



Roosevelt High School



Dance Company

Teacher Name: Mrs. (Mariah) Johnson

Pronouns: she/her/hers

Office Hours: By request

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Course Overview:

This course is for the student with more experience in dance and gives students more opportunity to create and perform. A deeper and more refined focus on dance technique, improvisation and composition can be expected. An introduction to dance history and criticism is also explored. National and local artists assist in exposing the student to the world of dance.

Grading

80% Summative (movement studies and reflective writing)

20% Formative (daily work, work sheets, discussions)

Physical Work

Be prepared to fully and actively participate in all aspects of this course, including discussion, projects, presentations, and movement experiences. You may be challenged to try new things, however, all students are expected to keep an open mind. You earn 8 points a day for active learning.

Performance Schedule **all subject to change

November 20th - Winter Showcase

Dec. 5th - 8th Grade Perspective Student Night

Jan. - Middle School Tour?

May 8th - Welcom Class of 2029, RHS

Attendance/Performance - If a student has missed more than 1 day per week (or the equivalent) during the 3 week period before a performance and has not made an effort to arrange time after school to get caught up, their participation in the performance will be evaluated and/or the teacher will request they do not perform. Student is still expected to attend the event and do a make-up assignment.

Inclusion Practices

It is my intention that students from all diverse backgrounds and perspectives be well served by this course. The diversity that each student brings to this class will be viewed as a strength, benefit and resource. I want to make sure that



students' learning needs are addressed both in and out of class. Please let me know ways to improve the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.

Units of Study:

Units and Topics - order will be based on accommodating individual class needs and the calendar of performances

Daily movement and practice our inherent parts of every unit as we prepare for our performances. Unit topics will be a part of movement exploration and our block class time.

Quarter 1/Unit 1 - Movement Foundations, Dance Perspectives and Creation Exploration

Essential Question: How do individuals and groups determine what is aesthetically appealing when creating or viewing dance?

Topic Content:

- The development of the creative aspect of making dances
- Discovering and analyzing our personal dance lens
- Improvisation to choreography - creating original work

Summative Assessment: Dance works collaboratively composed/danced by the student. Dance lens reflection project.

Quarter 2/Unit 2 - Choreographic Process and Communicative Expression

Essential Question: Do dancers have a responsibility to their audience and society?

Topic Content:

- The development of an understanding of and facility in performing dances
- Movement skills appropriate to the dancer's performance
- Clarity in relationship to space, time, dynamics and movement qualities appropriate to the work
- Communicative expression in relation to other performers and the audience

Summative Assessment: Thematic movement sequence created and performed by the student to show proficiency and expressive ability appropriate to the dance

Quarter 3/Unit 3 - Dance in Context

Essential Question: To what extent does dance influence culture and culture influence dance?

Topic Content:

- Purpose of dance in society and cultures
- Examining dance as recreation, social, expressive, ceremonial, and entertainment
- Experiencing choreography process and development through multiple lenses

Summative Assessment: Choreography project, movement acquisition and performance. Written reflections.



Quarter 4/Unit 4 - Choreographic Choice and Voice

Essential Question: How do individuals illuminate self in an ensemble?

Topic Content:

- Application of previous units to choreographic design
- Ensemble and solo choreography
- Performance organization and production

Summative Assessment: Dances (solo/duet/group) in any style or styles, performed by the student to show proficiency and expressive ability appropriate to the dance. Written performance reflection and end of the year growth statement.

RHS Academic Honesty Policy

What does Academic Honesty mean?

Respecting and acknowledging the intellectual property of others, including other people's ideas, words, graphs, diagrams, charts and pictures, photographs, works of music, art or literature. Acknowledging all used sources. It is acceptable to include words, ideas, data, diagrams, tables, graphs, film clips and pictures from books and online sources in assignments. Students must always credit where they have got the information used, both in the body of the written work and on the Works Cited page at the end, using the correct referencing format.

Student's Responsibility:

- Read and understand the Academic Honesty Policy.
- Students genuinely attempt formative work, with the work or ideas of others fully and correctly acknowledged through correct use of citations, and understand that it is an opportunity to receive feedback on their learning and make plans for improvement.
 - Ensure that summative assessment work is authentically their own, with the work or ideas of others fully and correctly acknowledged.
 - Comply with all internal school deadlines.
 - Understand the definitions of what is considered academic dishonesty.
 - Take ownership of learning by asking for clarification of instructions when necessary and seeking help when needed.
 - Talk to teachers when feeling overwhelmed to discuss assignments and time management strategies to reduce the stress.
 - Report malpractice and help cultivate a culture of academic honesty at their school.

Violation Procedures: First infractions (violations) will be handled by your teacher, subsequent infractions of the policy will involve working with a dean and possibly a counselor or coordinator of a program.