

**MT. DIABLO UNIFIED SCHOOL DISTRICT  
COURSE OF STUDY  
DRAFT**

<b>COURSE TITLE:</b>	<b>Dance I</b>
<b>COURSE NUMBER:</b>	<b>8710 Physical Education 0943 Visual and Performing Arts</b>
<b>CALPADS NUMBER:</b>	<b>2355</b>
<b>CST:</b>	<b>None</b>
<b>DEPARTMENT:</b>	<b>Physical Education &amp; Visual and Performing Arts</b>
<b>NCLB TEACHER CREDENTIAL REQUIREMENT:</b>	<b>To be determined by the Credential Analyst in Personnel</b>
<b>LENGTH OF COURSE:</b>	<b>1 Year</b>
<b>CREDITS PER SEMESTER:</b>	<b>5</b>
<b>GRADE LEVEL(S):</b>	<b>9<sup>th</sup> -12<sup>th</sup></b>
<b>GRADUATION REQUIREMENT OR ELECTIVE:</b>	<b>Elective</b>
<b>PREREQUISITES:</b>	<b>None</b>

**BOARD OF EDUCATION ADOPTION:**

**COURSE DESCRIPTION:**

Dance I is a course designed to give students the opportunity to learn the elements of dance, kinesiology and physical education in a program that is aligned with the California Content Standards for Physical Education and the Visual & Performing Arts. Emphasis will be placed on rhythms and dance movement, with analysis of qualities of movement and the incorporation of expression into arts. Units of instruction include contemporary or modern, ballet skills, jazz, Broadway, hip hop, social dance, choreography, and dance history.

Additionally, this course helps students learn the basic skills of dance with a focus on technique, poise, self-confidence, creative ability, and elements of choreography for individuals and groups. Students will learn several dance pieces in various styles as well as choreograph pieces and dance in class presentations. This course is designed for all students with or without previous experience in dance and can prepare students for more advanced classes. Students will gain an awareness of career opportunities in Dance.

**COURSE OUTLINE:**

**1. MAJOR GOALS**

- 1.1 Demonstrate knowledge of and competency in motor skills, movement patterns, qualities of movement and technical strategies needed to perform a variety of dance skills. {Physical Education Content Standard 1}

- 1.2 Achieve a basic level of physical fitness for good health and performance while demonstrating knowledge of fitness elements, principles, and strategies. {Physical Education Content Standard 2}
- 1.3 Demonstrate knowledge of psychological and sociological concepts, principles, and strategies as they apply to learning and performance of physical activity. {Physical Education Content Standard 3}
- 1.4 Demonstrate elements and knowledge of the historical and cultural foundations of dance.
- 1.5 Apply knowledge and experience in dance to the study of other art forms, physical education activities, subject areas, and life skills.
- 1.6 Develop the ability to express perception, emotion, mood, images, and thoughts through dance movement.
- 1.7 Demonstrate and develop an appreciation for originality and creativity in dance, viewing dance, and critiquing dance through the artists' eye.
- 1.8 Demonstrate the ability to establish aesthetic criteria and apply it in evaluating work of their own, and the work of others.
- 1.9 Use technology to reinforce and enhance dance concepts as well as connect to historical, and cultural foundations of dance.
- 1.10 Identify career opportunities and pathways for undergraduate and post-graduate studies in fields related to dance or kinesiology and physical education.

## **2. PERFORMANCE OBJECTIVES:**

- 2.1 Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities. {California State Physical Education Standard 1}
  - 2.1.1 Demonstrate basic knowledge and skills in two or more dance styles, selecting one or more from each of the following: Ballet, Jazz, Modern or Contemporary, Folk or Cultural, Ballroom or Social.
  - 2.1.2 Identify and apply the principles of biomechanics necessary for the safe and successful performance of various dance activities.
  - 2.1.3 List the safety equipment, uniform and facilities required for participation in dance activities; describe and demonstrate these safe practices.
  - 2.1.4 Demonstrate independent learning of movement skills in dance activities.
  - 2.1.5 Apply previously learned movement concepts to the learning and development of the motor skills required for successful participation in dance activities.
- 2.2 Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness and dance concepts, principles and strategies. {California State Physical Education Standard 2}
  - 2.2.1 Participate in dance activities that improve or maintain personal levels of health related physical fitness.
  - 2.2.2 Analyze the effects of dance activities on a personal physical fitness program and personal levels of health related physical fitness.

- 2.2.3 Meet physical fitness standards that exceed those of a scientifically based health related fitness assessment.
- 2.2.4 Explain the relationship between participation in dance activities and health.
- 2.2.5 Develop personal goals to improve performance in dance activities.
- 2.3 Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity. {California State Physical Education Standard 3}
  - 2.3.1 Compare and contrast the effective leadership skills used in dance activities and those used in other physical activities.
  - 2.3.2 Develop personal goals to improve performance in dance activities.
  - 2.3.3 Identify and analyze dance activities that enhance personal enjoyment.
  - 2.3.4 Explain how to select and modify dance activities to allow for participation by younger children, the elderly, and individuals with special needs.
  - 2.3.5 Analyze the role of social interaction in the successful participation in and enjoyment of dance activities.
  - 2.3.6 Analyze the role that cooperation and leadership play in dance activities.
  - 2.3.7 Engage in dance activities, both in school and outside school.
- 2.4 Artistic Perception- Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance. {California State Visual and Performing Arts Standard 1}
  - 2.4.1 Demonstrate basic physical coordination when performing movement phrases (e.g., alignment, agility, balance, strength)
  - 2.4.2 Memorize and perform works of dance, demonstrating basic technical accuracy and consistent artistic intent.
  - 2.4.3 Perform in multiple dance genres (e.g., modern, ballet, jazz, hip hop, ballroom, traditional, cultural)
  - 2.4.4 Demonstrate and apply basic knowledge of dance vocabulary to distinguish how movement looks physically in space, time, and force/energy.
- 2.5 Creative Expression- Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance. {California State Visual and Performing Arts Standard 2}
  - 2.5.1 Create a phrase or dance piece demonstrating originality, unity, and clarity of intent.
  - 2.5.2 Identify basic music elements (e.g., rhythm, meter, tempo and timbre) used in dance.
  - 2.5.3 Design or adapt a dance that utilizes an established dance style or genre.
  - 2.5.4 Perform works by various dance artists communicating the original intent of the work while employing personal artistic intent and interpretation.
  - 2.5.5 Collaborate with peers in the development or adaptation of choreography in groups (e.g., duets, trios and small ensembles).
  - 2.5.6 Demonstrate knowledge in using partner or group relationships to define spatial patterns and use of overall performing space, as well as aesthetic elements of dance including dynamics, levels, tempo change, and quality of movement.

- 2.6 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. {California State Visual and Performing Arts Standard 3}
  - 2.6.1 Identify and perform folk/traditional, social and theatrical dances with basic stylistic nuances.
  - 2.6.2 Describe ways in which folk/traditional, social and theatrical dances reflect their specific cultural context.
- 2.7 Aesthetic Valuing- Students critically assess and derive meaning from works of dance, performance of dancers, and original works according to the elements of dance and aesthetic qualities. {California State Visual and Performing Arts Standard 4}
  - 2.7.1 Apply criteria based assessments appropriate to various dance forms (e.g. concert jazz, street, liturgical).
  - 2.7.2 Defend personal preferences about dance styles and choreographic forms, using criteria based assessment.
  - 2.7.3 Identify and evaluate the advantages and limitations of viewing live and recorded dance performances.
- 2.8 Connections, Relationships, Applications- Students 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 also learn about careers in and related to dance. {California State Visual and Performing Arts Standard 5}
  - 2.8.1 Explain how dancing presents opportunities and challenges to maintain physical and emotional health, and how to apply that information to current training and lifelong habits.
  - 2.8.2 Explain how participation in dance develops creative skills for lifelong learning and well-being that are interpersonal and intrapersonal.
  - 2.8.3 Examine the training, education, and experience needed to pursue dance career options (e.g., performer, choreographer, dance therapist, teacher, historian, critic, filmmaker, adjudicator).

### **3. CONTENT OUTLINE:**

- 3.1 California PE Standard 1- Knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.
  - 3.1.1 Recognize basic ballet technique, including but not limited to pliés, relevé, tendu, port de bras and the basic ballet foot positions.
  - 3.1.2 Recognize basic jazz technique, including but not limited to jazz walks, passé, chaîné turns, leaps and jumps.
  - 3.1.3 Recognize basic modern dance skills including falls, contractions, developpé and various qualities of movement.
  - 3.1.4 Recognize basic partnering skills including open and closed holds, opposition, and lifts.
  - 3.1.5 Identify posture and alignment, use of leg, and back strength in skills.
  - 3.1.6 Memorize safety and rules in dance and performance.
  - 3.1.7 Memorize dance classroom etiquette and social norms.

- 3.1.8 Recognize walking to dancing- what is dance?
- 3.2 California PE Standard 2- Knowledge of fitness and dance concepts, principles and strategies.
  - 3.2.1 Practice dance warm-up and conditioning
  - 3.2.2 Practice fitness for dancers- strengthening “The Core”
  - 3.2.3 Practice state mandated physical fitness assessments- goals, assessments, interpretation
  - 3.2.4 Practice exploring dance- introduction to genres and influences
- 3.3 California PE Standard 3- Knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.
  - 3.3.1 Recognize personal qualities of the dancer
  - 3.3.2 Discuss goal setting in dance- a personal checklist
  - 3.3.3 Discuss dance opportunities in and around the community
  - 3.3.4 Discuss dance as a social event
  - 3.3.5 Employ teamwork in dance, teambuilding concepts, and group forming norms
- 3.4 California State Visual and Performing Arts Standard 1-Artistic Perception
  - 3.4.1 Practice balance, agility and strength training in dance
  - 3.4.2 Recognize jazz basics
  - 3.4.3 Recognize ballet/lyrical basics
  - 3.4.4 Recognize contemporary/modern basics
  - 3.4.5 Recognize hip hop and popular dance basics
  - 3.4.6 Recognize ballroom/social dance basics
  - 3.4.7 Recognize multicultural dance basics
  - 3.4.8 Recognize tap dance basics
  - 3.4.9 Recognize movement within space, time and force/energy
- 3.5 California State Visual and Performing Arts Standard 2- Creative Expression
  - 3.5.1 Classify tools of dance- locomotion, time, space, force, energy, axial movements
  - 3.5.2 Classify elements of music –rhythm, tempo, meter, and key
  - 3.5.3 Discuss interpretation and modeling of choreography
  - 3.5.4 Demonstrate group and partner choreography
- 3.6 California State Visual and Performing Arts Standard 3- Historical and Cultural Contexts
  - 3.6.1 Recognize history of dance/Historical influences on dance
  - 3.6.2 Recognize cultural influences of dance
  - 3.6.3 Recognize influential/historical figures in dance
- 3.7 California State Visual and Performing Arts Standard 4- Aesthetic Valuing
  - 3.7.1 Practice reviewing dance
  - 3.7.2 Describe dance styles and qualities
  - 3.7.3 Translate critiquing dance
- 3.8 California State Visual and Performing Arts Standard 5- Connections, Relations and Applications
  - 3.8.1 Dance as a lifelong pursuit
  - 3.8.2 Dance and life skills (e.g., conflict resolution, problem solving, goal setting, fitness for life)

3.8.3 Recognize dance careers and the future of dance

**4. INSTRUCTIONAL METHODS AND/OR STRATEGIES:**

- 4.1 A variety of instructional strategies will be used to accommodate all learning styles and to reinforce reading, writing, and physical activities as well as foster creative and expressive thinking. Methods will include:
  - 4.1.1 Modeling and demonstration
  - 4.1.2 Guided practice
  - 4.1.3 Lecture
  - 4.1.4 Instructional and historical video
  - 4.1.5 Journal and article reading and summarizing
  - 4.1.6 Framed dance paragraphs
  - 4.1.7 Dance sentence starter
  - 4.1.8 Review and evaluation of performance
- 4.2 Student-centered learning strategies to include:
  - 4.2.1 Peer coaching
  - 4.2.2 Reciprocal teaching
  - 4.2.3 Peer and self analysis by video
  - 4.2.4 Task/goal cards

**5. EVALUATION OF STUDENT PROGRESS:**

- 5.1 Student achievement in this course will be measured using multiple assessment tools including but not limited to:
  - 5.1.1 Performance based assessments which assess dance skills, cognitive concepts, effort and participation
  - 5.1.2 Journals and portfolios
  - 5.1.3 Written assignments
  - 5.1.4 Group and individual projects
  - 5.1.5 Quizzes and tests
  - 5.1.6 Group performances and summative collaboration pieces, rubric assessed

**6. TIME ESTIMATES:**

- 6.1 History, cultural explorations, and viewing dance – 2 weeks
- 6.2 Team building, cooperative learning, dance etiquette, and social skills – 2 weeks
- 6.3 Ballet and lyrical dance terminology, skills, and composition – 4 weeks
- 6.4 Jazz dance terminology, history, skills, and composition – 4 weeks
- 6.5 World dance history, style of dance, traditions, music, and dress – 4 weeks
- 6.6 Modern dance styles, history, movement patterns, and music – 4 weeks
- 6.7 Social dance techniques, partnering, music, and basic steps – 4 weeks
- 6.8 Improvisation, choreography, and analysis – Ongoing
- 6.9 Dance performance and production – Ongoing
- 6.10 Fitness for life and careers in dance – Ongoing

**7. INSTRUCTIONAL MATERIALS:**

- 7.1 Music players, IPOD docks, CD players, Portable stereos
- 7.2 MP3 players, CDs
- 7.3 DVDs, VHS tapes, video recorder
- 7.4 Dance magazines, books, media
- 7.5 Full length mirrors, portable mirrors
- 7.6 Props- chairs, ribbons, handkerchiefs, stage props, black lights, tinkling sticks, hoops, etc.

### **Sample Lesson Plan**

**Standard to be taught:** Line dancing

2.1.6 Demonstrate independent learning of movement skills in dance activities

3.4.6 Ballroom/social dance choreography

**Assessment:**

1. Rubric based assessment on memorization, showmanship and expression of choreography

**Teaching strategies:**

1. Instructor taught line dance combination (Tush Push, Slappin’ Leather, Electric Slide)
2. Group collaboration for individualization and practice of choreography

**Student activities:**

1. Learn line dance style of instructor’s choice
2. Practice to various tempo music, practice and perfect choreography in small groups
3. In small groups, add level changes, transitions, and personal choreography adjustments to recreate piece as original
4. Perform for class in small groups

**Resources:**

1. Line dance videos (YouTube, written instruction on traditional line dance)
2. Assessment rubric for performance and choreography
3. Music of various tempos and genres for line dance performance

**Committee Members:**

1. Melinda Hall	Director of Curriculum & Instruction	Curriculum & Instruction
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9. Megan Coddington	Physical Education Dept. Chair	Concord High School
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11. Cesar Ortiz	Physical Education Dept. Chair	Ygnacio Valley High School
12. Bob Johnson	Physical Education Dept. Chair	Northgate High School