



HIGH SCHOOL COURSE OUTLINE

Department	Visual and Performing Arts		Course Title	Dance 7-8			
Course Code	3731	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		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 an intermediate level of consistency in processing, analyzing, and responding to sensory information through the language and skills unique to dance.
- Demonstrate development and refinement of skills needed to create dances with coherence and aesthetic unity.
- Demonstrate an awareness of dance in various cultures and historical periods.
- 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, enhance or alter dance concepts across the curriculum. (5)
- Critique and analyze costumes, lighting, and music designs within a dance production.

PERFORMANCE OBJECTIVES: (*must be measurable*)

Students will:

- Students will continue to create dances using the basic elements of dance (time, space and energy) that project abstracted images into clearly articulated forms.
- Students will continue to increase their levels of proper body alignment, body part articulation, muscle strength and flexibility, and coordination in axial and locomotor movement. (1)
- Create a body of works of dance that demonstrate originality, unity, and clarity of intent
- Identify and apply basic music elements (e.g., rhythm, meter, tempo, and trimble) to construct and perform dance. (2)
- At a proficient level, using personal experience, perform and discuss movement, motifs, phrases, and dance compositions with particular attention to how meaning was created.

- Recreate from viewing on film, video or computer notation, historical, cultural and contemporary dance. (4)
- Analyze and critically assess 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 develop competencies and 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)
- 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)
- Through demonstrations in the theater, understand the value of lighting, costuming, and music design.
- Students evaluate a live performance in the area of lighting, costuming, choreography, and music design.

OUTLINE OF CONTENT AND TIME ALLOTMENT:

Modern:

1. Axial Movements at an intermediate 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)

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.
- 2.a. Center floor adagio combinations designed to enhance balance and line. May include promenade, arabesque, pirouette.
- 2.b. Center floor, allegro combinations designed to increase elevations and articulation of feet. May include sissonne, jete, entrechat.
3. Movement patterns designed to increase coordination and direction awareness. May include tour jete, pique.
4. Students will be able to include ballet technique in their choreography.

Jazz:

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

Improvisation, Choreography and Analysis:

Intermediate 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 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.

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

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

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Date: 11/02

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