

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

INTERMEDIATE DANCE

Date: March 2017

Course Length: 2 Semesters

Proposed Grade Level(s): 9-12

Subject Area: VAPA

Grading: A - F

Credits: 5 per semester

Prerequisite(s): Beginning Dance or Instructor Approval

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

A-G Course Identifier: F: Visual and performing arts

COURSE DESCRIPTION:

Intermediate Dance fulfills the District's Visual and Performing Arts requirement for graduation. This course will include an emphasis on intermediate to advanced skill development throughout the study of various technique and styles of dance (Jazz, Ballet, Afro Jazz, Contemporary, Lyrical, Character, and Hip-Hop). Influences from famous dancers and choreographers will be included. Students will have the opportunity to choreograph and demonstrate the qualities and elements during the different styles of dance. Students will showcase their cumulative knowledge in a recital at the end of the year/term.

GENERAL GOALS:

Goals:

- Students in this course will gain a better understanding of dance vocabulary and will gain fluency, literacy, and a deeper understanding of the history and future of the art form.
- Working both independently and collaboratively, students will have the opportunity to create and perform artistically. They will be required to analyze the roles, functions, and development of dance through time and its connections to other art disciplines.
- Students will focus on broadening their understanding of modern and jazz dance techniques, including proper warm-up, alignment work, center work, isolations, traveling sequences, and improvisations.
- Students will work on basic performance skills, as well as skills to improve body alignment, balance, coordination, flexibility, strength, and musicality.
- Students will experience the work of dance artists through the medium of video and live performance and learn about career possibilities related to dance.

COMMON CORE STATE ANCHOR STANDARDS FOR READING (K-12):

Key Ideas & Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft & Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge & Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Reading Range / Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

COMMON CORE STATE ANCHOR STANDARDS FOR WRITING (K-12):

Text Types & Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production & Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

COMMON CORE STATE ANCHOR STANDARDS FOR SPEAKING AND LISTENING (K-12):

Comprehension & Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge & Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and ensure that the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

DETAILED UNITS OF INSTRUCTION:

Throughout the course, students will work on dynamic alignment, strength, flexibility, across-the-floors, and sequencing. Students will also have scheduled non-physical days where they will have a book work day: working with text, video, and various assignments relating to the current genre of dance being studied. 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: Dance Class Etiquette

Unit Two:

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

Unit Three:

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

Unit Four:

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

Unit Five:

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

TEXTBOOKS AND RESOURCE MATERIALS:

Textbook

No assigned textbook.

Resource Materials

Resources and materials will be utilized from the following dance texts:

Choreography, Human Kinetics

Dance: the Art of Production, Princeton Publishing

The Dancer Prepares, McGraw Hill

A Sense of Dance, Human Kinetics

Clips from a variety of dance documentaries will be used for instructional purposes. These may include but are not limited to the following: *First Position* (2011), *Pina* (2011), *Dancer* (2016), *Ballet 422* (2015), *Dancing in the Light* (2015).

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

Grades 9 – 12 Advanced

1.0 Artistic Perception

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

Development of Motor Skills, Technical Expertise, and Dance Movements

1.1 Demonstrate highly developed physical coordination and control when performing complex locomotor and axial movement phrases from a variety of genres (e.g., refined body articulation, agility, balance, strength).

1.2 Perform in multiple dance genres, integrating an advanced level of technical skill and clear intent.

1.3 Memorize and perform complicated works of dance at a level of professionalism (i.e., a high level of refinement).

Comprehension and Analysis of Dance Elements

1.4 Apply a wide range of kinesthetic communication, demonstrating clarity of intent and stylistic nuance.

Development of Dance Vocabulary

1.5 Select specific dance vocabulary to describe movement and dance elements in great detail.

2.0 Creative Expression

Creating, Performing, and Participating in Dance

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

Creation/Invention of Dance Movement

2.1 Create a diverse body of works of dance, each of which demonstrates originality, unity, clarity of intent, and a dynamic range of movement.

Application of Choreographic Principles and Processes to Creating Dance

2.2 Use dance structures, musical forms, theatrical elements, and technology to create original works.

2.3 Notate dances, using a variety of systems (e.g., labanotation, motif writing, personal systems).

Communication of Meaning in Performance of Dance

2.4 Perform a diverse range of works by various dance artists, maintaining the integrity of the work while applying personal artistic expression.

Development of Partner and Group Skills

2.5 Collaborate with peers in the development of complex choreography in diverse groupings (e.g., all male, all female, people standing with people sitting).

2.6 Teach to peers a variety of complex movement patterns and phrases.

3.0 Historical and Cultural Context

Understanding Historical Contributions and Cultural Dimensions of Dance

Students recognize dance in past and present cultures throughout the world.

Development of Dance

3.1 Identify, analyze, and perform folk/traditional, social, and theatrical dances with technical accuracy and appropriate stylistic nuances.

3.2 Analyze the role dancers and choreographers play in the interpretation of dances in various historical and cultural settings.

History and Function of Dance

3.3 Compare and contrast universal themes and sociopolitical issues in a variety of dances from different cultural contexts and time periods.

Diversity of Dance

3.4 Explain how dancers and choreographers reflect roles, work, and values in selected cultures, countries, and historical periods.

4.0 Aesthetic Valuing

Responding to, Analyzing, and Making Judgments About Works of Dance

Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.

Description, Analysis, and Criticism of Dance

4.1 Critique dance works to improve, choreographic structure and artistic presence.

4.2 Use selected criteria to compare, contrast, and assess various dance forms (e.g., concert jazz, street, liturgical).

4.3 Analyze evolving personal preferences about dance styles and choreographic forms to identify change and development in personal choices.

Meaning and Impact of Dance

4.4 Research and assess how specific dance works change because of the impact of historic and cultural influences on their interpretations (e.g., because of the loss of lives in war, Fancy Dancing, once performed only by men, is now also performed by women).

4.5 Evaluate how aesthetic principles apply to choreography designed for technological media (e.g., film, video, TV, computer imaging).

5.0 Connections, Relationships, Applications

Connecting and Applying What is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.

Connections and Applications Across Disciplines

5.1 Demonstrate effective knowledge and skills in using audiovisual equipment and technology when creating, recording, and producing dance.

5.2 Compare the study and practice of dance techniques to motion, time, and physical principles from scientific disciplines (e.g., muscle and bone identification and usage; awareness of matter, space, time, and energy/force).

Development of Life Skills and Career Competencies

5.3 Synthesize information from a variety of health-related resources to maintain physical and emotional health.

5.4 Determine the appropriate training, experience, and education needed to pursue a variety of dance and dance-related careers.

DISTRICT ESLRS TO BE ADDRESSED:

Students will be:

- **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.
- **Constructive Thinkers:** Use acquired technical skills to creatively solve problems and reflect upon the characteristics and merits of their work and the work of others.
- **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.
- **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.
- **Quality Producers/Performers:** Able to demonstrate the creative ability and technical to organize improvisational ideas and concepts into choreography of dances that demonstrate clarity, originality, and coherent form.
- **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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SIGNATURE PAGE

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Prerequisite(s): Beginning Dance or Instructor Approval

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

A-G Course Identifier: F: Visual and performing arts

Site Proposing Course: Vista del Lago High School

Author: (typed/signature) Meggan McCall _____

Principal: (signature) _____

Subject Area Lead Teacher or
Division Leader: (signatures) _____

By signing approval, I concur that I have thoroughly reviewed this course outline and am in agreement with the proposal as written.

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