

Dance

Grades:	9,10,11,12
Length:	Full Year
Environment:	Classroom-based
Honors:	None
Subject:	Visual & Performing Arts (F)
Discipline:	Dance
Institution:	Willows High School

Course Overview

Dance is an introductory dance course that will introduce students to foundational concepts of dance, dance forms and the theatrical aspect of dance. The course is designed for all students, with or without previous dance experience. The class will address major components of the National Core Arts Standards and is in alignment with the California Visual and Performing Art Content Standards in Dance, for grades 9-12 and will concentrate on understanding and analyzing dance theories through skill based learning and performing, collaborative, creative and critical thinking and artistic relationships through a historical and cultural context that is unique to dance.

Course Goals and Observable Student Outcome

- Learn and be able to translate different styles of dance through non-verbal and verbal expression.
- Learn to use critical thinking and problem solving skills through communication and collaboration.
- Learn aesthetic values of dance through integrating language art concepts, such a poetry, and there relationship to dance the world around them.
- Create and perform dances that reflect appropriate use of space, levels, balance, rhythms, tempos and other dance disciplines.
- Demonstrate and understand the historical and cultural contribution to dance, and its impact on dance evolution.

Essential Questions

The course will address and define the following essential questions:

1. What is dance and what is it vocabulary?
2. How is collaboration, creation and communication achieved through dance?
3. Where does dance come from and what aspect contribute to it continues evolution?

4. What are the qualities of a good and effective dance? How does this change with the context?
5. How does dance relate to other aspects of learning and life?

Enduring Understanding

This course will explore and reinforce the following enduring understandings:

1. Dance is a global cultural art form and language.
2. Dance is more than technique; it is a boundless form of communication and expression.
3. Dance spans the depth of human history and the breadth of cultural traditions.
4. The elements and principles of dance can be manipulated to change the meaning and impact of our ideas.
5. Dance is universal and interdisciplinary; it is inherent in our physical, emotional, intellectual, and cultural life.

Instructional Methods:

- Teacher demonstrations- students will learn from watching the teacher during class time basic disciplines and choreography
- Lecture- teacher will lecture on dance related content and theories in accordance with elements provided in textbook chapters and other course materials
- Cooperative learning-students will work in small groups to create choreography, to learn from one another, support one another during performance as well as provide constructive input/assessment.
- Observation-Student will watch and critique dance videos to gain better understanding of dance styles and historical/cultural contents.

Foundation on Dance

Students will learn the outcomes of the importance of anatomy/physiology and physics to apply the study and practice of dance techniques. Learn the concepts of time, energy, and space, intent and foundational theatrical vocabulary. Explore the emotional and physical effects of dance and understanding the transfer of skills into daily life.

Students will create a dance portfolio. They will take the concepts they have learned to create and dance and to show mastery of the learned content. Using the learned concepts of time, energy and space, students will choreograph group numbers displaying their understanding of the emotional and physical effects of dance.

The following standards will be addressed in the Foundation of Dance unit:

California Visual and Performing Arts Content Standards for Dance (CVPACSD)(9-12) 1.1, 1.2, 1.3, 1.4, 1.5, 5.1, 5.2, 5.3, 5.4

Textbook: Experience Dance: Part One: pgs 1-41 and part five: pgs 198-206

Assignments

Students will create a dance portfolio, Students will take the concepts that have learned to create and dance, as well as show mastery of the learned content. Using the learned concepts of time, energy and space, students will choreograph group numbers displaying their understanding of the emotional and physical effects of dance.

Culture of Dance

Students will learn to recognize and analyze the difference between performance, world, social and vernacular dance. They will experience a variety of choreography (learning and teaching) from other choreographers, including peers.

Students will experience choreography through a variety of means, including peer education, videos and well known dance pieces.

The following standards will be addressed in the Culture of Dance Unit:

CVPACSD: 2.5, 2.7, 3.1, 3.1, 3.4, 4.1, 4.4, 4.5

Textbook: Experience Dance: part two: pgs. 57-81

Assignments

Students will complete an assignment that investigates the historical and cultural context of a dance to deepen their understanding of that specific piece. Students will explore Alvin Ailey's Revelations as a class to give them a concrete example of how properly approach this project. During the process, the essential question guiding their learning will be; "how does knowing about societal and cultural experiences expand your understanding of a particular dance piece?". Students will collaboratively identify an answer to this question through their research of interviews, text, media and movement. Students will then use this same process to investigate their own culture and create a dance that explores their experiences.

Exploring Choreography

Students will explore and analyze major choreographers' response to political events and interpretation of historical events and trace how choreographers approach and reinterpret universal themes.

Through films, textbook and Internet research, students will become familiar with how emotions can be transferred through the art of dance. Student will view a variety of dances choreographed with specific intent and will be able to recognize the emotional influence behind the performance.

The following standards will be addressed in the Exploring Choreographers Unit;

CVPACSD: 2.1, 2.3, 3.3

Textbook: Experience Dance: part three: pgs. 97-133

Assignments

Students will generate and conceptualize artistic ideas and work by using a variety of sources as inspiration to transform concepts and ideas into movement for artistic expression. During the process, the essential question guiding their learning will be, "where do choreographers get ideas for dances?". As a class, students will explore strategies to organize and develop artistic ideas and work. They will create inspirational sentences and utilize choreographic devices to create their own phrases.

History of Dance

Students will demonstrate a variety of world dances and trace their cultural and historical significance including costumes and social beliefs.

Through textbook and Internet research, students will complete an in depth research project on a specific dance culture. The research project will include the history, cultural significance, social beliefs and traditional costumes used by performers. Students will create a visual presentation along with a piece of choreography related to their History of Dance project and present their acquired knowledge to their classmates as a means of peer-educating.

The following standards will be address in the History of Dance unit:

CVPACSD: All

Textbook: Experience Dance: part three: pgs. 149-161

Assignments

Students will analyze the function and development of social dance in past and present cultures. Students will then select several dances in order to study, practice, learn, perform and teach to other students. Students will perform the selected social dances with a partner from another class, thus demonstrating their collaborative skills and ability to explain elements of dance to a "non-dancer".

Performance

Students will learn and demonstrate choreography from a professional dancer/choreographer.

Students will then begin the process of in-depth criticism of choreography and performances.

The following standards will be addressed in the Performance unit:

CVPACSD: 2.5, 2.7, 4.2, 5.5

Textbook: Experiencing Dance: part three: pgs. 149-161

Assignments

Students will develop and refine artistic techniques and works for presentation purposes. During the process, the essential question guiding their learning experience will be, "what must a dancer do to prepare their mind and body for artistic expression?". Dancers will complete weekly technique classes designed to enhance the embodiment of technical dance skills, such as; funtional alignment, coordination, balance, core support, clarity of movement, weight shifts and flexibility/range of motion. Dancers will also complete weekly combinations of dance choreography as well as demonstrate their ability to retain and execute choreography.

Choreography

Students will explore, demonstrate and master the process of choreography. Students will present acquired knowledge of emotional interpretation and dance forms by creating, performing and teaching collaborated peer projects to one another.

The following standards will be addressed in te Choreography unit:

CVPACSD: 2.6

Textbook: Experiencing Dance: part three: pgs. 97-133

Assignments

Students will generate specific artistic works as individuals. Students will also work in small groups and large groups to create and choreograph group dance performances. During the process, the essential question guiding their learning will be, "how do choreographers clarify and enhance the artistic intent of their work?". During this process, choreographers will analyze, evaluate, refine and document their work for the purpose of cummunicating the meaning. Required revisions will be based off of self reflection, teacher suggestions and the feedback for their peers. The final artistic work will be presented at a special competition event.

Textbooks

Title	Authors	Publisher	Edition	Website	Is Primary
Experience Dance: From Student to Dance Artist	Helen Scheff, Marty Sprague, Susan Mc Grevven-Nichols	Human Kinetics	Second edition/2014	www.humankinetics.com	Yes

Other Materials

Title	Authors	Date	Material Type	Website
Supplemental Materials	n/a	throughout course	Approved dance DVD's (biographies, documentaries, performances), Handouts of dance vocabulary words and historical dance information.	n/a