Curriculum Unit: Fine Arts--Alabama
Subject Area: Dance Level II, Grades 6 – 12
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Standard	Breakout	Found in (specify educational component—student text, handout from ancillaries, etc.)	Location where standard addressed (Please provide Unit/Lesson number *and* page reference)
1. Demonstrate movement using rhythmic variations. E.g., illustrating uneven movement by moving to a 5/4 meter signature using Dave Burbeck's *Take Five*	1a: Creating movement sequences with spatial complexity, including changes in focus, body shape, and level	Student Text Instructor's Guide	Chapter 2, p. 36, "Your Turn to Dance"; Chapter 4, p. 66, "Your Turn To Dance: Phone-Number Dance"; Chapter 6, pp. 86-88, & p. 91, "Try This Experiment"; Chapter 10, p. 143, "Think About It", #3. Chapter 2, "Facilitating Your Turn to Dance: Many Centers"; "Improvisation Assignments" 5.1, 5.2, & 6.1; Handouts 6.1 & 6.2: Further Applications

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2. Apply varying levels of energy to improvisations.	2a: Differentiating between bound and free energy in movement phrases E.g., performing bound energy to project anger, using free energy to project joy	Student Text Instructor's Guide	Chapter 1, p. 11,"Try This Experiment", & p. 13, "Your Turn to Dance"; Chapter 2, p. 21, "Try This Experiment"; Chapter 8, pp. 109-120, Chapter 10, p. 141, "Try This Experiment". "Improvisation Assignment 8.1"; & Chapter 10, "Facilitating Your Turn To Dance"
3. Create appropriate lighting using traditional or computerized light programs to accompany a dance. E.g., suggesting lighting for a class improvisation, designing a lighting chart for a dance production		Student Text Instructor's Guide	Chapter 7, pp. 102-103. Chapter 7

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4. Analyze movement compositions to determine content and form. E.g., describing a story represented in a classical ballet mimed sequence, analyzing movement that depicts a variety of feelings and emotions		Student Text Instructor's Guide	Chapter 2, pp. 21-22, & 33; Chapter 3, pp. 44-45; Chapter 12, p. 169, "Judicious Imitation"; Chapter 13: pp. 175-176; pp. 180-182; p. 185, “Think About It”, #7; & p. 186, “Your Turn to Dance”. "Improvisation Assignments" 12.1 & 12.2; Chapter 13
5. Demonstrate the ability to record self- and peer-evaluations, aesthetic responses, and compositional methods. E.g., Keeping a dance journal, creating rubrics for evaluations of student works		Student Text Instructor's Guide	Chapters 1-14, "Think About It" questions invite the student to reflect on the content of the chapter and its application to the study of dance via regular journaling; see pp. 12, 36, 49, 65, 78, 92, 107, 120, 135, 143, 151, 168, 185, & 196. Parts II, III, & IV, "Supporting Writing or Discussion Ideas"

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6. Demonstrate correct partnering techniques while dancing. E.g., supporting weight of partner while standing side by side		Student Text Instructor's Guide	Chapter 2, pp. 18-19, & 33-34; Chapter 4, p. 55, "Inside Insight"; Chapter 7, p. 108, "Shape Up". "Improvisation Assignments" 11.1 & 11.2.

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7. Analyze various dance techniques for correct body alignment.		Student Text Instructor's Guide	Chapter 1, p. 9, "Try This Experiment"; Chapter 2, pp. 18-19, 20-35, & p. 36, "Your Turn to Dance"; Chapter 3, pp. 40-43; Chapter 4, pp. 52-64; Chapter 9, pp. 134-135. Chapter 2, “Modern Try This Experiment”; "Ideas for Facilitating Your Turn to Dance"; Chapter 3, "Improvisation Assignments" 3.1; Chapter 4, "Improvisation Asignments" 4.1; Handout 4.1 (with answers); Handout 4.2 (with answers); & Handout 4.3; & Chapter 9, “Improvisation Assignments”.

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8. Describe the historical development of dance, including major personalities and social, political, and economic factors. E.g., discussing the results of research on the Civil Rights Movement and the development of African-American dance from 1950 to present		Student Text Instructor's Guide	Chapter 2; Chapter 10; Chapter 11; Fig's 1.1, 1.2, 1.3, 5.4, 5.5, 7.1, 7.2, 9.3, & 10.1; "Inside Insights" on pp. 8, 45, 76, 91, 131, 146, & 179. Part Openers: history and writing ideas, Resources concluding every chapter
9. Explain behavior that adversely affects the health and safety of a dancer. E.g., explaining the relationship of smoking to stress fractures		Student Text Instructor's Guide	Chapter 3, pp. 40-45; Chapter 4, pp. 58-64; Chapter 5, pp. 73-75; Chapter 9, pp. 127-130; Chapter 11, pp. 145-147, & p. 151, "Think About It". Handouts: 1.2, 1.3, 1.4, 3.1, 4.1, 4.2, 4.3, 4.4, & 4.5; Part II Opener

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10. Solve a movement problem that reflects concepts from other content areas. E.g., discovering movement sequences that represent mathematical patterns.		Student Text Instructor's Guide	Chapter 4, p. 66 (Phone Number Dance); Chapter 7, p. 108; Chapter 10, p. 152; Chapter 12 pp. 160-166; Chapter 13, pp. 171, 173, 186 (What If?). "Improvisation Assignments" 12.1 & 12.2; Chapter 9, Discussion; & Part II Opener.