

GLENDALE UNIFIED SCHOOL DISTRICT

Senior High School

December 17, 2002

Department: Visual and Performing Arts

Course Title: Modern Dance 3-4 (Intermediate)

Course Number:

Grade Levels: 9 - 12

Semester Hours 5 or 10

Prerequisite: Dance 1-2

Course Description: This intermediate course develops and extends the Visual and Performing Arts standards, student knowledge and movement skills introduced in the prerequisite class, Dance 1-2 (Beginning). Concepts and skills are further developed in the areas of movement techniques, creative expression in dance, choreography and improvisation, place of dance in historical and cultural contexts, viewing, and evaluating dance works, and making connections to society and careers. This course fulfills high school graduation, as well as University of California and California State University entrance requirements.

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 when performing movement phrases (e.g., alignment, agility, balance, strength).
2. Demonstrate dance technique and skills with expanded movement vocabulary and increase in strength and flexibility.
3. Refine their kinesthetic sensibilities by defining and experiencing the dance processes.

4. Use the elements of dance, and choreographic principles and processes to develop short and long dance works.
5. Develop elements of composition and improvisation.

6. Perceive and perform movements incorporating space, energy, rhythm, and shape in all dance genres (e.g., modern, ballet, jazz, tap, cultural, recreational).

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

The students will:

1. Create a body of works of dance that demonstrate originality, unity, and clarity of intent.
2. Identify and apply concept of time (e.g., rhythm, meter, tempo, and syncopation) to construct and perform dances.
3. Design dances that utilize an established dance style or genre.
4. Perform original works that employ personal artistic intent and effectively communicate.
5. Perform works by various dance artists communicating the original intent of the work while employing personal artistic intent and interpretation.
6. Collaborate with peers in the development of choreography in groups (e.g., duets, trios, and small ensembles).
7. Increase awareness of body movement potential, care, injury prevention, and nutrition as it relates to optimal physical movement.

- 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.

The students will:

1. Learn dances of other cultures and creates original dance movement in the styles of those cultures.
2. Research and discuss the role that dance has had in the development of several different cultures.

3. Explain how the works of dance by major choreographers communicate universal themes and socio-political issues in their historical/cultural contexts (e.g., seventeenth century Italy, eighteenth century France, the women's suffrage movement, dance in the French courts, Chinese cultural revolution, etc.).

4. Explain how dancers from various cultures and historical periods reflect diversity and values (e.g., ethnicity, gender, body types, and religious intention).

D. Standard 4 - Aesthetic Valuing: 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. Students demonstrate understanding of the meaning and impact of 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, liturgical).
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. Identify and evaluate the advantages and limitations of viewing live and recorded dance performances.
6. Make informed judgments regarding meaning and impact of works in dance.
7. Describe how personal values and ideals can be communicated through dance.
8. Compare and contrast how meaning is communicated in several different dances.

E. Connections, Relationships and Applications

Students begin to 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 learn about careers in and related to dance.

The students will:

1. Demonstrate effective use of technology for recording, analyzing, and creating dances.

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2. Apply concepts from anatomy, physiology, and physics to the study and practice of dance techniques.
3. Explain how participation in dance presents opportunities to maintain physical/emotional health and develops creative and inter/intra-personal skills for lifelong learning and well being.
4. Examine the training, education, and experience needed to pursue dance career options (e.g., performer, choreographer, dance therapist, teacher, historian, critic, filmmaker, etc.).

II. Sample Assessments

- A. Portfolios of student work over a period of time in journals, videos, photographs, etc.
- B. Demonstration of movement technique
- C. Choreographic projects
- D. Reflections, self-evaluations
- E. Performance – formal and/or informal
- F. Testing – quarter quizzes, midterm, final exam, etc.
- G. Research and written reports
- H. 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. Response from center of body to various stimuli

2. Movement sequences of increasing complexity taught by the teacher
3. Kinesthetic awareness
4. Dance terminology
5. Technical accuracy
6. Clarity of dramatic intent

- B. Dance elements, performed dance movements, skills, vocabulary, and dance language. 15%
 - 1. Long, complex phrases and patterns from different traditions and types of dance
 - 2. Combinations, movement variations, and dances using rhythmic meters
 - 3. Full range of the elements of space, time, and force.
- C. Dance composition, performance, and care of the body. 15%
 - 1. Concept and practice of warm-ups
 - 2. Observed growth in skill development and movement ability
 - 3. Analysis of anatomy and physical challenges
- D. Choreographic principles. 10%
 - 1. Improvisation
 - 2. Choreographic approaches
 - 3. Coherent form and structure of dance composition
- E. Meaning through dance composition. 10%
 - 1. Contemporary social themes
 - 2. Expressive movement, motifs, and meaning in dance composition
 - 3. Communication of abstract ideas in language and dance
- F. Understanding human diversity through dance. 10%
 - 1. Historical, cultural, and contemporary dance styles and forms
 - 2. Viewing and recreating folk, historical, cultural, and contemporary dances
 - 3. Study of own and others' cultures and dances

4. Effects of technology on contemporary dance forms
5. Analysis of cultural dance on historical dance

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- G. Analysis, interpretation, and making aesthetic judgments. 10%
 1. Aesthetic criteria for dance analysis and criticism
 2. Making artistic judgments based on aesthetic principles
 3. Assessment of students' own work and that of others
 4. Communication of how and why aesthetic decisions are made
- F. Making connections. 10%
 1. Appropriate audio tapes, video, CD, CD ROM, computer programs for the teacher and student
 2. Explore and relate dance to other subject areas, such as English/Language Arts, History/Social Studies, Science, math, the other arts/disciplines, etc.
 3. Health and care of the body for the dancer
 4. Dance as lifelong learning and experience
 5. Careers in dance

IV. Instructional Strategies or Methods

- A. Project-based learning: movement technique or combination studies, choreographies, research and reports, create music for dance, etc.
- B. Group and individual work in movement improvisation and composition
- C. Performance – formal and informal, in the studio or on stage
- D. Rehearsal on choreographic or technique projects, preparation for performance
- E. Readings

- F. Lecture
 - G. Library/Internet research
 - H. Videos, audiotapes, CD ROM, live accompaniment
- V. Texts and Supplemental Instructional Materials
- A. Adopted Texts - none

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- B. Instructional aids, texts and printed resources for teachers and students addressing the following topics:
 1. Anatomy, physiology, and kinesiology
 2. Care of the body: warm-up and stretch, injury prevention, health, nutrition, body alignment, conditioning
 3. History of dance
 4. Folk, cultural, ethnic, social dance
 5. Modern, ballet, jazz, tap and theatrical dance
 6. Important dance artists in historical and contemporary times
 7. Choreography
 8. Staging the dance
 9. The creative process
 10. Designing a comprehensive, sequential dance program
 11. Careers in dance
 12. 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
4. Digital capability