

GLENDALE UNIFIED SCHOOL DISTRICT

Senior High School

December 17, 2002

Department: Visual and Performing Arts

Course Title: Modern Dance 5-6 (Advanced)

Course Number:

Grade Levels: 11 - 12

Semester Hours 5 or 10

Prerequisite: Dance 3-4

Course Description: Material presented in this advanced level course is a continuation of Dance 3-4 (Intermediate). It is designed to give the serious student further training in movement skills, technique, and knowledge of dance. Students approach the art of dance with a developed creative ability and articulate the historical and cultural roles of dance. Aesthetic literacy and critical thinking skills are refined. In addition to advanced technique, choreography and improvisational experiences, the study of dance culminates in performances including school assemblies, community events, and concert presentations. The course meets high school graduation and University of California and California State University entrance requirements in Visual and Performing Arts.

- A. Standard 1 - Artistic Perception: Students perceive and respond, using the elements of dance. They demonstrate advanced movement skills, process sensory information, and describe movement, using the vocabulary of dance.

The students will:

1. Demonstrate highly developed physical coordination and control when performing complex locomotor and axial movement phrases from a variety of genres (e.g., refined body articulation, agility, balance, and strength).
2. Perform in multiple dance genres integrating an advanced level of technical skill and clear intent.
3. Memorize and perform complicated works of dance at a level of professionalism (i.e. a high level of refinement).

4. Apply a wide range of kinesthetic communication, demonstrating clarity of intent and stylistic nuance.

5. Select specific dance vocabulary to describe movement and dance element in detail.

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

The students will:

1. Create a diverse body of works of dance, each of which demonstrates originality, unity, clarity of intent, and a dynamic range of movement.
2. Use dance structures, musical forms, theatrical elements, and technology to create original works.
3. Notate dances using a variety of systems (e.g., lab notation, motif writing, personal systems).
4. Perform a diverse range of works by various dance artists, maintaining the integrity of the work while applying personal artistic expression.
5. Collaborate with peers in the development of complex choreography in diverse groupings (e.g., all male, all female, people standing with people sitting).
6. Teach a variety of complex movement patterns and phrases to peers.

- C. Standard 3 - Historical and Cultural Context: Students develop knowledge and understanding of human diversity through dance.

The students will:

1. Identify, analyze and perform folk/traditional, social, and theatrical dances with technical accuracy and appropriate stylistic nuances.
2. Analyze the role dancers and choreographers play in the interpretation of dances in various historical and cultural settings.
3. Compare and contrast universal themes and sociopolitical issues in a variety of dances from different cultural contexts and time periods.
4. Explain how dancers and choreographers reflect roles, works and values in selected cultures, countries and historical periods.

- 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.

The students will:

1. Critique dance works to improve choreographic structure and artistic presence.
2. Use selected criteria to compare, contrast, and assess various dance forms.
3. Analyze evolving personal preferences about dance styles and choreographic forms to identify change and development in personal choices.
4. Give a written or oral report employing self-assessment techniques.

- E. Standard 5 - Connections, Relationships, and Applications: Students apply what they learn in dance 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. They learn about careers in and related to dance.

The students will:

1. Demonstrate effective knowledge and skill in using audiovisual equipment and technology when creating, recording and producing dance.
2. Synthesize information from a variety of health-related resources to maintain physical and emotional health.
3. Determine the appropriate training, experience, and education needed to pursue a variety of dance and dance-related careers.

II. Sample Assessments

- A. Demonstration of advanced movement technique and dance styles
- B. Choreographic projects
- C. Reflections, self-evaluations

D. Testing – quarter quizzes, midterm, final exam

E. Performance – formal and informal

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F. Ongoing assessment of student performance and participation

G. Research and written reports

H. Portfolios of student work over a period of time by journals, videos, photographs, etc.

III. Topics of Study/Suggested Time Distribution

A. Body awareness, movement communication, movement response, motor efficiency. 20%

1. High level of technical skill
2. Deeper emotional tone, dramatic intent, and artistic style
3. Critical understanding shown in verbal and written analyses of dances
4. Learn and perform dances of professionals.

B. Dance elements, performed dance movements, skills, vocabulary, and dance language. 15%

1. Choreograph in the style of selected masters.
2. Perform with musicality, correctness, confidence with or without accompaniment.
3. Project artistic expression, clarity, and stylistic nuance.

C. Dance performance and care of the body. 10%

1. Ability to correct movement technique to prevent injury.
2. Set new physical and intellectual self-challenges in dance.

D. Choreographic principles. 10%

1. Research and choreograph to a chosen theme.
 2. Complex rhythms, such as syncopation, tone color, mixed meter
- E. Meaning through dance composition. 10%
1. Compare and contrast professional choreographies and styles.
 2. Meaning from cultural perspectives

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- F. Understanding human diversity through movement. 10%
1. Dance reflects basic beliefs and changes in society.
 2. Analyze cultural commonalities in movement and dance.
- G. Analysis, interpretation and making aesthetic judgments. 10%
1. Significance of student's own dance as cultural expression
- H. Making connections. 10%
1. Dance as a higher education major
 2. Job shadowing the dancer/choreographer
 3. Animation, technology and entertainment industry
 4. Dance as metaphor
- 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 techniques 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
 - B. Instructional aids, texts and printed resources for teachers and students addressing the following topics:
 - 1. Anatomy, physiology, and kinesiology

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- 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
 - 11. Staging the dance
 - 12. Designing a comprehensive, sequential dance program
- C. Supplies and Equipment

1. Sound system, audiotape and CD player
2. Percussion instruments
3. Video camera and monitor
4. Digital capability