GR.HSFP-S.1-GLE.3-IQ.2) and (DA09-GR.HSFP-S.2-GLE.2-IQ.3) and (DA09-GR.HSFP-S.3-GLE.1-IQ.3) and (DA09-GR.HSFP-S.4-GLE.2-IQ.4)</li> <li>• How does one decide what movements to keep and what to cut in a dance work?</li> <li>• How could a traditional dance be adapted into a contemporary context?</li> <li>• How is dance a “universal language?”</li> </ul>			
<b>Unit Strands</b>	Performance to express ideas Create ballet works by communicating using the body Ballet Context of composition Respond with intention			
<b>Concepts</b>	Composition, Style, Expressions, Investigate/Discovery, Shape, Movement, Adaptation, Tradition, Improvisation, Collaboration, Genre, Phrase, Choreography			

<b>Generalizations</b> My students will <b>Understand</b> that...	<b>Guiding Questions</b>	
	<b>Factual</b>	<b>Conceptual</b>
The composition of ballet phrases and works employs the principles and practices of choreography as well as ballet technique. (DA09-GR.HSFP-S.1-GLE.1, 3) and (DA09-GR.HSFP-S.2-GLE.1, 2, 3, 4) and (DA09-GR.HSFP-S.4-GLE.2)	What ballet steps could be used in creating a ballet phrase that travels in a diagonal pattern?	Why might improvisation aid in expanding a dancer’s repertoire when choreographing?
Ballet, as the foundation of the creation of communicative dance, works in many dance genres and styles (DA09-GR.HSFP-S.1-GLE.1, 3) and (DA09-GR.HSFP-S.2-GLE.1, 2, 3, 4) and (DA09-GR.HSFP-S.3-GLE.1, 2) and (DA09-GR.HSFP-S.4-GLE.1, 2)	How does using ballet vocabulary help a choreographer communicate their needs to the dancers?	How would the creative process of dance making generate a sense of collaboration amongst different dancers?



**Curriculum Development Overview**  
**Unit Planning for High School Dance – Fundamental Pathway**

<b>Critical Content:</b> My students will <b>Know</b> ...	<b>Key Skills:</b> My students will be able to <b>(Do)</b> ...
<ul style="list-style-type: none"> <li>Principles and practices of choreography during the creative process in relationship to ballet technique. (such as logical sequencing of steps) (DA09-GR.HSFP-S.1-GLE.1, 2, 3) and (DA09-GR.HSFP-S.2-GLE.1, 2, 3, 4) and (DA09-GR.HSFP-S.4-GLE.1)</li> <li>Basic ballet vocabulary (such as plie tendu) (DA09-GR.HSFP-S.1-GLE.1, 2, 3)</li> <li>The creative process of dance-making, using meaning and intent. (DA09-GR.HSFP-S.1-GLE.1, 2, 3) and (DA09-GR.HSFP-S.2-GLE.1, 2, 3, 4) and (DA09-GR.HSFP-S.4-GLE.1)</li> <li>Communication and collaboration is essential to dance-making. (DA09-GR.HSFP-S.1-GLE.1, 2, 3) and (DA09-GR.HSFP-S.2-GLE.1, 2, 3, 4) and (DA09-GR.HSFP-S.4-GLE.1)</li> <li>Structure and form of ballet works. (such as coda, variations) (DA09-GR.HSFP-S.1-GLE.1, 2, 3) and (DA09-GR.HSFP-S.2-GLE.1, 2, 3, 4) and (DA09-GR.HSFP-S.4-GLE.1)</li> </ul>	<ul style="list-style-type: none"> <li>Articulate correct vocabulary terms for movements of selected dance styles and genres. (DA09-GR.HSFP-S.1-GLE.1-EO.b)</li> <li>Perform with others to express the intent of the choreography. (DA09-GR.HSFP-S.1-GLE.3-EO.d)</li> <li>Create, repeat, and perform dance works that demonstrate an effective use of dance elements; have a beginning middle, and an end; and use compositional forms such as theme, variation, canon, and call and response(DA09-GR.HSFP-S.2-GLE.1-EO.a)</li> <li>Use the elements of dance (space, time, and energy) to create a dance (DA09-GR.HSFP-S.2-GLE.1-EO.b)</li> <li>Apply improvisation, experimentation, use of various stimuli, and manipulation tools to integrate with the choreographic process. (DA09-GR.HSFP-S.2-GLE.1-EO.c)</li> <li>Define the meaning of a dance work (DA09-GR.HSFP-S.2-GLE.3-EO.a)</li> <li>Create short studies that have unique, captivating beginnings, and develop them through to a logical conclusion. (DA09-GR.HSFP-S.2-GLE.3-EO.c)</li> <li>Use the creative process to make a dance (DA09-GR.HSFP-S.2-GLE.2-EO.a)</li> <li>Refine and edit movements in dance. (DA09-GR.HSFP-S.2-GLE.2-EO.b)</li> <li>Develop a dance work using the concept of beginning, middle, and end. (DA09-GR.HSFP-S.2-GLE.2-EO.c)</li> <li>Use form to create a dance (DA09-GR.HSFP-S.2-GLE.4-EO.a)</li> <li>Use structured improvisation as a movement form (DA09-GR.HSFP-S.2-GLE.4-EO.e)</li> </ul>

<p><b>Critical Language:</b> includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.          EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p><b>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</b></p>	<p><i>Through the disciplined art of ballet a dancer will learn to demonstrate movement skills and technical proficiency while performing with expression, analyzing the cultural influence of ballet tradition and using ballet vocabulary to create ballet phrases.</i></p>
<p><b>Academic Vocabulary:</b></p>	<p>Beginning, Middle, End; Transitions, Performance Elements, Pattern, Style, Shape, Line, Musical Nuance, Rhythmical Characteristics, Strength, Flexibility, Artistry, Intent</p>
<p><b>Technical Vocabulary:</b></p>	<p>Classical Ballet, Motif, Phrase, Solo, Duet, Trio, Theme, Variation, Ballet Terminology, High Point, Musicality, Communication Through Movement, Improvisation, Form</p>