

Course Title: Dance FA 5, 6

Length of Course: 36 weeks

Grade Level: 10-12

Submitted by: Denise Lynne, Dance and Drama Resource Teacher, San Diego Unified School District, Visual and Performing Arts Department.

Course Description:

This standards-based course is designed to develop the creative horizons of dance students through intensive study and exploration of the choreographic process and the development of more advanced dance skills and technique. This course targets the highly motivated, focused, and skilled dance students who want to broaden their technique, creative work, and performance experience. Students will have the opportunity to practice and perform repertory pieces and new works prepared under the direction of the faculty, guest artists, and selected students. These pieces will be performed in assemblies, informal studio showings, annual dance concerts, and special performance events. Students will be given the chance to create works of their own after they have had extensive study in choreography skills, partnering, improvisation, and individual movement material. Interdisciplinary work involving other art forms such as video, live music, and the visual arts will be explored and practiced as part of the ensembles choreographic process. This course is designed to delve deeply into the creative component of dance, to explore the use of the mind and spirit as they relate to movement expression, expand knowledge and understanding of performance, abstract form, musical components and rhythms.

Standards-Based Course Goals and Objectives

1. Artistic Perception

- Students will develop increased strength, flexibility, endurance, correct body alignment, refine physical coordination, refine skills and technical accuracy in the areas of Modern, Jazz, Ballet, and Musical Theatre Dance.
- Students will develop and utilize advanced dance terminology and elements of space, time, energy, shape and effort.
- Students will demonstrate clarity of intent in performance of in-class warm-up activities, dance compositions and improvisations.
- Students will develop a clear understanding and utilization of choreographic elements as they relate to developing a dance piece.
- Students will begin preparation for the dance audition (resume, head shot, performance).
- Students will learn dances from various master teachers, which will expand their natural inclinations and technical abilities. Students will move out of their comfort zone.

2. Creative Expression

- Students will learn from a variety of artists and be able to perform multiple genres and forms with clear intent.
- Students will demonstrate understanding by using the elements of space, time, energy, shape and effort through improvisation, creation of advanced dance studies and development of more original, full-length choreography.
- Students will apply choreographic principles in designing original works and teaching the movement patterns and phrases to their peers.
- Students will communicate personal artistic intent and interpretation by performing original choreography in duets, trios, and small ensembles.
- Students show ability to dance well with various metered music. They have a clear sense of rhythm in their own bodies and can dance with or without live accompaniment.

- Student will demonstrate deep understanding of the use of space by choreographing their own works using new techniques learned by a master teacher.

3. Historical and Cultural Context

- Students will identify and express dance movement and style in relation to cultural and historical background.
- Students will learn choreographic style in the manner of leading choreographers including Graham, Humphrey, Tudor, Fosse, Nikolais and others.
- Students will learn and express the impact of social, economic, and cultural influences on dance and the ability to speculate about the future of dance based on past influences through original choreography.
- Students will invent dance compositions illustrating cultural and choreographic style.
- Students observe other dance styles from different countries and cultures and are able to translate meanings clearly into dance terminology and concepts taught in class.

4. Aesthetic Valuing

- Students will use their knowledge of the elements of dance and principles of choreography to interpret, analyze and judge a variety of works from various professional artists.
- Through oral and written analysis students will articulate the artistic and technical elements of their own and others' choreography.
- Students keep a written journal of how their personal dance technique and performance level is progressing in order to set new physical self-challenges.
- Students will notate and/or record observations in a written journal (dance map).
- Students will establish guidelines and rubrics for choreographic craftsmanship and proficiency in dance performance.
- Students will recognize and develop their own personal choreographic and performance style.
- Students will develop a portfolio of ongoing work and reflection.

5. Connections, Relationships, and Applications

- Students will learn body awareness and spatial relationships, which will help them across the curriculum.
- Students will develop personal creative skills essential for lifelong learning and personal well-being.
- Students will explore understanding of the audition and employment.
- Students will work with a variety of professionals, selected choreographers and/or master teachers in order to gain exposure, develop a flexible attitude, and respond in a variety of ways.
- Students examine training, education, and experience needed for careers in the dance field or related careers.
- Students create dance compositions based on poetry, art, musical form, historical events, mathematical principles and other curricular areas.
- Students will identify their own bodies from a proper nutritional standpoint and be able to adjust the diet in accordance to performance stresses as well as everyday practicing.

Texts and Supplemental Instructional Materials: (suggested)

Books: The Intimate Act of Choreography by Lynne Anne Blom, et al_ and The Art of Making Dances, by Doris Humphrey
Various videos, prose, poetry, short stories, newspaper and magazine articles.

COURSE OUTLINE / KEY ASSIGNMENTS

Units of Study	Artistic Perception	Creative Expression	Historical and Cultural Context	Aesthetic Valuing	Connections, Relationships, Applications
<p>Intermediate and Advanced Skills in Ballet, Jazz, Modern, Pilates</p>	<p>Proper alignment and perfect body placement at the intermediate/advanced level.</p> <p>Demonstrate refinement in intermediate/advanced locomotor sequences.</p> <p>Demonstrate refinement of intermediate/advanced axial movement.</p> <p>Demonstrate intermediate/advanced technical skill in axial/locomotor combinations.</p> <p>Learn dances from various master teachers expanding natural inclinations and learned technical abilities.</p> <p>Reverse combinations and apply elements of ambidexterity (e.g., right/left, over/under, and inward/outward concepts).</p>	<p>Improvise intermediate body postures as they relate to choreographic intent.</p> <p>Create and teach choreography in multiple genres and styles.</p> <p>Create original choreography without live accompaniment.</p> <p>Demonstrate ability to perform intermediate/advanced dance movements and choreography with clarity, emotional and/or dramatic intent.</p> <p>Demonstrate ability to correct standard technique in ballet, jazz, modern, and tap to prevent injury.</p> <p>Written journal of self - assessment for progress in technique and performance levels to set new challenges.</p> <p>Demonstrate accuracy by choreographing a dance using 3 different types of music varying in meter, rhythm and tone color.</p> <p>Lead warm-up exercises.</p> <p>Create a dance in at least three styles and revise. Demonstrate clear articulation stating reasons for the changes.</p>	<p>Review and experience body postures and alignment, in Jazz and Modern, and their relationship to various cultures: African, Irish, Latin, etc.</p> <p>Examine movement phrases used in a variety of folk dances and those from various cultures and identify intent.</p> <p>Compare and contrast various contemporary, historical, and cultural dance styles to their own cultural commonalities using video, films, lectures, books.</p> <p>Analyze personal choreography and compare and contrast how the work might have been different if it had been created by opposite sex, parents, grandparents, etc.</p>	<p>Relate body shape and postures to emotional expression.</p> <p>Analyze and critique performance of basic dance studies through observation and class discussion.</p> <p>Compare and contrast the qualities of expression and emotion performed in both axial and locomotor dance studies.</p>	<p>Discuss and practice ways to apply dance posture, alignment and perfect placement to everyday activities.</p> <p>Identify and document types of axial and locomotor movement used in everyday activities: chores, sports, etc.</p> <p>Design a diet and exercise program which will help maintain optimum performance in dance class.</p> <p>Utilize other forms of exercise and training (pilates, yoga, aerobics, floor barre and weight training) and how they can aid in conditioning and training the dancer.</p>

<p>Choreography and Musicality</p>	<p>Learn and perform dance sequences from Master Teachers with consistent intent.</p> <p>Learn and perform dance studies to review Time; tempo, meter, accent, rhythm, phrasing, Space; range of motion, positive and negative shapes, levels and pathway, and Energy; movement qualities, swing, sustain, collapse, explosive, smooth, etc.</p> <p>Demonstrate understanding through identification and usage of various metered music and complicated rhythms.</p> <p>Understand abstraction of ideas via movement and identify ways to turn motivational ideas into extended and more complex movement phrases.</p> <p>Listen to variety of musical selections and identify the instrumentation, tempo, meter 2/4, 3/4, 4/4, 6/8 and mixed meter (odd and even).rhythm, lyrics, etc.</p>	<p>Create a music map of movement ideas and develop the ideas into a completed dance work.</p> <p>Notate dances, using a variety of systems (Lanotation, motif writing, personal systems).</p> <p>Create complex dance studies utilizing creative problem solving skills in relationship to dance elements. Be able to manipulate the time, space, energy, style expression, forms and cultural influences.</p> <p>Apply choreographic style to master teacher and student’s movement phrases and choreography. (e.g., how would your choreography be performed if it were in the style of Robbins as opposed to Fosse” or Tharp vs. Balanchine).</p> <p>Create Choreography in 3 different styles using a variety of meter and or mixed meter.</p> <p>Create a variety of movement phrases and perform using 3 different musical selections. Note what has to happen in the process to make the phrase “work” with the music and work within a style.</p>	<p>Compare and contrast the types of body energy used in multiple dance styles and forms: Nikolais/Graham/Fosse/Balanchine</p> <p>Create dances based on a contemporary social theme and discuss the relationship of movements, motifs, phrases, and dance compositions to meaning of the work.</p> <p>Research famous choreographers (Jose Limon, Alvin Ailey) and discuss how their works (Ailey’s Revelations, Limon’s Unsung), reflect and or challenge the values, roles, and traditions of the people.</p> <p>View the works of a variety of dance pioneers, Doris, Humphrey, Jose Limon, Bob fosse, Twyla Tharp, Jerome Robbins, Merce Cunningham, George Balanchine. Compare and contrast composition, style preference and their intent.</p> <p>Research a particular time period (colonial America, Renaissance, Ancient Egypt, the Depression) and create an original movement study with intent and historical significance.</p>	<p>Identify how the choreographer creates and brings to life a dance idea through using imagination to create authentic-like movement costume, formations, lighting, and style place the dance in the appropriate historical or cultural setting (e.g., Graham’s Appalachian Spring, Alvin Ailey’s Revelation, Bring in Da Noise, Bring in Da Funk).</p> <p>Establish a set of criteria to analyze own and peer’s choreography. Make suggestions for improving performance quality and relationships, use of space, phrasing, transitions, etc.</p> <p>Recognize the specific signature that identifies a particular dance form or style.</p> <p>Practice and perform the specific dance postures and carriage, gestures (use of the hands), leg rotation, body isolations and rhythmical structure used in a variety dance styles (e.g., Waltz, Flamenco, Irish Step, West African, Salsa, Can Can, etc.)</p> <p>Using established criteria , evaluate in depth, two dance pieces from 2 live performances citing artistic intent, expression, and design elements.</p>	<p>Use a variety of sources for inspiring dance. Create extended and more complex improvisational movement studies using a source of inspiration.</p> <p>Expand dance maps to include production and design elements.</p> <p>Edit a musical piece using unique computer programs.</p>
---	---	--	--	--	---

<p>Developing the Work and Performance</p>	<p>Identify and list the names of steps and movements, sequentially, from complicated dances or dance combinations.</p> <p>Articulate what is required to execute a variety of dance movements with proper technique.</p> <p>Discuss the audition; terminology and process. Prepare for a mock audition.</p>	<p>Demonstrate deep understanding of the use of dance elements and musicality by choreographing their own works using new techniques learned by a master teacher.</p> <p>Working in collaborative groups, learn, teach and perform a 5 minute piece utilizing all the aspects discussed in this unit.</p> <p>Design a variety of extended dance studies and complete works showing physical prowess and emotional expression.</p> <p>Create an advanced thematic work dealing with deeper social or political issues, historical events, and more complicated concepts.</p> <p>Demonstrate a clear understanding of choreographing group forms (ABA, Ronda, Thematic, abstract, fugue) to effectively communicate the intention or meaning of the dance.</p>	<p>Discover the artist's intent and discuss any cultural or historical elements in peer's or master teacher's choreography.</p> <p>Practice and perform technically accurate dance postures, carriage, and gestures (use of the hands), leg rotation, body isolations and rhythmical structure used in a variety dance styles (e.g., Waltz, Flamenco, Irish Step, West African, Salsa, Can Can, etc.)</p> <p>Research famous choreographers (Jose Limon, Alvin Ailey) and discuss how their works (Ailey's Revelations, Limon's Unsung), reflect and or challenge the values, roles, and traditions of the people they represent.</p>	<p>Establish a set of criteria to analyze and evaluate student work. in live and in videotaped formats.</p> <p>Students will do a self and group assessment of their progress.</p> <p>Make artistic choices for the production and direction of their work: intent, style, form, costume, lights, sound, set design, etc.</p> <p>Using established criteria compare and contrast the appropriate use of movement style to convey intent in personal a, peer and master teacher's choreography (e.g. fall/recovery to represent the ebb and flow of the tide, rigidity (classical ballet representing established tradition vs. free-thinking, asymmetrical design to represent innovation).</p>	<p>Take on the role as choreographer, designer, and artistic director seeing relationships between these roles as they work together to complete a dance work or production.</p> <p>Act as a director and devise a rehearsal schedule and learn to manage time.</p> <p>Act as casting a director and experience the audition process as performers.</p> <p>Prepare a resume for a dance position.</p> <p>Discuss how the skills used in the audition relate to applying for a job in another area.</p> <p>Research and discuss the importance of repetition of specific dances or dance moves to build endurance. Compare this concept to other career and academic areas.</p>
---	--	--	---	---	--

General Outline:
(Semester One)

1. Intermediate/Advanced Ballet technique (French, Russian)
 - A. Barre work
 - B. Center work
 - C. Adagio
 - A. Petite allegro
 - B. Grand allegro
 - C. Learning ballet variation in both forms

2. Intermediate/Advanced Jazz (Traditional, musical theater)
 - A. Warm-up
 - B. Center work
 - C. Across the floor
 - A. Jazz phrases
 - E. Learning jazz dance pieces in all forms

3. Intermediate Modern technique (Limon, Horton, Murray-Louis, Cunningham, Graham)
 - A. Warm-up
 - B. Floor work
 - C. Center phrases
 - D. Across the floor
 - E. Learning modern dance pieces in all forms

4. Intermediate/advanced Music theory
 - A. Rhythm
 - B. Form
 - C. Use of music in dance choreography
 - D. Use of music in improvisation

5. Pilates technique for strength and flexibility
 - A. Beginning mat work
 - B. Introduction to intermediate mat work

6. Injury prevention/care of the body
 - A. Feet
 - B. Legs
 - C. Back
 - D. Neck
 - E. Study of proper alignment for body while studying different dance styles

7. Diet/ Health for dancers
 - A. Proper daily diet for dancers
 - B. Proper diet for performing
 - C. Nutritional needs for teens in dance
8. Introduction and preparation to working with guest artists and in a variety of genres.
9. Formal and informal presentations of dance works.

(Semester Two)

1. Dance in relation to new technologies
 - A. Videos and live work with professionals
2. Working with various guest artists in technique and choreography, learning new styles, techniques, and choreography
3. Ongoing Technique Development
 - A. Ballet
 - B. Jazz
 - C. Modern
4. Ongoing Pilates technique
 - A. Beginning mat work
 - B. Intermediate mat work
 - C. Introduction of advanced mat work
5. Ongoing Choreography and improvisation (intermediate/advanced)
 - A. Different choreographic styles
 - B. Techniques of improvisation
 - C. Students work with each other experimenting with new concepts brought into the classroom by teacher and master teachers.
 - D. Individual choreography assignments given using time, space, and force to be graded (scale 1-4)
6. Presentation of guest artist and original choreographies in formal and informal settings.
 - A. Groups
 - B. Duets
 - C. Solos

Instructional Methods and Strategies

1. Lecture
1. Teacher Modeling
2. Productions and performances (cooperative learning)
3. Guest Speakers / Instructors / Master Teachers
4. Attendance at a live dance performance
5. Video (comparison and self evaluation)
6. Project presentations, written assignments
7. Oral, written, and performance tests

Assessment Methods and Criteria

1. Students will be able to demonstrate through essays and critiques, a working knowledge of specialized dance terminology.
2. Students will demonstrate proficiency of dance steps and phrases via performance tests.
3. Students will understand the importance of warm up and dance on physical fitness via written test and increase in stamina and flexibility, determined by self and teacher assessment.
4. Students written work will be assessed for English (Language Arts) skills; grammar, punctuation, vocabulary, sentence structure by appropriate grade level.
5. Students will keep a portfolio of their work, including any designs, written projects, self and group evaluation projects, videotaped performances, critiques and tests.
6. The teacher and the students will develop a rubric for self and group evaluation, and for major assignments.
7. Students will be responsible for ongoing self-assessment of their acquired skills in dance. Check sheets, videotape, and essay methods will be used as evaluation tools.
8. Students will participate in all class activities.
9. Students will evaluate themselves and accept peer evaluation, in relation to their ability to cooperate and collaborate within a group.