

Dance Foundations: Building Technique at the Barre				
	Week 1	Week 2	Week 3	Week 4
Essential Question(s)/Topic	What is Technique? Why it's Important At Every Level?	The Barre Part I	The Barre Part II	Ballet Jumps, Turns, and Transitional Steps
Learning Objectives	<ul style="list-style-type: none"> Students will elaborate on the history of Black people in ballet in 2-5 sentences through an exit ticket Students will be introduced the basics of ballet and write <i>or</i> type a short answer as to why learning barre technique is important Students will track what they have learned by journaling a 2 minute quick write, <i>or</i> recording a 2 minute video diary 	<ul style="list-style-type: none"> Students will perform beginner and advanced barre routine Students will define ballet movement vocabulary Students will understand and apply floor routine Students will track progress through video diary 	<ul style="list-style-type: none"> Students will review barre exercise and implement add ons Students review barre exercise and implement add ons Students will track progress through video diary 	<ul style="list-style-type: none"> Students will implement jumps, turns, and traditional steps during barre and floor routine Students will implement jumps, turns, and traditional steps during barre and floor routine Students will perform shot choreography of "I Hope I Get It" from <i>A Chorus Line</i> To track progress through video diary
ELA Common Core Standards	<small>CCSS.ELA-LITERACY.CCRA.SL.2</small> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. <small>CCSS.ELA-LITERACY.CCRA.W.7</small> Conduct short as well as	<small>CCSS.ELA-LITERACY.CCRA.SL.2</small> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. <small>CCSS.ELA-LITERACY.CCRA.L.6</small> Acquire and use	<small>CCSS.ELA-LITERACY.CCRA.SL.2</small> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. <small>CCSS.ELA-LITERACY.CCRA.L.6</small> Acquire and use	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. <small>CCSS.ELA-LITERACY.CCRA.L.6</small> Acquire and use accurately a range of

	<p>more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>CCSS.ELA-LITERACY.SL.11-12.5</p> <p>- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>CCSS.ELA-LITERACY.W.11-12.10</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> <p>CCSS.ELA-LITERACY.SL.11-12.5</p> <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>CCSS.ELA-LITERACY.W.11-12.10</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> <p>CCSS.ELA-LITERACY.SL.11-12.5</p> <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>CCSS.ELA-LITERACY.W.11-12.10</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> <p>CCSS.ELA-LITERACY.SL.11-12.5</p> <p>Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>CCSS.ELA-LITERACY.W.11-12.10</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>
<p>National Core Arts Standards</p>	<p>DA:Cr1.1.7.b. Explore various movement vocabularies to express an artistic intent in</p>	<p>DA:Cr1.1.7.b. Explore various movement vocabularies to express an artistic intent in</p>	<p>DA:Cr1.1.7.b. Explore various movement vocabularies to express an artistic intent in</p>	<p>DA:Cr1.1.7.b. Explore various movement vocabularies to express an artistic intent in</p>

	<p>choreography. Explain and discuss the choices made using genre-specific dance terminology.</p> <p>DA:Cr1.1.1.b. Experiment with the elements of dance to explore personal movement preferences and strengths, and select movements that challenge skills and build on strengths in an original dance study or dance.</p>	<p>choreography. Explain and discuss the choices made using genre-specific dance terminology.</p> <p>DA:Cr1.1.1.b. Experiment with the elements of dance to explore personal movement preferences and strengths, and select movements that challenge skills and build on strengths in an original dance study or dance.</p>	<p>choreography. Explain and discuss the choices made using genre-specific dance terminology.</p> <p>DA:Cr1.1.1.b. Experiment with the elements of dance to explore personal movement preferences and strengths, and select movements that challenge skills and build on strengths in an original dance study or dance.</p>	<p>choreography. Explain and discuss the choices made using genre-specific dance terminology.</p> <p>DA:Cr1.1.1.b. Experiment with the elements of dance to explore personal movement preferences and strengths, and select movements that challenge skills and build on strengths in an original dance study or dance.</p>
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<p align="center"><i>Behind the Curtain: Journey to the Stage</i> <i>Acting as a tool for self-discovery and reflection Curriculum</i></p>				
	Week 1	Week 2	Week 3	Week 4
Essential Question(s)/Topic	Before the Stage	Things to Remember when Performing	Overcoming Adversity on Stage	Discovering Your “You-ness”
Learning Objectives	<ul style="list-style-type: none"> Students will describe and interpret their personal background in 1-3 sentences in an exit ticket Students will track progress through video <i>or</i> written diary 	<ul style="list-style-type: none"> Students will define the 5 “Ws” in 1 paragraph Students will track progress through video <i>or</i> written diary 	<ul style="list-style-type: none"> Students will describe a past or current adversity that they have had to overcome in a 5 minute quick write Students will track progress through video <i>or</i> written diary 	<ul style="list-style-type: none"> Students will evaluate how their experiences help shape their “you-ness” and how they plan to continue their acting journey Students will track progress through video <i>or</i>

				written diary
ELA Common Core Standards	<p>CCSS.ELA-LITERACY.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. CCSS.ELA-LITERACY.CCRA.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. CCSS.ELA-LITERACY.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to un enhance understanding of findings, reasoning, and evidence and to add interest. CCSS.ELA-LITERACY.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<p>CCSS.ELA-LITERACY.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. CCSS.ELA-LITERACY.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. CCSS.ELA-LITERACY.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. CCSS.ELA-LITERACY.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or</p>	<p>CCSS.ELA-LITERACY.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. CCSS.ELA-LITERACY.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. CCSS.ELA-LITERACY.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. CCSS.ELA-LITERACY.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or</p>	<p>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. CCSS.ELA-LITERACY.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. CCSS.ELA-LITERACY.SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. CCSS.ELA-LITERACY.W.11-12.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks,</p>

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National Core Arts Standards	TH:Cn11.1.3.a. Identify connections to community, social issues and other content areas in drama/theatre work.	TH:Cn11.1.3.a. Identify connections to community, social issues and other content areas in drama/theatre work.	TH:Cn11.1.3.a. Identify connections to community, social issues and other content areas in drama/theatre work.	TH:Cn11.1.3.a. Identify connections to community, social issues and other content areas in drama/theatre work.

<i>Building Your Backstory: An In Depth Look at How to Leverage Stanislavky's 7 Questions dCurriculum</i>				
	Week 1	Week 2	Week 3	Week 4
Essential Question(s)/Topic	What Is Acting	Overview of Script Analysis and Application	Basics of Breaking Down a Scene	Personal Experiences as a Tool
Learning Objectives	<ul style="list-style-type: none"> Students will be able to define acting, acting technique, different types of acting technique, and Students will identify which of the 7 Questions they plan to focus on for this course Students will track their 	<ul style="list-style-type: none"> Students will define select plays, character descriptions, and monologue/scene options to begin exploring what choices they will make Students will track their progress through video or written diary 	<ul style="list-style-type: none"> Students will describe objectives, tactics, actions, beats, and stakes. Students will discover and define who is their "other" and what they want from them. Students will select their monologue. 	<ul style="list-style-type: none"> Students will experiment with incorporating their own life's experience into a character they are developing using the tools they have learned from past weeks Students will apply what they learned in a video diary for self

	progress through video or written diary		<ul style="list-style-type: none"> Students will track their progress through video or written diary 	evaluation
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National Core Arts Standards	<i>TH:Pr4.1.III.b</i> b. Apply a variety of researched acting techniques as an approach to character choices in a drama/theatre work.	<i>TH:Pr4.1.III.b</i> b. Apply a variety of researched acting techniques as an approach to character choices in a drama/theatre work.	<i>TH:Pr4.1.III.b</i> b. Apply a variety of researched acting techniques as an approach to character choices in a drama/theatre work.	<i>TH:Pr4.1.III.b</i> b. Apply a variety of researched acting techniques as an approach to character choices in a drama/theatre work.