

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

<b>COURSE TITLE:</b>	<b>Dance III/Advanced Dance</b>
<b>COURSE NUMBER:</b>	<b>8690 Physical Education 0945 Visual and Performing Arts</b>
<b>CALPADS NUMBER:</b>	<b>2356</b>
<b>CST:</b>	<b>None</b>
<b>DEPARTMENT:</b>	<b>Physical Education &amp; Visual and Performing Arts</b>
<b>NCLB TEACHER CREDENTIAL REQUIRMENT:</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>10<sup>th</sup> -12<sup>th</sup></b>
<b>GRADUATION REQUIRMENT OR ELECTIVE:</b>	<b>Elective</b>
<b>PREREQUISITES:</b>	<b>Completion of Dance II or Audition or Teacher Recommendation</b>

**BOARD OF EDUCATION ADOPTION:**

**COURSE DESCRIPTION:**

Dance III is an advanced course designed to build upon the techniques taught in Dance II or in previous training. Students will demonstrate an understanding of technique, choreography, and production, with a particular emphasis on dance performance and production. Students will demonstrate knowledge and appreciation of dance history, culture and influence in a variety of dance forms. Students will apply performance and production experience with the opportunity to choreograph for mandatory productions. Students will demonstrate an understanding of the career opportunities available through dance. This course is repeatable for credit.

**COURSE OUTLINE:**

**1. MAJOR GOALS**

- 1.1 Demonstrate knowledge of and proficiency 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 proficient to advanced 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 Define, identify and perform and teach movements, concepts and elements of dance. {California Visual and Performing Arts Standard 1.0}
- 1.5 Create studies, reproduce and interpret other artists' works, improvise, and perform. {California Visual and Performing Arts Standard 2.0}
- 1.6 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 Visual and Performing Arts Standard 3.0}
- 1.7 Demonstrate proficient ability to express perception, emotion, mood, images, and thoughts through dance movement. {California Visual and Performing Arts Standard 2.0}
- 1.8 Demonstrate and develop an appreciation for originality and creativity in dance, viewing dance and critiquing dance through the artists' eye. {California Visual and Performing Arts Standard 4.0}
- 1.9 Demonstrate the ability to establish aesthetic criteria and apply it in evaluating work of their own and the work of others. {California Visual and Performing Arts Standard 4.0}
- 1.10 Use technology to reinforce and enhance dance concepts as well as connect to historical and cultural foundations of dance. {California Visual and Performing Arts Standard 5.0}
- 1.11 Create a professional portfolio for application to professional, undergraduate and post-graduate studies in fields related to dance or kinesiology and physical education. {California Visual and Performing Arts Standard 5.0}

## **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 advanced knowledge and skills in three or more dance styles, selecting one or more from each of the following: Ballet, Jazz, Lyrical Jazz, Musical Theater, Modern or Contemporary, Folk or Cultural, Ballroom or Social, Tap and Hip Hop.
  - 2.1.2 Demonstrate independent learning of movement skills in dance activities.
  - 2.1.3 Apply previously learned movement concepts to the learning and development of the motor skills required for successful participation in dance activities.
  - 2.1.4 Apply learned movement concepts in breaking down complex movements to basic steps for beginning and intermediate instruction to peers and the community.

- 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 Improve or maintain one's physical fitness by adjusting physical activity levels according to the principles of exercise.
  - 2.2.3 Analyze the effects of dance activities on personal levels of health related physical fitness.
  - 2.2.4 Meet physical fitness standards that exceed those of a scientifically based health related fitness assessment.
  - 2.2.5 Explain the relationship between participation in dance activities and health.
- 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 Demonstrate effective leadership skills used in dance activities and compare and contrast to 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 Select and modify dance activities to allow for participation by younger children, the elderly, and individuals with special needs.
  - 2.3.5 Engage in dance activities both in school and outside school.
  - 2.3.6 Accept and perform planned and spontaneous leadership assignments and roles in dance activities.
- 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 Visual and Performing Arts Standard 1}
  - 2.4.1 Demonstrate how projection/showmanship affects performance and expression of message in dance.
  - 2.4.2 Demonstrate and describe problem solving in performance, flexibility and adjustments required in successful productions.
  - 2.4.3 Demonstrate specific dance techniques and skills in multiple genres.
  - 2.4.4 Communicate personal feelings and ideas through movement with originality, individual style and clarity.
  - 2.4.5 Explore the use of improvisation, problem-solving techniques and inventive thinking in the creative process of dance.
  - 2.4.6 Demonstrate through movement dance as a form of communication.
  - 2.4.7 Demonstrate and learn advanced modern concepts such as negative space, unison, sequence and opposition.
  - 2.4.8 Demonstrate proficient physical coordination when performing movement phrases (e.g., alignment, agility, balance, strength)
  - 2.4.9 Memorize and perform works of dance, demonstrating intermediate technical accuracy and consistent artistic intent (e.g., level changes, tempo changes, syncopation, and a variety of floor patterns as well as technical elements of dance)

- 2.4.10 Perform in multiple dance genres (e.g., modern, ballet, jazz, hip hop, ballroom, traditional, cultural) in several venues, including but not limited to rallies, community events, dance concerts, etc.
- 2.4.11 Demonstrate and apply advanced knowledge of dance vocabulary and terminology.
- 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 Performing Arts Standard 2}
  - 2.5.1 Create dance works that use coherent phrases and demonstrate originality, unity, and clarity of intent.
  - 2.5.2 Apply production techniques in the creation and influence of lighting, music, costuming and props as appropriate to choreographed works.
  - 2.5.3 Reproduce, interpret and adapt other artists' works in a variety of genres and apply experiences in the original composition of their own choreography.
  - 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 originality 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.
  - 2.5.7 Create original movement that communicates a feeling/response effectively.
  - 2.5.8 Apply a variety of choreographic forms and structures (theme and variation, canon, collage, ABA) in original works.
  - 2.5.9 Demonstrate professionalism and appropriate etiquette in the areas of performing and viewing dance and theater.
  - 2.5.10 Create costuming, event programs, and other tech and background pieces in concert production.
- 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 Performing Arts Standard 3}
  - 2.6.1 Identify and perform folk/traditional, social and theatrical dances with appropriate and proficient stylistic nuances.
  - 2.6.2 Describe ways in which folk/traditional, social and theatrical dances reflect their specific cultural context.
  - 2.6.3 Describe how the works of dance by major choreographers communicate universal themes and sociopolitical 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, as well as modern day political and sociological issues)
  - 2.6.4 Create an original work communicating a modern day political, personal or sociological issue in small groups.
- 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 Performing Arts Standard 4}

- 2.7.1 Develop criteria based assessments appropriate to various dance forms (e.g. jazz, modern, musical theater)
- 2.7.2 Compare and contrast choreographic works, defending personal preferences about dance styles and choreographic forms, using criteria based assessment.
- 2.7.3 Research and identify dances from different historic periods or cultures and make connections between social change and artistic expression in dance.
- 2.7.4 Evaluate self and peers' choreography using rubric assessment.
- 2.7.5 Evaluate effective use of lighting, costuming, staging and music in a live performance.
- 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 Performing Arts Standard 5}
  - 2.8.1 Research the training, education, and experience needed to pursue dance career options (e.g., performer, choreographer, dance therapist, teacher, historian, critic, filmmaker, adjudicator), developing a resume and cover letter for a career that holds interest.
  - 2.8.2 Create a plan for dancers encompassing techniques for fitness, health and improvement.
  - 2.8.3 Demonstrate proficient skills and techniques in a mock dance audition.

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

- 3.1 California Physical Education Standard 1- Knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.
  - 3.1.1 Demonstrate advanced ballet technique and terminology, including but not limited to attitude, pas de chat, tourjeté, and grande jetes.
  - 3.1.2 Demonstrate advanced jazz technique, including but not limited to inside and outside double pirouettes, lyrical jazz, switch leaps, and single stag leaps.
  - 3.1.3 Demonstrate advanced modern dance skills including falls, contractions, developpé and various qualities of movement.
  - 3.1.4 Develop strength training for partnering skills including lifts, holds and partner turns.
- 3.2 California Physical Education Standard 2- Knowledge of fitness and dance concepts, principles and strategies.
  - 3.2.1 Demonstrate fitness for dancers- strengthening the core; Pilates, and Yoga for dancers, Zumba and current dance trends in fitness.
  - 3.2.2 Differentiate between aerobic vs. anaerobic exercise.
  - 3.2.3 Examine state mandated physical fitness assessments- goals, assessments, interpretation.

- 3.3 California Physical Education Standard 3- Knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.
  - 3.3.1 Plan goal setting in dance- a personal checklist
  - 3.3.2 Formulate dance opportunities in and around the community
  - 3.3.3 Employ adaptation of dance for all participants
- 3.4 California Visual and Performing Arts Standard 1- Artistic Perception
  - 3.4.1 Development of motor skills, technical expertise, and dance movements
  - 3.4.2 Comprehension and analysis of dance elements
  - 3.4.3 Evaluate jazz technique and choreography
  - 3.4.4 Evaluate ballet/lyrical technique and choreography
  - 3.4.5 Evaluate contemporary/Modern technique and choreography
  - 3.4.6 Evaluate hip hop and popular dance technique and choreography
  - 3.4.7 Evaluate ballroom/social dance technique and choreography
  - 3.4.8 Evaluate multicultural dance technique and choreography
  - 3.4.9 Evaluate Broadway dance technique and choreography
- 3.5 California Visual and Performing Arts Standard 2- Creative Expression
  - 3.5.1 Communication of meaning in performance of dance
  - 3.5.2 Application of choreographic principles and processes in creating dance
  - 3.5.3 Creation/invention of dance movement
  - 3.5.4 Adaptation of choreography
  - 3.5.5 Development of partner and group skills
  - 3.5.6 Participation in dance performance
- 3.6 California Visual and Performing Arts Standard 3- Historical and Cultural Context
  - 3.6.1 Identification, description and analysis of dances
  - 3.6.2 Assess history and function of dance
- 3.7 California Visual and Performing Arts Standard 4-Aesthetic Valuing
  - 3.7.1 Assess description, analysis and criticism of dance
  - 3.7.2 Assess meaning and impact of dance
- 3.8 California Performing Arts Standard 5- Connections, Relationships, Applications
  - 3.8.1 Evaluate connections and application across disciplines
  - 3.8.2 Evaluate development of life skills and career competencies

#### **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 – Ongoing
- 6.2 Team building, cooperative learning, dance etiquette and social skills –1- 2 weeks
- 6.3 Ballet and lyrical dance skills, composition and performance – 2-4 weeks
- 6.4 Jazz dance skills, composition and performance – 2-4 weeks
- 6.5 World dance skills, composition and performance – 2-4 weeks
- 6.6 Modern dance skills, composition and performance – 2-4 weeks
- 6.7 Social dance skills, composition and performance – 4 weeks
- 6.8 Improvisation, choreography and analysis – Ongoing
- 6.9 Dance performance and production – Ongoing
- 6.10 Careers in dance, audition techniques, interview techniques – 2-4 weeks
- 6.11 Dance tech and staging – Ongoing
- 6.12 Dance composition – 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:** Performance and Composition of Choreographic Works

1.4 Define, identify and perform movements, concepts and elements of dance. {California Visual and Performing Arts Standard 1.0}

**Assessment:**

1. Rubric based assessment on memorization, showmanship and expression of original choreography; rubric assessment on the choreography as well- form, variety, originality, musicality

**Teaching strategies:**

1. Break students up into small collaborative groups- have groups draw a color from a hat
2. Group collaboration for interpretation of the colors (red, black, yellow etc- interpreting mood, theme, etc.)
3. Teacher produces rubric to assess groups with clear expectations, distribute copies of the rubric

**Student activities:**

1. Groups select music to compliment color chosen, choreograph their dance to include at least one level change, 3 transitions, two groups working in different choreography (ABA), one lift, and one aerial movement
2. Practice and perfect choreography for class performance (and ultimately for show performance)
3. Select costuming pieces, lighting arrangements, and staging preparations for best presentation of choreography
4. Perform for class
5. Videotape performance for review and critique

**Resources:**

1. Dance choreography
2. Assessment rubric for performance and choreography
3. Music and costuming pieces as needed for performance

**Committee Members:**

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|---------------------|--------------------------------------|----------------------------|
| 1. Melinda Hall     | Director of Curriculum & Instruction | Curriculum & Instruction   |
| 2. Spoogmai Habibi  | Curriculum Specialist                | Curriculum & Instruction   |
| 3. Kelly Cooper     | Dance & Physical Education Teacher   | Ygnacio Valley High School |
| 4. Sharlena Bolden  | Physical Education Teacher           | Ygnacio Valley High School |
| 5. Scott Wood       | Physical Education Dept. Chair       | College Park High School   |
| 6. Jennifer Garcia  | Physical Education Dept. Chair       | Clayton Valley High School |
| 7. Megan Coddington | Physical Education Dept. Chair       | Concord High School        |
| 8. Yvonne McClain   | Physical Education Dept. Chair       | Mt. Diablo High School     |
| 9. Cesar Ortiz      | Physical Education Dept. Chair       | Ygnacio Valley High School |
| 10. Bob Johnson     | Physical Education Dept. Chair       | Northgate High School      |