

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



Discovering Dance

Board Approval Date: January 18, 2024	Course Length: 2 Semesters
Grading: A-F	Credits: N/A
Proposed Grade Level(s): 6, 7, 8	Subject Area: Elective Elective Area (if applicable): Fine Arts
Prerequisite(s): N/A	Corequisite(s): N/A
CTE Sector/Pathway: VAPA	
Intent to Pursue ‘A-G’ College Prep Status: No	
A-G Course Identifier:	
Graduation Requirement: No	
Course Intent: Program (if applicable):	
<p>The Folsom Cordova Unified School District prohibits discrimination, intimidation, harassment (including sexual harassment) or bullying based on a person’s actual or perceived ancestry, color, disability, race or ethnicity, religion, gender, gender identity or gender expression, immigration status, national origin, sex, sexual orientation, or association with a person or group with one or more of these actual or perceived characteristics. For concerns/questions or complaints, contact the Title IX Coordinator(s), Equity Compliance Officer(s) and Section 504 Coordinator(s) :</p> <p>Donald Ogden, Associate Superintendent – Human Resources, Title IX Coordinator (Employees) & Equity Compliance Officer dogden@fcusd.org 916-294-9000 Ext 104410</p> <p>Jim Huber Ed. D., Assistant Superintendent – Educational Services, Title IX Coordinator (Students), Section 504 Coordinator & Equity Compliance Officer jhuber@fcusd.org 916-294-9000 Ext 104625</p>	

COURSE DESCRIPTION:

Creating and experiencing art is central to the human experience—art allows people to feel and express the range of human emotions and connects people to one another and to their local and global communities. For many arts education is only the beginning of a lifelong appreciation of the arts and an enduring sensitivity to the way the arts enrich lives. The dance standards are the impetus for dance educators to inspire their students to explore and discover their personal connection to the deep human tradition of dance and prepare them for a lifelong immersion in the socio-cultural and political meanings and experiences of dance as well as the embodied learning and enjoyment that performing, studying, and viewing dance can bring.

DETAILED UNITS OF INSTRUCTION:

Unit Number/Title	Unit Essential Questions	Examples of Formative Assessments	Examples of Summative Assessment
1. Generate and Conceptualize Artistic Ideas and Work	What are the elements of dance? How do individuals or groups manipulate movements to include the elements of dance? Where do choreographers get ideas for dances?	*Students identify the elements of dance *Students create ways of doing locomotor and nonlocomotor movements through experimenting with the movements of dance	*Students demonstrate their ability to combine a variety of movements to music utilizing the different elements of dance
2. Generate and Conceptualize Artistic Ideas and Work	What influences choice-making in creating choreography?	*Observation by students comparing a variety of stimuli and their selection to expand their movement vocabulary and check for understanding on concepts *Observe how students incorporate different forms of choreography into their selections *Small groups and individual practice for performance of choreography movements	*Apply personal movement preferences and strengths incorporating the movement vocabulary of several dance styles or genres to choreograph an original dance (either individually or as a group)
3. Refine and Complete Artistic Work	How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?	*Demonstrate understanding of artistic work through use of checking for understanding methods: questioning, exit tickets, and other strategies that provide opportunity for feedback	*Reflective summative assessment assignment. Project where students incorporate feedback and reflection to improve upon their dance from Unit 2
4. Select,	How do dancers work with	*Check for understanding of	*Students will create a

<p>Analyze, and Interpret Artistic Work for Presentation</p>	<p>space, time, and energy to communicate artistic expression?</p>	<p>how space, time and energy are basic elements of dance *Quick checks for students to demonstrate their understanding of these three important elements. (quiz/paragraph quick write, or other forms of CFU)</p>	<p>video where they serve as the instructor to demonstrate the locomotor and nonlocomotor movements that change body shapes, levels, and facings *Students will demonstrate how to move in straight, curved, and zigzagged pathways individually and with others. Find and return to place in space</p>
<p>5. Develop and Refine Artistic Techniques and Work for Presentation</p>	<p>What must a dancer do to prepare the mind and body for artistic expression?</p>	<p>*Student reflections/ demonstrations of same side and cross-body locomotor and nonlocomotor movements, body patterning movements and body shapes *Check for understanding games and activities</p>	<p>*A test or summative project that demonstrates students are able to move body parts in relation to other body parts and repeat and recall movements upon request</p>
<p>6. Convey Meaning Through the Presentation of Artistic Work</p>	<p>How does a dancer heighten artistry in a public performance?</p>	<p>*Providing ways for students to demonstrate their understanding as they perform for others in class in preparation for a larger performance</p>	<p>*Performance for an audience larger than the class (i.e.: parents, school, community)</p>
<p>7. Perceive and Analyze Artistic Work</p>	<p>How is a dance understood?</p>	<p>*Students repeat movements by watching dance videos and show their ability to mimic the designated movements *Students to identify patterns in video performances *Students begin applying their knowledge into their own dances and identifying movements and patterns</p>	<p>*Explain how the elements of dance are used in a variety of dance genres, styles, or cultural movement practices. Students will use genre-specific dance terminology. Students will analyze and explain how dance communicates aesthetic and cultural values in a variety of genres, styles, or cultural movement practices.</p>
<p>8. Interpret</p>	<p>How is dance interpreted?</p>	<p>*Think, Pair, Share; dance</p>	<p>*Through use of videos</p>

<p>Intent and Meaning in Artistic Work</p>		<p>interpretation practice via use of videos, quick checks, use of think aloud, modeling, etc. *Students work in groups to share interpretations</p>	<p>students demonstrate their ability to 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.</p>
<p>9. Apply Criteria to Evaluate Artistic Work</p>	<p>What criteria are used to evaluate dance?</p>	<p>*Partner/group discussion regarding discussion on the characteristics and artistic intent of a dance from a genre, style, or cultural movement practice *Graphic organizers, etc. to determine appropriate measures on how to critique dance using genre-specific dance terminology</p>	<p>*Using rubric judging tools students will be able to view videos of dance performance and demonstrate how to serve in the role of an evaluator on how to interpret and score a performance</p>
<p>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</p>	<p>How does dance deepen our understanding of ourselves, other knowledge, and events around us?</p>	<p>*Quick writes; journal reflections; interpretation of different dance genres; etc.</p>	<p>*Using a set of inquiry based questions students will respond to a dance work, create a performance piece using ideas from peer feedback and explain how certain movements express a specific idea by presenting an oral presentation to the class</p>
<p>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</p>	<p>How does knowing about societal, cultural, historical, and community experiences expand dance literacy?</p>	<p>*Determining connections between societal, cultural, historical and community events assessed through conversations, quick checks, group work, and video interpretation</p>	<p>*Research project in which students analyze and discuss how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people</p>

ESSENTIAL STANDARDS:

Creating—Anchor Standard 1: Generate and Conceptualize Artistic Ideas and Work
Creating—Anchor Standard 2: Organize and Develop Artistic Ideas and Work
Creating—Anchor Standard 3: Refine and Complete Artistic Work
Performing—Anchor Standard 4: Select, Analyze, and Interpret Artistic Work for Presentation
Performing—Anchor Standard 5: Develop and Refine Artistic Techniques and Work for Presentation
Performing—Anchor Standard 6: Convey Meaning Through the Presentation of Artistic Work
Responding—Anchor Standard 7: Perceive and Analyze Artistic Work
Responding—Anchor Standard 8: Interpret Intent and Meaning in Artistic Work
Responding—Anchor Standard 9: Apply Criteria to Evaluate Artistic Work
Connecting—Anchor Standard 10: Synthesize and Relate Knowledge and Personal Experiences to Make Art
Connecting—Anchor Standard 11: Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding

RELEVANT STANDARDS AND FRAMEWORKS, CONTENT/PROGRAM SPECIFIC STANDARDS:

Link to Common Core Standards (if applicable):

Educational standards describe what students should know and be able to do in each subject in each grade. In California, the State Board of Education decides on the standards for all students, from kindergarten through high school.

<https://www.cde.ca.gov/be/st/ss/documents/caartsstandards.pdf>

Link to Framework (if applicable):

Curriculum frameworks provide guidance for implementing the content standards adopted by the State Board of Education (SBE). Frameworks are developed by the Instructional Quality Commission, formerly known as the Curriculum Development and Supplemental Materials Commission, which also reviews and recommends textbooks and other instructional materials to be adopted by the SBE.

<https://www.cde.ca.gov/ci/vp/cf/>

Link to Subject Area Content Standards (if applicable):

Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level.

<https://www.cde.ca.gov/be/st/ss/documents/caartsstandards.pdf>

Link to Program Content Area Standards (if applicable):

Program Content Area Standards applies to programs such as International Baccalaureate, Advanced Placement, Career and Technical Education, etc.

<https://www.cde.ca.gov/ci/vp/cf/documents/caartsfwchapter3.pdf>

TEXTBOOKS AND RESOURCE MATERIALS:

Textbooks

Board Approved	Pilot Completion Date (If applicable)	Textbook Title	Author(s)	Publisher	Edition	Date
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<i>Text will be board approved with the approval of this outline.</i>		<i>Discovering Dance</i>	Gayle Kessing	Human Kinetics	First	5/23/2014
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Other Resource Materials

N/A

Supplemental Materials

Board approved supplemental materials (Including but not limited to: Film Clips, Digital Resources, Supplemental texts, DVDs, Programs (Pebble Creek, DBQ, etc.):

N/A