

Movement Foundations 2023-2024

Course Description

This course is designed for the mover as an introduction to dance movement foundations and dance elements. Students will engage in movement activities that increase their coordination, agility, balance, strength and flexibility which are necessary for all dance styles and life-long well-being. Course will guide students in discovering their movement potentials, creating and demonstrating movement sequences, making connections to their own movement interests and observing various movement styles and genres.

Who is my teacher?

Mariah Johnson - mariah.johnson@mpls.k12.mn.us

You can expect from me:

- Willingness to learn with you
- Upholding classroom respect
- Open-mindedness

My expectations for you: (below list is an EXAMPLE, use or modify)

- Be here on time and every day.
- Engage in the class and the work
- Listen with an open mind. Help create a safe and brave space for all.
- Ask for help when you need it.

Units - Goals and Summative Assessments

Please note the schedule may be altered to better accommodate the class. Changes will be announced as needed.

Unit 1: Introduction to the physical art of dance

Building skills: maintain endurance, flexibility, coordination, balance, agility and/or rhythmic skills

Physically perform patterns of movements

Summative: creating and performing your own movement sequence based on physical goals, weekly goal assignment, movement patterns

Unit 2: Developing your own movement practice

Discovering and defining personal movement preferences

Investigate various movement practices for improvement of physical and mental health, as well as personal expression

Develop a sustainable movement plan

Summative: Development and present a personal movement routine that reflects your own movement style and physical needs.

Unit 3: Exploring foundations of movement

Investigating and trying multiple dance forms, emphasizing rhythm and time (tap), body awareness and posture (ballet and modern), and American pop culture dances (jazz and hip hop)

Summative: movement sequences and patterns, movement study, compare and contrast

Unit 4: Movement and future applications

Investigate careers associated with physical movement and dance, reflect upon the importance of movement to self and society.

Summative: Students will collaborate to design and present a physical training program for a sport or movement activity.

Attendance:

Arrive to class before the final bell rings. When the 1 minute bell rings, it's time to find your space for warm-ups. If you'll be absent, check Google Classroom for missed work and send me an email if you have any questions.

Course Materials:

Chromebooks and clothing that allows students to fully participate in movement activities without restriction.

Grading Scale:

- **Summative Assessments** are 80% of your grade.
- **Formative Assessments** are 20% of your grade.
- Retakes will be permitted for summatives. You must talk with me if you are interested in doing a re-take and we'll discuss what you need to do.

If your work is:	Extended Innovative	Accurate Proficient	Adequate Inconsistent	Some Developing Limited Partial	Incomplete Unacceptable Inaccurate
On your assessment and in the gradebook you'll see:	8 or 7 or 6	5	4	3 or 2	1

Extra Support & Inclusion

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.

Academic Honesty

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