

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

<b>COURSE TITLE:</b>	<b>Dance II</b>
<b>COURSE NUMBER:</b>	<b>8680 Physical Education 0944 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>Completion of Dance I or Audition</b>

**BOARD OF EDUCATION ADOPTION:**

**COURSE DESCRIPTION:**

Dance II is an intermediate course designed to continue studying the history, style, and influence of a variety of dance forms. Students will continue their study of fundamental techniques taught in Dance I. Students will expand their choreographic experience to include such forms as ballet, jazz and lyrical jazz, modern, tap and improvisation. Students will gain performance and/or technology experience by participating in the mandatory spring dance concert. Students will develop an understanding of the career opportunities available through 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 proficient 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 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 Develop the 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 Identify career opportunities and pathways for 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 proficient 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 Identify and apply the principles of biomechanics necessary for the safe and successful performance of various dance activities.
  - 2.1.3 Demonstrate independent learning of movement skills in dance activities.
  - 2.1.4 Apply previously learned movement concepts to the learning and development of the motor skills required for successful participation in dance activities.
  - 2.1.5 Apply learned movement concepts in breaking down complex movements to basic steps for beginning instruction to peers and beginners in 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 Develop and implement a month-long personal physical fitness plan that includes dance activities.
- 2.2.4 Analyze the effects of dance activities on a personal physical fitness program and personal levels of health related physical fitness.
- 2.2.5 Meet physical fitness standards that exceed those of a scientifically based health related fitness assessment.
- 2.2.6 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 the ability to use the body as an instrument of expression in space and time.
  - 2.4.2 Respond in movement to sensory stimuli (e.g., sight, sound and touch)
  - 2.4.3 Demonstrate motor efficiency and control and expand movement vocabulary through dance technique.
  - 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 similarities and differences of dance forms from cultural and historical perspectives.
  - 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)
  - 2.4.11 Demonstrate and apply intermediate 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 short dance piece that uses coherent phrases and demonstrates originality, unity, and clarity of intent.
  - 2.5.2 Identify and apply music elements (e.g., rhythm, meter, tempo and timbre) used in dance. Apply elements of musicality in choreographic pieces.
  - 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 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 Demonstrate a variety of choreographic forms and structures (theme and variation, canon, collage, ABA)
  - 2.5.9 Students will describe professionalism and appropriate etiquette in the areas of dance and theater.
- 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 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 Explain 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 Explain how dancers from various cultures and historical periods reflect diversity and values (e.g., ethnicity, gender, body types, and religious intent)

- 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 Develop 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 Research and identify dances from different historic periods or cultures and make connections between social change and artistic expression in dance.
- 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 Examine the training, education, and experience needed to pursue dance career options (e.g., performer, choreographer, dance therapist, teacher, historian, critic, filmmaker, adjudicator)
  - 2.8.2 Apply concepts from anatomy, physiology, and physics to the study and practice of dance techniques.
  - 2.8.3 Demonstrate effective use of technology for recording, analyzing and creating dances.
  - 2.8.4 Explain how dancing presents opportunities and challenges to maintain physical and emotional health and how to apply that information to current training and habits.
  - 2.8.5 Explain how dancing develops creative skills for lifelong learning and well-being that are interpersonal and intrapersonal.

### **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 intermediate ballet technique, including but not limited to arabesque, battement, degagé, and sauté.
  - 3.1.2 Demonstrate intermediate jazz technique, including but not limited to inside and outside pirouettes, jazz walks, leaps and jumps.
  - 3.1.3 Demonstrate intermediate modern dance skills including falls, contractions, developpé and various qualities of movement.
  - 3.1.4 Demonstrate intermediate partnering skills including lifts, holds and partner turns.
  - 3.1.5 Practice safety and etiquette in dance and performance.
- 3.2 California Physical Education Standard 2- Knowledge of fitness and dance concepts, principles and strategies.
  - 3.2.1 Demonstrate dance warm-up and conditioning.

- 3.2.2 Demonstrate fitness for dancers- strengthening the core; Pilates, Yoga for dancers, Zumba, and current dance trends in fitness.
- 3.2.3 Recognize aerobic vs. anaerobic exercise.
- 3.2.4 Demonstrate 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 Analyze personal qualities of the dancer as a leader
  - 3.3.2 Analyze goal setting in dance- a personal checklist
  - 3.3.3 Examine dance opportunities in and around the community
  - 3.3.4 Examine adaptation of dance for all participants
- 3.4 California Visual and Performing Arts Standard 1- Artistic Perception
  - 3.4.1 Demonstrate balance, agility and strength training in dance
  - 3.4.2 Demonstrate alignment, qualities of movement, clarity in dance
  - 3.4.3 Demonstrate jazz technique
  - 3.4.4 Demonstrate ballet/lyrical technique
  - 3.4.5 Demonstrate contemporary/Modern technique
  - 3.4.6 Demonstrate hip hop and popular dance technique
  - 3.4.7 Demonstrate ballroom/social dance technique
  - 3.4.8 Demonstrate multicultural dance technique
  - 3.4.9 Demonstrate Broadway dance technique
  - 3.4.10 Analyze elements of performance
  - 3.4.11 Translate dance vocabulary and terminology
  - 3.4.12 Dramatize dance improvisation and expression
- 3.5 California Visual and Performing Arts Standard 2- Creative Expression
  - 3.5.1 Demonstrate creation/invention of dance movement
  - 3.5.2 Participate in dance performance
  - 3.5.3 Illustrate communication of meaning in performance of dance
  - 3.5.4 Illustrate choreographic structures and forms
  - 3.5.5 Apply development of partner and group skills
  - 3.5.6 Apply dance etiquette and professionalism
- 3.6 California Visual and Performing Arts Standard 3- Historical and Cultural Context
  - 3.6.1 Relate identification, description and analysis of dances
  - 3.6.2 Relate history and function of dance
  - 3.6.3 Recognize cultural influences of dance
- 3.7 California Visual and Performing Arts Standard 4-Aesthetic Valuing
  - 3.7.1 Analyze viewing, description and criticism of dance
  - 3.7.2 Analyze meaning and impact of dance
- 3.8 California Visual and Performing Arts Standard 5- Connections, Relationships, Applications
  - 3.8.1 Examine connections and applications across disciplines
  - 3.8.2 Examine dance as a lifelong pursuit
  - 3.8.3 Examine dance careers

#### **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 assessments 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 Viewing and critiquing dance – 1-2 weeks
- 6.2 Leadership skills, dance etiquette, and group dynamics – 1-2 weeks
- 6.3 Ballet history, influences, terminology, skills and composition – 2-4 weeks
- 6.4 Jazz dance history, influences, terminology, skills and composition – 2-6 weeks
- 6.5 Musical Theater history, skills, composition and choreography – 2 - 4 weeks
- 6.6 Modern dance styles, history, movement patterns and music – 2-4 weeks
- 6.7 Social dance techniques, partnering, music, foundation steps – 2-6 weeks
- 6.8 Hip Hop influences, choreography, skills, and composition – 2-6 weeks
- 6.9 World dance history, styles, choreography, and composition – 2-4 weeks
- 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:** Expression in dance

1.6 Develop the ability to express perception, emotion, mood, images, and thoughts through dance movement. {California Visual and Performing Arts Standard 2.0}

**Assessment:**

1. Rubric-based assessment on poem selection and memorization, dance memorization, composition, showmanship and expression of choreography

**Teaching strategies:**

1. Poem selections provided or recommended for group selection
2. Group collaboration for sharing of ideas, composition and production of dance phrases

**Student activities:**

1. Students in small groups select a poem of any time period, mood and message
2. Practice as a group memorization of the poem, tempo, cadence and emphasis in speaking the poem
3. Create dance phrases reflecting key messages and moods in the poem to convey overall feeling and story intended by author
4. Perform for class in small groups

**Resources:**

1. Various poem selections (works by Shel Silverstein, Robert Frost, Edgar Allen Poe)
2. Assessment rubric for performance and choreography

**Committee Members:**

- |                     |                                      |                            |
|---------------------|--------------------------------------|----------------------------|
| 1. Melinda Hall     | Director of Curriculum & Instruction | Curriculum & Instruction   |
| 2. Spooqmai 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      |