Oroville Union High School District
Course Description

Course Title:	Color Guard/Winter Guard
Aeries Course #:	600A
CBEDS #:	2355
Course Length:	One Year
Type of Credit(s):	VAPA
A-G Approved:	No
Approval Date:	N/A
Integrated (Academic & CTE):	No
2+2 Credit:	No
Dual Enrollment:	No
District Certification:	No
Prerequisite:	None
Includes Hands-on Lab Activities:	No
Grade Level(s):	9-12
Primary Textbook(s):	None
Supplemental Materials:	None
Digital Resources:	Spintronix Series

Course Overview

This class will focus on technique, manipulation of equipment, fundamentals and basic dance terms and phrases. Classwork is enhanced through the study of works by a variety of diverse artists and the development of genre-specific movement vocabulary and dance terminology, enabling students to strengthen somatic practices; rehearse and perform dance sequences; and create original phrases and transitions that express concrete and abstract concepts. Students develop and apply such basic 21st-century skills as self-assessment and problem-solving, critical analysis, collaboration, and rehearsal and performance protocols.

Please attach a copy of all standards that apply to this course.

Board Approval Date: 2/13/19

Dance Standards
Approved January 2019

CREATING—Anchor Standard 1: Generate and conceptualize artistic ideas and work.
Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.
Essential Question: Where do choreographers get ideas for dances?
Process Component: Explore

Prof.DA.Cr1	Acc.DA.Cr1	Adv.DA.Cr1
a. **Explore** a variety of **stimuli** for sourcing movement to develop an improvisational or choreographed **dance study**. Analyze the process and the relationship between the **stimuli** and the movement.	a. Synthesize content generated from stimulus materials to choreograph **dance studies** or dances using original or **codified movement**.	a. Synthesize content generated from stimulus material. Experiment and take risks to discover a personal voice to communicate **artistic intent**.
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.	b. Apply personal movement preferences and strengths with the **movement vocabulary** of several dance **styles** or **genres** to choreograph an original **dance study** or dance that communicates an **artistic intent**. Compare personal choices to those made by well-known choreographers.	b. Expand personal movement preferences and strengths to discover unexpected solutions that communicate the **artistic intent** of an original dance. Analyze the unexpected solutions and explain why they were effective in expanding **artistic intent**.

CREATING—Anchor Standard 2: Organize and develop artistic ideas and work.
Enduring Understanding: The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.
Essential Question: What influences choice-making in creating choreography?
Process Component: Plan

Prof.DA:Cr2	Acc.DA:Cr2	Adv.DA:Cr2
a. Collaborate to design a dance using **choreographic devices** and **dance structures** to support an **artistic intent**. Explain how the **dance structures** clarify the **artistic intent**.	a. Work individually and collaboratively to design and implement a variety of **choreographic devices** and **dance structures** to develop original dances. Analyze how the structure and final composition informs the **artistic intent**.	a. Demonstrate fluency and personal voice in designing and choreographing original dances. Justify choreographic choices and explain how they are used to intensify **artistic intent**.
b. Develop an **artistic statement** for an original **dance study** or dance. Discuss how the use of movement elements, **choreographic devices** and **dance structures** serve to communicate the **artistic statement**.	b. Develop an **artistic statement** that reflects a personal **aesthetic** for an original **dance study** or dance. Select and demonstrate movements that support the **artistic statement**.	b. Craft an **artistic statement** that communicates a personal, **aesthetic**, cultural, and artistic perspective in a collection of original work.

CREATING—Anchor Standard 3: Refine and complete artistic work.
Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning
Essential Question: How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?
Process Component: Revise

Prof.DA:Cr3	Acc.DA:Cr3	Adv.DA:Cr3
a. Clarify the **artistic intent** of a dance by manipulating **choreographic devices** and **dance structures** based on established **artistic criteria** and feedback from others. Analyze and evaluate impact of choices made in the revision process.	a. Clarify the **artistic intent** of a dance by refining **choreographic devices** and **dance structures**, collaboratively or independently using established **artistic criteria**, self-reflection and the feedback of others. Analyze and evaluate impact of choices made in the revision process.	a. Clarify the **artistic intent** of a dance by manipulating and refining **choreographic devices**, **dance structures**, and **artistic criteria** using self-reflection and feedback from others. Document choices made in the revision process and justify how the refinements support **artistic intent**.
b. Compare and use recognized systems to document a section of a dance (e.g., writing, a form of notation symbols, or using media technologies).	b. Develop a strategy to record a dance using recognized systems of dance documentation (e.g., writing, a form of notation symbols, or using media technologies).	b. Document a dance using recognized systems of dance documentation (e.g., writing, a form of notation symbols, or using media technologies).

PERFORMING—Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.
Enduring Understanding: Space, time, and energy are basic elements of dance.
Essential Question: How do dancers work with space, time and energy to communicate artistic expression?
Process Component: Express

Prof.DA:Pr4	Acc.DA:Pr4	Adv.DA:Pr4
a. Develop partner and ensemble skills that enable contrast while maintaining a sense of **spatial design** and relationship (e.g., through lifts, balance, or other means). Use **space** intentionally during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography.	a. Dance alone and with others with spatial intention. Expand partner and ensemble skills to greater ranges and skill level. Execute complex floor and air sequences with others while maintaining and breaking relationships through focus and intentionality.	a. Modulate and use the broadest range of movement in **space** for artistic and expressive clarity. Use inward and outward focus to clarify movement and intent. Establish and break relationships with other dancers and audience as appropriate to the dance.
b. Use syncopation and accent movements related to different **tempi**. Take rhythmic cues from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing.	b. Perform **dance studies** and compositions that use time and **tempo** in unpredictable ways. Use internal **rhythms** and kinetics as phrasing tools.	b. Modulate time factors for artistic interest and expressive acuity. Demonstrate time complexity in phrasing with and without musical accompaniment. Use multiple and complex **rhythms** (e.g., **contrapuntal** and/or **polyrhythmic**) at the same time. Work with and against **rhythm** of accompaniment or **sound environments**.
c. Connect **energy** and **dynamics** to movements by applying them in and through all parts of the body. Develop total body awareness so that **movement phrases** demonstrate variances of **energy** and **dynamics**.	c. Initiate **movement phrases** by applying **energy** and **dynamics**. Vary **energy** and **dynamics** over the length of a phrase. Transition smoothly out of one phrase and into the next phrase, paying close attention to its movement initiation and **energy**.	c. Modulate **dynamics** to clearly express intent while performing **dance phrases** and choreography. Perform movement sequences expressively using a broad dynamic range and employ dynamic skills to establish and maintain relationships with other dancers and **project** to the audience.

PERFORMING—Anchor Standard 5: Develop and refine artistic techniques and work for presentation.
Enduring Understanding: Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.
Essential Question: What must a dancer do to prepare the mind and body for artistic expression?
Process Component: Embody

Prof.DA:Pr5	Acc.DA:Pr5	Adv.DA:Pr5
a. **Embody technical dance skills** (e.g., **functional alignment**, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to retain and execute dance choreography.	a. Refine **technical dance skills** to improve performance. Dance with sensibility toward and with other dancers while executing complex spatial, rhythmic and dynamic sequences to meet performance goals.	a. Apply **mind-body principles** to **technical dance skills** in complex choreography when performing solo, partnering, or dancing in ensemble works in a variety of dance **genres** and **styles**. Self-evaluate performances and discuss and analyze performance ability with others.
b. Develop a plan for healthful practices in dance activities and everyday life including nutrition and injury prevention. Discuss implementation of the plan and how it supports personal performance goals.	b. Apply **anatomical principles** and healthful practices to a range of **technical dance skills** for achieving fluency of movement. Follow a personal nutrition plan that supports health for everyday life.	b. Research healthful and safe practices for dancers and modify personal practice based on findings. Discuss how research informs practice.
c. Collaborate with peers to establish and implement a rehearsal plan to meet performance goals. Use a variety of strategies to analyze and evaluate performances of self and others (e.g., use video recordings of practice to analyze the difference between the way movements look and how they feel to match performance with visual affect). Articulate performance goals and justify reasons for selecting particular practice strategies.	c. Plan and execute collaborative and independent practice and rehearsal processes with attention to technique and artistry informed by personal performance goals. Reflect on personal achievements.	c. Initiate, plan, and direct rehearsals with attention to technical details and fulfilling **artistic expression**. Use a range of rehearsal strategies to achieve performance excellence.

PERFORMING—Anchor Standard 6: Convey meaning through the presentation of artistic work.
Enduring Understanding: Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.
Essential Question: How does a dancer heighten artistry in a public performance?

Process Component: Present**Prof.DA:Pr6**	**Acc.DA:Pr6**	**Adv.DA:Pr6**
a. Demonstrate leadership qualities (e.g. commitment, dependability, responsibility, and cooperation) when preparing for performances. Demonstrate **performance etiquette and performance practices** during class, rehearsal and performance. After the performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies using **dance terminology** and **production terminology**.	a. Demonstrate leadership qualities (e.g. commitment, dependability, responsibility, and cooperation) when preparing for performances. Model **performance etiquette** and **performance practices** during class, rehearsal and performance. Implement **performance practices** to enhance **projection**. After the performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies using **dance terminology** and **production terminology**.	a. Demonstrate leadership qualities (e.g. commitment, dependability, responsibility, and cooperation) when preparing for performances. Model **performance etiquette** and **performance practices** during class, rehearsal and performance. Enhance performance using a broad repertoire of strategies for dynamic **projection**. Develop a professional portfolio that documents the rehearsal and performance process with fluency in professional **dance terminology** and **production terminology**.
b. Evaluate possible designs for the **production elements** of a performance and select and execute the ideas that would intensify and heighten the **artistic intent** of the dances.	b. Work collaboratively to produce a dance concert on a stage or in an **alternative performance venue** and plan the **production elements** that would be necessary to fulfill the **artistic intent** of the **dance works**.	b. Work collaboratively to produce dance concerts in a variety of venues and design and organize the **production elements** that would be necessary to fulfill the **artistic intent** of the **dance works** in each of the venues.

RESPONDING—Anchor Standard 7: Perceive and analyze artistic work
Enduring Understanding: Dance is perceived and analyzed to comprehend its meaning.
Essential Question: How is a dance understood?
Process Component: Analyze

Prof.DA:Re7	Acc.DA:Re7	Adv.DA:Re7
a. Analyze recurring patterns of movement and their relationships in dance in context of **artistic intent**.	a. Analyze **dance works** and provide examples of recurring patterns of movement and their relationships that create structure and meaning in dance.	a. Analyze **dance works** from a variety of dance **genres** and **styles** and explain how recurring patterns of movement and their relationships create well-structured and meaningful choreography.
b. Explain how dance communicates **aesthetic** and cultural values in a variety of **genres**, **styles**, or **cultural movement practices**. Use **genre-specific dance terminology**.	b. Analyze how the **elements of dance** are used in a variety of **genres**, **styles**, or **cultural movement practices** to communicate intent within a cultural context. Use **genre-specific dance terminology**.	b. Analyze and compare the movement patterns and their relationships in a variety of **genres**, **styles**, or **cultural movement practices** and explain how their differences impact communication and intent within a cultural context. Use **genre-specific dance terminology**.

RESPONDING—Anchor Standard 8: Interpret intent and meaning in artistic work
Enduring Understanding: Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.
Essential Question: How is dance interpreted?
Process Component: Interpret

Prof.DA:Re8	Acc.DA:Re8	Adv.DA:Re8
Select and compare different dances and discuss their intent and **artistic expression**. Explain how the relationships among the **elements of dance**, use of body, **dance technique**, **dance structure**, and context enhance meaning and support intent using **genre-specific dance terminology**.	Analyze and discuss how the **elements of dance**, **dance structure**, execution of **dance movement principles,** and context contribute to **artistic expression.** Use **genre-specific dance terminology**.	Analyze and interpret how the **elements of dance**, **dance structure**, execution of **dance movement principles**, and context contribute to **artistic expression** across different **genres**, **styles**, or **cultural movement practices**. Use **genre-specific dance terminology**.

RESPONDING—Anchor Standard 9: Apply criteria to evaluate artistic work
Enduring Understanding: Criteria for evaluating dance vary across genres, styles, and cultures
Essential Question: What criteria are used to evaluate dance?
Process Component: Critique

Prof.DA:Re9	Acc.DA:Re9	Adv.DA:Re9
Analyze the **artistic expression** of a dance. Discuss insights using **evaluative criteria** and **genre-specific dance terminology**.	Compare and contrast two or more dances using **evaluative criteria** to critique **artistic expression**. Consider societal values and a range of perspectives. Use **genre-specific dance terminology**.	Define personal artistic preferences to critique dance. Consider societal and personal values, and a range of **artistic expression**. Discuss perspectives with peers and justify views.

CONNECTING—Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.
Enduring Understanding: As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.
Essential Question: How does dance deepen our understanding of ourselves, other knowledge, and events around us?
Process Component: Synthesize

Prof.DA:Cn10	Acc.DA:Cn10	Adv.DA:Cn10
a. Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer may impact one's own interpretation. Provide evidence to support one's analysis.	a. Analyze a dance that is related to content learned in other subjects and research its context. Synthesize information learned and share new ideas about its impact on one's perspective.	a. Review original choreography developed over time with respect to its content and context and its relationship to personal perspectives. Reflect on and analyze the variables that contributed to changes in one's personal growth.
b. Collaboratively identify a dance related question or problem. Conduct research through interview, research database, text, media, or movement. Analyze and apply information gathered by creating a group dance that answers the question posed. Discuss how the dance communicates new perspectives or realizations. Compare orally and in writing the process used in choreography to that of other creative, academic, or scientific procedures.	b. Use established research methods and techniques to investigate a topic. Collaborate with others to identify questions and solve **movement problems** that pertain to the topic. Create and perform a piece of choreography on this topic. Discuss orally or in writing the insights relating to knowledge gained through the research process, the synergy of collaboration, and the transfer of learning from this project to other learning situations.	b. Investigate various dance related careers through a variety of research methods and techniques. Select those careers of most interest. Develop and implement a **Capstone Project** that reflects a possible career choice.

CONNECTING—Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding
Enduring Understanding: Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.
Essential Question: How does knowing about societal, cultural, historical and community experiences expand dance literacy?
Process Component: Relate

Prof.DA:Cn11	**Acc.DA:Cn11**	**Adv.DA:Cn11**
Analyze and discuss dances from selected **genres** or **styles** and/or historical time periods and formulate reasons for the similarities and differences between them in relation to the ideas and perspectives of the peoples from which the dances originate.	Analyze dances from several **genres** or **styles**, historical time periods, and/or world dance forms. Discuss how dance **movement characteristics**, **techniques**, and **artistic criteria** relate to the ideas and perspectives of the peoples from which the dances originate.	Analyze dances from several **genres** or **styles**, historical time periods, and/or world dance forms. Discuss how dance **movement characteristics**, **techniques**, and **artistic criteria** relate to the ideas and perspectives of the peoples from which the dances originate, and how the analysis has expanded one's **dance literacy**.