

GLENDALE UNIFIED SCHOOL DISTRICT

Senior High School

December 17, 2002

Department: Physical Education or Visual and Performing Arts

Course Title: Modern Dance 1-2 (Beginning)

Course Number:

Grade Levels: 9 - 12

Semester Hours 5 or 10

Prerequisite: None

Course Description: This beginning level course provides acquisition of basic dance skills, kinesthetic sensitivity, and introduction to concepts and elements of dance technique and composition. Included also is an introduction to historical and cultural aspects of dance. Basic improvisational, choreographic, and performance techniques are also incorporated. The course fulfills graduation requirement in Physical Education, although it is a segment of the dance course sequence that appears in the Visual and Performing Arts Department. This course fulfills the UC entrance requirement.

I. Standards

- A. Standard 1 - Artistic Perception: Students demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance. Students explore dance elements and perform dance movements using the skills, vocabulary, and language of dance.

The students will:

1. Demonstrate refined physical coordination and kinesthetic awareness when performing movement phrases from a variety of genres (e.g. refined body articulation, agility, balance, and strength).
2. Memorize and perform works of dance, demonstrating technical accuracy and consistent artistic intent.
3. Perform in multiple dance genres (e.g. modern, ballet, jazz, tap, traditional/recreational).

4. Learn and utilize the elements of dance, which include space, time, energy, and shape.
5. Become aware of and employ a variety of musical and sound accompaniments.

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6. View works of experienced dancers and each other and respond verbally and in writing, using dance vocabulary.

- B. Standard 2 - Creative Expression: Students apply choreographic principles, processes, and skill to create and communicate meaning through improvisation, composition, and performance of dance. Students create and communicate meaning through dance composition, performance, and reflection.

The students will:

1. Develop the fundamentals of choreography and simple form (i.e., beginning, middle, and ending).
2. Respond to beginning experiences in directed movement improvisation.
3. Experiment in rhythmic activities, visual design, and variations of movement.
4. Create short movement sequences that express a specific idea, image, or personal expression.
5. Collaborate with peers in the development of choreography in groups (e.g. duets, trios, and small ensembles).
6. Communicate responses to perceptions, feelings, images, and thoughts through movement.
7. Perform informally in class and in some formal settings.

- C. Standard 3 - Historical and Cultural Context: Students analyze the function and development of dance in past and present cultures throughout the world noting human diversity as it relates to dance and dancers. Students demonstrate understanding that dance and dancers reflect and influence culture.

The students will:

1. Be introduced to the history of dance and its place in Western and non-Western societies.
2. Identify characteristics used in dances that reflect specific cultural context, and communicate universal themes and socio-political issues in their historical/cultural context specific traditions and meanings.
3. Discuss the role that dance has had in the development of several different cultures and explain how dancers from various cultures and historical periods reflect diversity and values.
4. Become aware of the dance traditions of the local cultural groups represented in the community and recognize basic movements from each.

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- D. Standard 4 - Aesthetic Valuing: Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on specific criteria including the elements of dance and aesthetic qualities. Students demonstrate understanding of form and meaning in dance.

The students will:

1. Describe how theatrical production qualities contribute to the success of a dance performance (e.g., music, lighting, costuming, text, set design).
 2. Apply criteria-based assessments appropriate to various dance forms (e.g., concert jazz, street, modern).
 3. Defend personal preferences about dance styles and choreographic forms, using criteria-based assessment.
 4. Research and identify dances from different historic periods or cultures and make connections between social change and artistic expression in dance.
 5. Demonstrate positive attitudes of self, others, and one's environment through dance, by discussion, and written journal entries.
 6. Demonstrate how student meanings are expressed in their creative dance work.
- E. Standard 5 - Connections, Relationships, and Applications: Students develop awareness that what they learn in dance relates to learning across subject areas. They develop competencies and creative skill in problem solving,

communication and management of time and resources that contribute to lifelong learning and career skills.

The students will:

1. Demonstrate effective use of technology for recording, analyzing and creating dances.
2. Apply simple concepts from anatomy and physiology, to the study and practice of dance techniques.
3. Understand how participation in dance presents opportunities to maintain physical and emotional health and develops creative and inter/intra-personal skills for lifelong learning and well being.
4. Be introduced to various dance career options (e.g., performer, choreographer, dance therapist, teacher, historian, critic, etc.).

II. Sample Assessments

- A. Demonstration of movement technique
- B. Teacher-made tests
- C. Reflections, self-evaluations, portfolio
- D. Testing - quarter quizzes, final exam
- E. Ongoing assessment of student performance and participation

III. Topics of Study/Suggested Time Distribution

- A. Body awareness, movement communication, movement response, motor efficiency. 20%
 - 1. Kinesthetic awareness
 - 2. Response from a variety of stimuli
 - 3. Perform a specific and repeatable movement sequences
 - 4. Dance vocabulary, written and verbal
 - 5. Development of strength, flexibility and motor control
- B. Dance elements, performed dance movements, skills, vocabulary, and dance language. 15%
 - 1. Element of space, axial and locomotor movements
 - 2. Element of time, rhythm
 - 3. Element of force, energy
- C. Dance performance and care of the body. 10%
 - 1. Warm-ups, understanding of preparing to dance
 - 2. Prevention of dance injuries
 - 3. Nutrition and healthful practices

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- D. Choreographic principles 10%
 - 1. Movement exploration and improvisation based on a variety of stimuli
 - 2. Transform ideas, patterns, and imagery into movement
 - E. Meaning through dance composition. 10%
 - 1. Create movement sequences from a variety of stimuli.
 - 2. Choreograph dance studies based on themes with personal meaning.
 - 3. Rework dance studies as a result of evaluation, discussion, and sharing.
 - F. Understanding human diversity through movement. 10%
 - 1. Learn folk, historical, cultural, and contemporary dances.
 - 2. Discover commonalities and differences of dances of various cultures and times.
 - G. Analysis, interpretation, and making aesthetic judgments. 10%
 - 1. Explore, discover, and appreciate dance work.
 - 2. Observe and discuss elements of dance movement, choreographic principles, individual interpretation of ideas.
 - H. Making connections. 10%
 - 1. Dance as lifelong learning experience
 - 2. Careers in dance
 - 3. Music, theatre and visual arts, as well as other subject areas
- IV. Instructional Strategies or Methods
- A. Group and individual work in movement improvisation and composition.
 - B. Performance – informal in the studio
 - C. Readings

- D. Lecture
- E. Videos, audiotapes, CD ROM
- V. Texts and Supplemental Instructional Materials
 - A. Adopted Texts - none
 - B. Instructional aids, texts, and printed resources for teachers and students addressing the following topics:

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1. Anatomy, physiology, and kinesiology
 2. Care of the body: warm-up and stretch, injury prevention, health, nutrition, body alignment
 3. Modern, ballet, and jazz dance
 4. Folk, cultural, ethnic, social dance
 5. History of dance
 6. Important dance artists in historical and contemporary times
 7. Choreography
 8. The creative process
 9. Careers in dance
 10. Assessment of student progress in dance
- C. Supplies and Equipment
 1. Sound system, audiotape and CD player
 2. Percussion instruments
 3. Video camera and monitor