

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

BEGINNING DANCE

DATE: JANUARY 2015

COURSE LENGTH: 2 SEMESTERS

PROPOSED GRADE LEVEL(s): 9-12

SUBJECT AREA/CREDITS: VAPA/5 SEMESTER

GRADING: A-F

Intent to Pursue 'A-G' College Prep Status: Yes

COURSE DESCRIPTION:

In Beginning Dance, students will be introduced to dance as an art form, a physical activity, a language, and an academic discipline. The focus will be on the development of beginning to intermediate skills through the study and performance of various techniques and styles of dance including Latin, Afro Jazz, Contemporary, Lyrical, Character, and Hip-Hop. Influences from famous dancers and choreographers will be emphasized. Students will have the opportunity to choreograph using the qualities and elements of dance and will showcase their cumulative knowledge in a recital. This course combines the practice of dance technique with the history of dance, as well as the scientific foundations of movement and can be used to satisfy either the Visual and Performing Arts or the second year Physical Education requirement for graduation.

GENERAL GOALS/ESSENTIAL QUESTIONS:

- Students will read, write, discuss, and reflect upon dance in order to gain fluency, skills and a deeper understanding of the history and future of the art form.
- Students will work independently and collaboratively to create and perform artistically.
- Students will analyze the roles, functions and development of dance through time and its connections to other art disciplines.
- Students will develop creative skills in problem solving, communication and time management.
- Students will learn about career possibilities related to dance.
- Students will be introduced to basic modern and jazz technique including proper warm-up, alignment work, center work, isolations, traveling sequences and improvisations.
- Students will improve body alignment, balance, coordination, flexibility, strength and musicality.
- Students will develop basic performance skills such as style, projection, focus, energy, movement quality and concentration.
- Students will develop the ability to recognize and use the vocabulary of dance criticism.
- Students will develop an awareness of the distinctive styles and contributions of specific dancers and choreographers.
- Students will experience the work of dance artists through the medium of video and live performance.

CCSS READING COMPONENT:

- Students will be assigned readings from a variety of sources including magazines, textbook, and internet articles.
- Students will be required to follow written instructions on projects.

CCSS WRITING COMPONENT:

- Students will describe, analyze, critique and write about dance (description, observation, analysis, persuasive).
- Students will reflect on the creative process and problem solving techniques used in dance methods (reflective)
- Students will compare and contrast, as well as analyze the methods of famous choreographers (informative).
- Students will keep an ongoing journal of ideas views and project possibilities.

CCSS SPEAKING AND LISTENING COMPONENT:

- Students will present oral reports and participate in class/small group discussions about their own work and the work of others.
- Students will present their projects to the class with an explanation of the process and an evaluation of the end result.
- Students will orally respond to artwork and discuss their evaluation of the performer's intent using vocabulary and terms appropriate to dance.

DETAILED UNITS OF INSTRUCTION:

Please note: *Four days a week students will work on dynamic alignment, strength, flexibility, across-the-floors, and sequencing. At least once a week students will have a non-physical day where they will have a book work day: working with text, video, and various assignments relating to African and hip hop dance. At the end of each unit, the student will demonstrate knowledge and skill of dance vocabulary and movement by performing a piece from that style of dance and completing a self-evaluation after viewing their performance on video.*

Unit One:

- Dance History: Basic Jazz – Choreography Study
- Elements of Dance: A Dancer's Alignment & Etiquette

Unit Two:

- Dance History: Musical Theatre/Theatre Jazz – Choreography Study
- Elements of Dance: Actions - Intro to Choreography, Notate Systems
- Composition Element: Climax & Resolution

Unit Three:

- Dance History: Lyrical Jazz/ Ballet– Choreography Study
- Elements of Dance: The body - Imagery & The Choreographic Process
- Composition Element: Repetition

Unit Four:

- Dance History: Contemporary/ Modern Jazz– Choreography Study
- Elements of Dance: Dynamics - Imagery & Performance Quality
- Composition Element: Sequencing & Development

Unit Five:

- Dance History: Latin Jazz & West Coast Jazz – Choreography Study
- Elements of Dance: Relationships - Dynamics/Projection
- Composition Elements: Transition

Unit Six:

- Dance History: Afro/Cuban Jazz & Hip Hop – Choreography Study
- Elements of Dance: Space - Improvisation
- Composition Elements: Unity & Variety
- Recital and Reflection

TEXTBOOKS AND READING MATERIALS:

Teacher created materials generated by the EGUSD Dance Program, modified for FCUSD participants.

COMMON CORE & STATE CONTENT STANDARDS:

Speaking and Listening Standards (Grades 9-10 & 11-12)

Comprehension and Collaboration:

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - a. Come to discussions prepared.
 - b. Work with peers to set clear goals and deadlines and establish individual roles as needed.
 - c. Propel conversations by posing and responding to questions that relate to the current discussion and probe reasoning and evidence, promoting divergent and creative perspectives.
 - d. Respond thoughtfully to diverse perspectives.
2. Integrate multiple sources of information presented in diverse media or formats.

Writing Standards for Literacy in Technical Subjects (Grades 9-10 & 11-12)

Text Types and Purposes

1. Write arguments focused on discipline-specific content.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects to answer a question or solve a problem.

Reading Standards for Literacy in Technical Subjects (Grades 9-10 & 11-12)

Key Ideas and Details

1. Site specific textual evidence to support analysis of technical text.

Craft and Structure

4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific technical context relevant to grades 9-12 texts and topics.
5. Analyze the structure of relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).

Integration of Knowledge and Ideas

7. Translate technical informational expressed in words in a text into visual form.

California Visual and Performing Arts Content Standards (9th-12th Proficient):

- Student discusses the kinesthetic, visual, and aural dimensions of dance in his/her own experience of learning, making and performing dance as well as in the dances he or she views.
- Student demonstrates choreographic knowledge and skill in designing dances.
- Student analyzes and describes how major choreographers and dancers from a variety of cultures communicate aspects of their cultures and the times in works of dance.

- Student describes and analyzes the many ways dance conveys meaning.
- Student will discuss careers in dance and dance-related careers.
- Students will describe and demonstrate the use of a wide range of stimuli (sensory, literacy, imaginative, musical, etc.) to create dances.

California Physical Education Content Standards

- Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.
- Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.
- Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

DISTRICT ESLR'S TO BE ADDRESSED:

- **Self-Directed Learners:** Able to apply their knowledge of dance and movement to solve open-ended projects. Students will be able to revise and reflect on their ideas and solutions and explore career options related to dance.
- **Effective Communicators:** Able to successfully communicate ideas and emotions through an understanding of the elements of dance. Students will utilize knowledge of historic styles and important choreographers to discuss solutions and critique student work. Students will present portfolios and develop presentations.
- **Quality Producers/Performers:** Able to demonstrate the creative and technical ability to organize improvisational ideas and concepts into choreography of dances that demonstrate clarity, originality, and coherent form.
- **Constructive Thinkers:** Using acquired technical skills to creatively solve problems and reflect upon the characteristics and merits of their work and the work of others.
- **Collaborative Workers:** Able to work together to create solutions for group projects. Students will participate in group critiques of student performances. Students will participate in class discussions on aesthetics.
- **Responsible Citizens:** Who maintain classroom equipment and materials. Students will be responsible for supporting peers and commenting appropriately on their work.

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