

Course Title: Dance 3,4

Length of Course: 36 weeks

Grade Level: 9-12

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, while continuing to develop dance technical skills. 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. Students will be introduced to advanced principles of technique.

Standards-Based Course Goals and Objectives

1. Artistic Perception

- Students will develop strength, flexibility, endurance, correct body alignment, refine physical coordination, learn multiple dance forms, genres and styles, and develop technical accuracy.
- Students will learn dance terminology including ballet vocabulary and the 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.

2. Creative Expression

- Students will explore elements of space, time, energy, shape and effort through improvisation.
- Students will demonstrate understanding of elements of space, time, energy, shape and effort through creation and performance of original dance compositions.
- 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 will create original choreography through peer collaboration in instructions and performance.

3. Historical and Cultural Context

- Students will explore the role of dance in culture and history by learning folk and cultural dances from many different cultures including African, Irish, Caribbean, Spanish, Mexican and others.
- Students will learn choreographic style in the manner of leading choreographers including Graham, Humphrey, Tudor, Fosse, Nikolais and others.
- Students will create dance studies based on historical and current events. Students will learn the impact of social, economic, and cultural influences on dance and the ability to speculate about the future of dance based on past influences.
- Students will invent dance compositions illustrating cultural and choreographic style.

4. Aesthetic Valuing

- Students will use their knowledge of the elements of dance and principles of choreography to interpret, analyze and judge their own and others' dance works.
- Through oral and written analysis students will articulate the artistic and technical elements of their own and others' choreography.
- Students will record observations in a written journal.
- Students will establish guidelines and rubrics for choreographic craftsmanship and proficiency in dance performance.
- Students will recognize and develop qualities of their own personal choreographic and performance style.

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 examine training, education, and experience needed for careers in the dance field.
- Students create dance compositions based on poetry, art, musical form, historical events, mathematical principles and other curricular areas.

Texts and Supplemental Instructional Materials:

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>Movement Fundamentals And Skill Enhancement</p> <p>Dance Standards 1.1, 1.5 2.1, 2.4 3.1, 3.4 4.1, 4.4 5.2, 5.3, 5.4</p>	<p>Review proper alignments And perfect body placement</p> <p>Demonstrate proficiency in Basic locomotor skills: walk, run, leap, hop, gallop, slide, roll</p> <p>Demonstrate proficiency with basic axial movement: twist, turn, rise, fall, bend, stretch, extend</p>	<p>Improvise body postures as they relate to choreographic intent.</p> <p>Through improvisation, create axial and locomotor movement dance studies.</p>	<p>Review and experience body postures and alignment in relationship to various cultures: African, Irish, Latin, etc.</p> <p>Examine ways locomotor steps are used in a variety of folk dances and those from various cultures.</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>Dance Elements and their Relationship to Choreography</p> <p>Dance Standards. 1.2, 1.4, 1.5 2.3-2.6 3.1, 3.3, 3.4 4.3, 4.4, 4.5 5.4, 5.5</p> <p>9-10 Reading Standards: 3.1, 3.2, 3.5, 3.7</p>	<p>Learn and perform dance sequences 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>Explore elements of time, space, and energy through improvisational studies.</p> <p>Create unique movement studies using a variety of rhythms and sounds.</p> <p>Create simple dance studies utilizing creative problem solving skills in relationship to dance elements. Be able to modify the time, space and energy of the study as indicated by the instructor.</p>	<p>Compare and contrast the types of body energy used in multiple dance styles and forms: Nikolais/Graham/Fosse/Balanchine</p> <p>View videos from STOMP to identify and discuss rhythm and use of sound, and BLAST for pattern and pathway relationships.</p>	<p>Watching a variety of video clips (ex. Twyla Tharp’s “Push comes to Shove”, Graham’s “Appalachian Spring”, Joffrey Ballet’s “Billboards”, identify and do written project on emotional connection to elements of dance, i.e. anger may be shown by strong, sharp and quick movements, fear through vibratory movement, joy through percussive movement, etc.</p>	<p>Using works of art, (paintings and sculpture), connect dance elements to line, shape, form, color, texture, intensity.</p> <p>Using Poetry, prose, sonnet or a story, students will identify and understand the writing process to the basic process of designing choreography, beginning, middle and end, topic sentences, supporting paragraphs, etc.</p>

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<p>Principles of Choreography:</p> <p><i>Movement Composition</i></p> <p>Dance Standards 1.4, 1.5 2.1-2.4, 2.7 3.1-3.4 4.2 - 4.5 5.4, 5.5</p> <p>9-12 Visual Art 1.1, 1.3, 1.4</p> <p>9-10 Writing Standards 2.2, 2.4</p>	<p>Understand abstraction of ideas via movement.</p> <p>Identify ways to turn motivational ideas into movement phrases.</p> <p>Apply the elements of dance to movement phrases.</p>	<p>Create unique initial movements based on a motivation or idea. Extend initial movement into phrases.</p> <p>Write an original piece of prose, poem or story and interpret it through original movement.</p> <p>Apply choreographic style to students’ original movement phrases. “How would your combination be performed if it were in the style of Robbins as opposed to Fosse” or Tharp vs. Balanchine”? Create the phrase in a different style.</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. Discuss the different ways phrases are composed according to the style of each choreographer.</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>Develop teacher-student and student rubrics to assess choreography. Include aspects to look for; consistency of style, clear intention, elements time, space, energy, etc.</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.</p>	<p>Discuss sources of ideas for choreography (Aesthetics, physiology, psychology, religion, philosophy, etc.)</p> <p>Discuss development of theme from a single idea. Use various forms of writing: short story, sonnet, poem. (Some typical themes are: propaganda, cosmic, mechanical and literary themes).</p> <p>Discuss how a choreographer would attempt to convey the meaning in a literary work through movement.</p>
<p>Principles of Choreography:</p> <p><i>Form</i></p> <p>Dance Standards 1.2, 1.3, 1.4, 1.5 2.1 – 2.7 3.1, 3.2, 3.3 4.2, 4.5 5.4, 5.5</p>	<p>Understand the relationship between dancers on the stage: solo, pas de deux, trio, small and large groups.</p> <p>Explore use of stage space for effective dancer placement (power, intimacy, appropriate facings, etc.)</p> <p>Discuss and explore the idea of transition and continuity</p> <p>Explore vocabulary: succession, symmetry, asymmetry and form style: ABA, narrative, canon, suite, recurring theme</p>	<p>Create dance maps for improvisational studies and for planning choreography.</p> <p>Explore transitioning techniques to move from one phrase to next.</p> <p>In groups, create a dance study that can be done in canon form. Explore ways to make the form more effective by manipulating it using the elements.</p> <p>Create movement studies to convey meaning and feeling based upon placement and movement on the stage.</p>	<p>Study Doris Humphrey’s forms for Choreography. Discuss her use of canon in major dance works.</p> <p>Research 2 choreographers and identify and describe how form is used in their work (consider Mark Morris, Twyla Tharp, Paul Taylor for example).</p> <p>Discuss the form used in traditional folk dance and it’s significance to more contemporary dance.</p>	<p>View and discuss traditional ballet form with that of 19th-20th century choreographers</p> <p>Discuss how styles are different/similar between Ballet, Jazz, Tap, Modern.</p> <p>Recognize the contribution of cultural and folk dance to dance form and style.</p>	<p>Expand dance maps to include costuming, lighting production ideas.</p> <p>Students will keep a notebook of the process of choreographing a work. Included in the notebook will be: dance maps, musical selections, staging, dancers, costume, lighting, sound ideas, self and teacher-student created rubrics, and a final self/group evaluation.</p>

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<p>Music Sources</p> <p>Dance Standards 1.4, 1.5 2.2, 2.6, 2.7 3.1, 3.2, 3.4 4.1, 4.4 5.1, 5.4, 5.5</p>	<p>Listen to a 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>Listen to environmental sounds, either via recorded venue or live (i.e. Sound, rhythm, color, tempo, beat of any type of machine).</p> <p>Distinguish between beat and rhythm in a piece of music. Ex. Clap the beat and move your feet to the rhythm.</p>	<p>In collaborative groups, create movement studies based upon the instrumentation in a piece of music.</p> <p>Create a movement phrase and perform it to 3 different musical selections. Note what has to happen in the process to make the phrase “work” with the music.</p> <p>Create sound to accompany your movement study. Use body percussion, castanets, pans, sticks, voice, breath sounds, shoes, etc.</p>	<p>Discuss the significance of Tap dance to the African American and Irish culture.</p> <p>Listen, discuss and move to Latin and Brazilian music.</p>	<p>Discuss how instrumentation in a musical selection evokes expression and feeling. Does key signature (minor, major keys) have an effect on movement and feeling?</p> <p>View the video of STOMP and discuss ways the sounds and instruments used would inspire movement. Define what the time, space and energy would look like? How man dancers on stage? Transitions.</p> <p>Describe the relationship between the dance and the musical accompaniment. Is there enhancement or detracton? Which one is affected?</p>	<p>Identify and discuss how music and dance form relate to each other: phrase, AB, ABA, rondo, canon, fugue, etc.</p> <p>Relate music and dance form to that of writing a poem or story.</p> <p>Identify appropriate music for traditional celebrations: bar mitzvahs, Quincenierras, sporting events, etc.</p> <p>Students will learn the technique of editing music using computer technology.</p>
<p>Developing the Work</p> <p>Dance Standards 1.1-1.5 2.1-2.7 3.3 4.1, 4.2, 4.3, 4.5 5.1, 5.2, 5.4, 5.5</p>	<p>Apply vocabulary, dance elements, and choreographic principles to determine an idea to explore.</p> <p>Discuss the audition; terminology and process</p>	<p>Working in collaborative groups, students will teach, learn, and perform a 2-4 minute piece utilizing all the aspects discussed in this unit.</p>	<p>Students will discuss intent and identify any cultural or historical elements in their peer’s choreography.</p>	<p>Using their rubrics, students will analyze and evaluate student work. Students will evaluate during live and in videotaped formats.</p> <p>Students will do a self and group assessment of their progress.</p> <p>Students will make artistic choices for the production and direction of their work: intent, style, form, costume, lights, sound, set design, etc.</p>	<p>Student takes on role as choreographer, designer, and artistic director and sees relationships between these roles to the completion of a dance work.</p> <p>Students will devise a rehearsal schedule and learn to manage time.</p> <p>Students will act as casting directors and experience the audition process as performers.</p>

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.