



HIGH SCHOOL COURSE OUTLINE

Department	Visual and Performing Arts		Course Title	Dance 1-2			
Course Code	3723	Grade Level	9-12	Course Length	2 semesters	Credits/Semester	5
Required for Graduation		No	Meets H.S. Grad Requirement			Elective Credit	Yes
Prerequisites	Audition and instructor's approval						
Articulated with LBCC		No		Articulated with CSULB		No	
Meets UC "a-g" Requirement		pending		Meets NCAA Requirement		No	

COURSE DESCRIPTION:

This course helps students learn the beginning skills of dance while improving their techniques, poise, self-confidence, and creative ability. Students will choreograph and dance in class presentations.

GOALS: Students need to:

- Begin to demonstrate consistency in processing, analyzing, and responding to sensory information through the language and skills unique to dance. (1)
- Begin to develop skills needed to create dances with coherence and aesthetic unity. (2)
- Become aware of dance in various cultures and historical periods. (3)
- Begin to demonstrate the ability to establish aesthetic criteria and apply it in evaluating their own work and that of others. (4)
- Apply what is learned in dance to the study of other art forms, subject areas, and to career pathways. (5)
- Understand how dance enhances a healthy lifestyle. (5)
- Use technology to reinforce and enhance dance concepts across the curriculum. (5)

PERFORMANCE OBJECTIVES: (must be measurable)

Students will:

- Learn and develop proper body alignment, body part articulation, muscle strength and flexibility, and coordination in axial and locomotor movement. (1)
- Create dance phrases using the basic elements of dance (time, space and energy) that project abstracted images into clearly articulated forms. (2)
- At a basic level, using personal experience, perform and discuss movement, phrases, and dance compositions with particular attention to how meaning was created. (2)
- Recreate from viewing on film, video or computer notation, historical, cultural and contemporary dance. (4)
- Begin to analyze and evaluate dance including their own works and those of others. (4)
- Apply what they learn in dance to learning across disciplines. They learn about careers in and related to dance. They learn creative skills in problem solving, inter- and intra-personal communications skills, and management of time and resources. (5)

- Understand how nutrition, rest, exercise, and substance abuse affect the ability to dance This concept will be taught through the use of lecture/demonstration, video, guest speakers and articles. (5)
- Be introduced to the use of video technologies (i.e. video, computer) that present dance, in a new or enhanced form (such as video dance, video/computer-aided live performance). (5)

OUTLINE OF CONTENT AND TIME ALLOTMENT:

Modern:

1. Axial movements will be introduced to improve alignment, increase flexibility, and balance. May include plie, brushes, leg swings, and releve.
2. Locomotor Movements will be done to develop coordination and spatial awareness. May include combinations of walk, run, leaps, jumps, and triplets.
3. Creative Activity is used to develop experimentation, exploration, and application of dance principles. May include:
 - Time Studies (phrasing, tempo changes, rhythm patterns)
 - Spatial Design Studies (change of direction and level, symmetrical/asymmetrical)
 - Effort Studies-Quality of Movement (pendular, sustained, suspended, vibratory, percussive, and collapsing)

Ballet:

1. Ballet Barre is done at a beginning level of proficiency.
- 2.a. Center floor adagio combinations designed to enhance balance and line. May include promenade and arabesque.
- 2.b. Center floor, allegro combinations designed to develop elevation and articulate the feet. May include changement and jete.
3. Movement patterns designed to develop coordination and direction awareness. May include tour jete, pique.

Jazz:

1. Technique will be introduced daily to develop a jazz style and body conditioning. Includes isolations, and turns.
2. Movement patterns will be designed to develop coordination and directional awareness. May include a six-step pirouette pattern, and leaps.

Improvisation, Choreography and Analysis:

Beginning dance students experience creative expression through improvisational exercises and a variety of choreography assignments. They learn the significance of aesthetic valuing through critiquing peer and professional choreography.

Dance Performance and Production:

An integral part of dance performance in class is the teaching of dance composition, staging, costuming, dance performance and rehearsal standards. Emphasis will be placed on consistent attendance, punctuality, proper work ethic, respect for others, and professionalism.

Optional Dance Forms:

Tap techniques and terminology may be used to develop rhythmic patterns to create choreography.

World Dance may be taught to promote cultural awareness through exposure to the music, traditional dance, history and costumes of various cultures.

METHODS: A variety of instructional strategies will be utilized to accommodate all learning styles:

- Teacher demonstrations
- Lecture
- Cooperative learning
- Observation
- Master classes

MATERIALS USED IN TEACHING THE COURSE: In addition to the basic text (**mandatory information—Title, Author, Copyright Date and Publisher**), a variety of instructional tools will be used to meet the needs of all students

Basic text:

Supplementary materials:

- Video technology
- Audio equipment
- Written materials

EVALUATION: Student achievement in this course will be measured using multiple assessment tools including but not limited to: (a grading scale and/or rubric should be included)

- Performances and rehearsals
- Daily attendance and participation
- Written performance critiques
- Movement composition

Submitted by: Joan Van Blom/Geraldine Walkup

School: Visual/Performing Arts

Date: 9/02