



HIGH SCHOOL COURSE OUTLINE

Department	Visual and Performing Arts		Course Title	Dance 9-10			
Course Code	3727	Grade Level	9-12	Course Length	2 semesters	Credits/Semester	5
Required for Graduation		No	Meets H.S. Grad Requirement			Elective Credit	Yes
Prerequisites	Previous dance instruction/experience or audition and instructor's approval						
Articulated with LBCC		No		Articulated with CSULB		No	
Meets UC "a-g" Requirement		Yes (f)		Meets NCAA Requirement		No	

COURSE DESCRIPTION:

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

GOALS: Students need to:

- Demonstrate a high level of consistency and reliability in performing technical skills. (1)
- Demonstrate development and refinement of proficient skills to create dances with coherence and aesthetic unity. (2)
- Apply and demonstrate costume, lighting, and music design within a dance production. (2)
- Examine ways that a dance creates and conveys meaning before considering the dance from a variety of perspectives. (3)
- Demonstrate the ability to establish aesthetic criteria and apply it in evaluating their own work and that of others. (4)
- Demonstrate an understanding of dance in various cultures and historical periods. (5)
- Understand how dance enhances a healthy lifestyle. (5)
- Use technology to reinforce, enhance or alter dance concepts across the curriculum. (5)

PERFORMANCE OBJECTIVES: (must be measurable)

Students will:

- Students will achieve mastery levels of proper body alignments, body part articulation, muscle strength and flexibility, and coordination in axial and locomotor movement. (1)
- Students will create dances that project abstracted images into clearly articulated forms. (2)
- Using personal experience, perform and discuss movement, motifs, phrases, and dance compositions with particular attention to how meaning was created. (1)
- Participate in the development of assessment criteria for evaluation of own work and that of other students. (3)
- Create a body of works of dance that demonstrate originality, unity, and clarity of intent. Identify and apply music elements (e.g., rhythm, meter, tempo, and timbre) to construct and perform dances. (2)
- Recreate from viewing on film, video or computer notation, historical, cultural and contemporary dance. (4)

- Through the use of lecture/demonstration, video, guest speakers and articles, students will understand how nutrition, rest, exercise, and substance abuse affect their ability to dance. (5)
- Students will create an interdisciplinary project using video technologies (i.e. video, computer) that present dance in a new or enhanced form (such as video dance, video/computer-aided live performance, or animation). (5)
- Students will apply their knowledge by choreographing, lighting, costuming, and choosing appropriate music in their own dance piece. (5)

OUTLINE OF CONTENT AND TIME ALLOTMENT:

Ballet:

1. Ballet Barre is done at a high level of proficiency performed in increasingly challenging combinations. May include double frappe, grand ronde de jambe en l-air.
- 2.a. Center floor adagio combinations designed to enhance balance and line. May include promenade, arabesque ponche, pirouette.
- 2.b. Center floor, allegro combinations designed to increase elevations and articulation of feet. May include sissone, entrechat.
3. Movement patterns designed to increase coordination and direction awareness. May include tour jete, feute, pique.

Modern:

1. Axial Movements at an advanced proficiency level will be performed to improve alignment, increase flexibility, and balance. May include plie, brushes, leg swings, and releve.
2. Locomotor Movements will be done to increase 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)
 - Compositional forms (theme in variation, cannon, fugue)

Jazz:

1. Technique will be executed daily to improve jazz style and body conditioning. Includes isolations, contractions, and multiple turns.
2. Movement patterns will be designed to increase coordination and directional awareness. May include a six-step pirouette pattern, scissor leaps, illusions, and axils.
3. Students will learn and choreograph various styles of jazz, including hip-hop, lyrical, and funk.

Dance Performance and Production:

An integral part of dance performance and production 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. Students are introduced to the audition process. Emphasis will be placed on student-directed and student choreographed dance work, in which the audition process is used.

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.

Social Dance styles and terminology are taught as needed for musical theater and dance production.

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

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