

Murrieta Valley Unified School District
High School Course Outline
August 2005

Department: Visual and Performing Arts/ Physical Education

Course Title: Dance III – Advanced Dance Choreography/Production

Course Number: 7231

Grade Level: 11 – 12

Prerequisite: Successful Completion of Dance II and Audition/Teacher Approval (10th Grade Students May Take Dance III with Teacher Approval and Concurrent Enrollment in Dance II)

UC/CSU (A-G) Requirement: F (Pending UC Approval)

Course Description

Dance III is designed for the highly motivated dance student. Students in the course will be exposed to advanced dance technique in the areas of ballet, modern, jazz, musical theater, and hip-hop. Through the introduction of these advanced techniques, the students will gain a working vocabulary of movement that will help them progress further with their improvisational skills and choreography. Classroom activities will include dance improvisation, student choreography, preparation for a spring dance production, and opportunities for student performance of acquired technical skill. Daily participation in exercises that improve flexibility, muscle strength, dance technique, and cardiovascular endurance will emphasize the benefits of lifetime health and fitness. Students will have the opportunity to see live performances and respond critically through written form. Dance theories in historical context and with an overview on cultural diversity will be taught. Injury prevention, health, nutrition for dancers, and postsecondary dance career and school opportunities will also be explored through the duration of this course.

Goals for Artistic Communication Component

This goal is to demonstrate to students how they can naturally use artistic forms of communication to transition to a variety of styles of dance. Students become more effective and efficient at using their natural artistic abilities as they come to realize that art and dance are both accessible and intrinsic in their day to day lives.

The student will:

- A. Create and perform complex movement pieces utilizing the elements of dance, time, space, and energy with clarity of movement and dramatic content.

- B. Observe dances live and on video and discuss the dance movement elements as taught through a kinesthetic perspective utilizing proper dance terminology introduced through literature, videos, and guest artists.
- C. Demonstrate the ability to identify and perform complex movement phrases and patterns from at least two types of dance styles.
- D. Create their own compositions focusing on rhythmic tempo and pattern changes and utilizing the correct dance movements in the given style.
- E. Demonstrate an advanced skill level of ballet, modern, and jazz dance technique by effectively completing technique and performance evaluations.

Completed goals for Artistic Communication Component:

Students develop increased body awareness; movement communication skills; and a capacity for movement response, motor efficiency, and multisensory integration. Advanced dance elements are explored and performed using the technical skills, vocabulary, and language of dance.

Goals for the Creative Expression Component

This goal is to nurture a sense of objective awareness and curiosity by encouraging structured explorative behavior. The desired result is to discover stimulating subject matter that can inspire a movement piece or work of art. Educators can encourage this through the use of open-ended exercises and questions; and by introducing exciting videos, music, books, and guest artists.

The student will:

- A. Be able to identify their own bodies from a proper nutritional standpoint and be able to adjust their diet in accordance to performance stresses.
- B. Demonstrate through daily participation, safe warm up exercises that improve muscle strength, flexibility, and cardiovascular endurance and be able to lead these warm-up exercises safely for a variety of body types.
- C. Monitor their own progress and personal growth in their technique through teacher/student conferences and videotape analyzing their movement progression in class.
- D. Organize improvisational ideas and concepts into choreography of movement pieces that demonstrate clarity, originality, and coherent form in at least two dance styles – ballet, modern, tap, and jazz.

- E. Use and identify the relation of dance to time exploring ways to manipulate dance techniques into various rhythms and meters through improvisation.
- F. Create and perform dances based on contemporary social themes and discuss the relationship of the movements, motifs, phrases, and dance forms to meaning in their pieces within the class or small group setting.
- G. Use the aesthetic language of dance to formulate and answer questions about the way in which specific movement choices communicate abstract ideas within their own and other classmates' choreography.

Completed goals for the Creative component:

Students are now able to make further connections between dance composition, performance, & healthful living. They utilize advanced choreographic processes and principals to communicate meaning; & express feelings, perceptions, images and thoughts through their dance compositions and performances.

Goals for Historical and Cultural Context Component:

The goals for the historical and cultural context are two-fold. First, to expand student's historical awareness by having them investigate the role of dance in historical and contemporary cultures. Second, students look more in depth into cultural diversity to help them develop a greater appreciation, knowledge, and understanding of human diversity through dance and movement exploration.

The student will:

- A. Recreate historical, cultural, and contemporary dance styles after viewing them live and on video. Visitations by guest artists to perform dances and educate the students on costumes and the meaning behind their choreographed pieces will be arranged.
- B. Perform complex cultural, historical, and contemporary dances from their own and others' cultures. Master classes with guest artists expose the students to a variety of these different folk, cultural and contemporary dances which the student performs in class.
- C. Experience and continue to learn to appreciate cultural diversity by further exploring dance and music of different cultures culminating with a written analysis or performance critique comparing and contrasting the works reviewed.
- D. Demonstrate knowledge of choreographic works and choreographers from different historical time periods within at least two dance styles- ballet, jazz, tap, or modern. Students will be introduced to artists and analyze the movement characteristics and influence of his/her era and genre.

- E. Observe and discuss the effects of technology in the dance world today by viewing live performances and videos of new techniques being incorporated with dance.

Completed Goals for Historical and Cultural Context Component:

Students will expand their knowledge and understanding of human diversity through dance. They will investigate the role of dance in historical and contemporary cultures through visitations by guest artists and analyze and interpret in accord with the learned aesthetic principles.

Goals for Aesthetic Valuing Component:

The student will:

- A. Explore various dance career options including: college dance programs, teaching in the public and /or private sector, dance therapy, and professional opportunities as related to the entertainment industry.
- A. Analyze, interpret, and experience dance in accord with learned aesthetic Principles = Analytical Observation
- B. Evaluate their art based on emotional impact and technical execution = Evaluation
- C. Create a dance, revising it over time, and be able to articulate the reasons for those changes to the choreography clearly, and analyze the developments from those decisions.
- D. Establish a set of aesthetic criteria, based on their own preferences and the established parameters within dance criticism, and be able to apply them both in written form and verbally through evaluations of their own and others' work.

Completed Goal for Aesthetic Valuing Component:

Students are able to successfully evaluate their own and others dance works using accurate artistic principles. They also can clearly evaluate dance as an art form based on the emotional and technical execution of movement.

II. Outline of Content for Major Areas of Study and Timeline

Semester I

- A. Dance Technique Review 1 week/ongoing
 - 1. Body Alignment for Dancers
 - 2. Proper Dance Warm-Up
 - 3. Strength and Flexibility Exercises

4. Dance Terminology
 5. Injury prevention and care of the body
- B. Ballet Technique 4 weeks
1. History of Ballet
 2. Movement Theory
 3. Ballet Terminology
 4. Ballet Technique
 - A. Barre work
 - B. Center work
 - C. Adagio
 - D. Petit allegro
 - E. Grand allegro
 - F. Ballet variations
- C. Modern Dance 3 weeks
1. History of Modern Dance
 2. Modern Dance Movement Theory
 3. Modern Dance Terminology
 4. Dance Improvisation
 5. Elements of Movement/Modern technique
 - A. Warm-up
 - B. Floor work
 - C. Center phrases
 - D. Progressions across the floor
 - E. Modern variations
 - F. Time, space, energy
- D. Jazz Dance 4 weeks
1. History of Jazz
 2. Jazz Movement Theory
 3. Jazz Dance Terminology
 4. Advanced Jazz Technique
 - A. Warm-up
 - B. Center work
 - C. Progressions across the floor
 - D. Jazz combinations
 5. Jazz Styles
 - A. Traditional
 - B. Lyrical
 - C. Hip-hop
 - D. Musical theatre
- E. Diet/health for dancers 1 week/ongoing
- A. Proper daily diet for dancers
 - B. Eating disorders in the dance community

- C. Nutritional needs of teens in dance
- D. How to develop individual eating plans

- F. Written tests on vocabulary ongoing
 - A. Ballet, jazz, and modern
- G. Written critiques/papers on videos viewed in class ongoing
 - A. Ballet, jazz, and modern
 - B. Injury prevention, diet, and health
- H. Dance technique tests (graded scale-rubric 1-5) ongoing
- I. Group assigned dances performed in class 1 week
graded scale – rubric 1-5
 - A. Groups choreograph based on techniques and choreographic principles taught in class. This allows students to develop on movement knowledge they have gained and build communication skills with other students to develop an end product.
- J. Final Project: Historical/Cultural Dance 3 weeks
 - A. Learn specific cultural dances through videos and guest artists
 - B. Lecture and view videos on background of dance in relation to historical and cultural context.
 - C. Present a paper and correlating movement piece on an aspect of dance history.

Topics may include but are not limited to:

 1. Important contributor to the dance world.
 2. Evolution of Dance in the 20th century.
 3. Relationship of Dance to other arts.
 4. Impact of multi-media on Dance – past 50 years to present.

Semester II

- A. Elements of Choreography 3 weeks
 1. Theories of Choreography and choreographic styles
 2. Problem Solving: set parameters in rhythmic organization, unity and space. Students begin experimenting with new concepts brought in by the teacher.
 3. Choreography assignments - solo and group pieces using the elements of time, space, and energy to be graded from a rubric of 1-5
- B. Music Theory 1 week/ongoing
 1. Rhythm and form
 2. Use of music in dance choreography - all genres

3. Use of music/sound in improvisation
- C. Technique continued from semester one ongoing
 1. Ballet, jazz, and modern
- D. Dance in relation to new technologies 1 week
 1. Videos and live work with technology experts.
- E. Written papers on videos viewed in class ongoing
 1. Ballet, jazz, and modern
 2. Choreography concepts
 3. Nutrition and health concerns for dancers
- F. Pilates technique (as taught by Joseph Pilates) 1 week/ongoing
 1. Beginning-intermediate mat work
- C. Performance in Spring Dance Concert 7-9 weeks
 1. Audition of student choreography
 2. Dancer auditions
 3. Technical Rehearsals/Staging
 4. Dress Rehearsals
 5. Costuming & Make Up
- D. Final Project 2 weeks
 1. Performance of concert (4 -5 shows)
 2. Verbal/Written Analysis

III. Accountability Determinants

- A. Key Assignments
 1. Research project, performance project and evaluation, choreography projects, concert performance, production analysis.
 2. Technique and terminology evaluations.
 3. Public performance.
- B. Assessment Methods
 1. Teacher observation of daily classroom participation, effort, improvement, achievement, and behavior.
 2. Written and oral analysis of student dance performance by teacher, based on correct technique and choreographic principles.
 3. Oral, written and performance based evaluation using class rubric. (See Attachment #1)
 4. Student evaluation of professional works.
 5. Written and oral critiques by peers using class rubric.

6. Final assessment includes cumulative evaluation from all of above.

7. Dance Technique & Performance Rubric

- a. 5 Dancer executes the dance step/piece cleanly and precisely with complete technical accuracy. Body lines and placement are fully stretched and aligned. All aspects of characterization (i.e. emotional intensity, energy, rhythm, and attitude) as well as variety in musical phrasing, level, and energy are incorporated, clearly delineated, and maintained throughout the dance step or combination, fully supporting the choreographer's intent.
- b. 4 Dancer executes the dance step/piece cleanly with above average technical accuracy. Body lines and placement are stretched and aligned. Most aspects of characterization as well as variety in musical phrasing, level, and energy are incorporated, clearly delineated, and maintained throughout the dance step or combination, adequately supporting the choreographer's intent.
- c. 3 Dancer executes the dance step/piece with understanding, but not cleanly or full technical accuracy. Body lines and placement are evident but not fully stretched or aligned. Aspects of characterization, as well as variety in musical phrasing, level, and energy are missing and may not be clearly delineated and maintained throughout the dance step or combination.
- c. 2 Dancer presents little understanding of proper technique or form of the dance step/piece. Body lines and placement are inaccurate. Few aspects of characterization are evident and supporting of the choreographer's intent. There is minimal variety in musical phrasing, level, and energy maintained throughout the piece.
- d. 1 Dancer presents no understanding of technique or form of the step/piece. Body

line and placement are inaccurate or missing.

Movement is meaningless and muddled with little evidence of musical phrasing, level, and energy. Dancer is easily distracted and makes little effort to establish or maintain character throughout the step or combination. Performance indicates the dancer does not understand or acknowledge the choreographer's intent.

*The Dance Performance Rubric provides an accurate & easy way for ongoing assessment of student growth.

IV. Required Texts

None

V. Supplemental Materials

- A. Sound system
 - 1. Adjustable pitch CD/Cassette player
 - 2. Remote microphone and headset
- B. TV Monitor, DVD Player, VHS Player, LCD projector
- C. Variety of music on CD and cassette tape.
- D. Digital video camera & tripod
- E. Reference texts, periodical, and videos:
(including but not limited to)

Reference Texts

- 1. The Dance Dictionary
- 2. The Ballet Book: A Young Persons Guide to Classical Dance:
National Ballet of Canada
- 3. Meaning in Motion – New Cultural Studies of Dance
By, J. Desmond
- 4. Black Dance 1619 – Today
By, L. Fauley-Emery
- 5. Dance Injuries: Prevention & Care Of
By, Daniel D. Arnheim, MD
- 6. Modern Dance Basics
By, G. Cheney

Periodicals

- 1. Dance Magazine
- 2. Dance Spirit Magazine

3. Dance Teacher Magazine
4. Dance and Fitness West
5. Pointe

Videos/DVDs

1. Principles of Choreography
2. Dare to Dance
3. Billboards – Joffrey Ballet
4. Balanchine Celebration – Part I
5. Pilobolus Dance Theater
6. Four by Ailey
7. Martha Graham: Dance in America
8. Dancing Hollywood
9. Burn the Floor
10. Stomp Out Loud
11. Riverdance
12. Fosse
13. Cats
14. Dein Terry's Tap Dogs