

CHINO VALLEY UNIFIED SCHOOL DISTRICT

INSTRUCTIONAL GUIDE

DANCE V

(Formerly Dance Production)

Course Number	5710
Department	Visual and Performing Arts
Length of Course	Two semesters/One year
Grade Level	9-12
Prerequisite	Audition Only
Credit	5 units per semester/10 total Fine Arts units
Repeatable	Yes, up to 40 units
Board Approved	August 16, 2001

Description of Course -This course is designed to give students an intense technical and performance experience. This course is for the advanced dancer with an emphasis on technical development at the professional level. Students will be provided with professional training in ballet, jazz, tap, modern, and show production. Emphasis will be placed on the total dancer as a solo performer and ensemble performer. A wide variety of performance opportunities will be explored. This course incorporates the State of California Visual and Performing Art standards

Rationale for Course - Dance has endured in all cultures throughout the ages as a universal basic language. Dance communicates on many different levels at once and therefore is ideal as a means of expression in every culture. Dance exercises the whole being. Dance develops inner discipline, sensitivity to others, and awareness of your own feelings. The value of instruction and exposure to dance is immeasurable.

Standard 1 - Artistic Perception: Processing, analyzing, and responding to sensory information through the language and skills unique to dance.

- 1.1 Objectives: Students will learn to perceive and respond using the elements of dance by refining their movement skills and process sensory information. Students will describe movement using the vocabulary of dance.
 - 1.1.1 Performance Indicator: Students will perform complex dance sequences which require advanced technical and performance skills in more than two styles of dance.
 - 1.1.2 Performance Indicator: Students will learn dances based on the works of choreographers from different cultures and dance genres, and will be able to

compare and contrast the dances using the vocabulary of dance.

- 1.1.3 Performance Indicator: Students will learn original choreography from current professional choreographers. Students will produce professional performances for evaluation by professional adjudicators.
 - 1.1.4 Performance Indicator: Students will create original choreography and perform their dances for their peers for verbal and written critique.
 - 1.1.5 Performance Indicator: Students will organize and run a dance clinic for incoming high school students.
- 1.2 Objective: Students will describe and demonstrate the use of a wide range of stimuli (sensory, literary, imaginative, musical, etc.) to create dances.
- 1.2.1 Performance Indicator: Students will listen to a variety of instruments and musical selections. While listening, students will write what they feel the music is expressing and create a dance based on their writings. Expressive quality and musical intent will be stressed while listening.
 - 1.2.2 Performance Indicator: Students will write an original story, select appropriate music, and create an original dance that tells their story using one style of dance (ballet, jazz, modern).
 - 1.2.3 Performance Indicator: Using dance vocabulary, students will describe how movement looks in space, time, and force/energy in their dance journals.
 - 1.2.4 Performance Indicator: Students will select and edit music to choreograph, teach, and perform with their classmates.
- 1.3 Objective: Students will discuss the kinesthetic, visual, and aural dimensions of dance in their own experience of learning, making, and performing dance as well as in the dances they view.
- 1.3.1 Performance Indicator: Students will critique their own performances in writing in their journals.
 - 1.3.2 Performance Indicator: Students will respond verbally and in their journals to the recorded critique tapes from adjudicators at festivals, performances and competitions.

- 1.3.3 Performance Indicator: Students will reflect on their growth, preferences in musical styles, dance styles, and challenges that they faced as they performed their dances and observed fellow dance groups from surrounding high schools.

Standard 2 - Creative Expression: Creating, performing, and participating in dance.

- 2.1 Objective: Students will use choreographic principles and processes to express perceptions, feeling, images, and thought. They create and communicate meaning through dance improvisations, composition, and performance.
 - 2.1.1 Performance Indicator: Students will create dance phrases that demonstrate originality, unity, and clarity of intent.
 - 2.1.2 Performance Indicator: Students will select and edit music that conveys an emotion or theme, such as love, war, evil, or goodness. Students will improvise movement, analyze music, and manipulate movement phrases to create interest that reflects the structure and intent of the song.
 - 2.1.3 Performance Indicator: Students will document their choreographic process in their dance journals and on videotape for future reference.
 - 2.1.4 Performance Indicator: Students will create full-length dances for performance and competition that reflect a selected theme (love, war, evil, goodness).
- 2.2 Objective: Students will collaborate with fellow students to create a full length dance production that incorporates a variety of dance styles, ideas, and emotions based on a common theme or time period.
 - 2.2.1 Performance Indicator: Students will select their theme and music to reflect the chosen theme.
 - 2.2.2 Performance Indicator: Students will choreograph each selected song and audition the desired dancers for each dance.
 - 2.2.3 Performance Indicator: Students will develop a rehearsal schedule for their dance production.
 - 2.2.4 Performance Indicator: Students will design their choreography on the dancers selected for their piece with periodic evaluation by peers and instructor.
- 2.3 Objective: Students will develop an appreciation for using dance in lifelong learning.

- 2.3.1 Performance Indicator: Students will determine the criteria to differentiate between dance as a profession and dance as recreation through interviews, videotapes, and books about professional dancers.
- 2.3.2 Performance Indicator: Students will critically examine the use of mass media and its relationship to dance in the commercial world to glorify violence, and drug and alcohol use.
- 2.3.3 Performance Indicator: Students will use the original choreography of Jerome Robbins, Bob Fosse, or Agnes De Mille and perform the dance maintaining the intent and integrity of the original dance.

Standard 3 - Historical and Cultural Context: Understanding dance in relation to history and culture.

- 3.1 Objective: Students acquire knowledge of and build understanding about human diversity, differences and similarities, through dance. They investigate the role of dance in the historical and contemporary culture throughout the world.
 - 3.1.1 Performance Indicator: Students will compare, contrast, and analyze the role of dance in the historical and contemporary culture throughout the world.
 - 3.1.2 Performance Indicator: Students will select different times in history listing the political, social, historical, and social issues of the time period and documenting the effect these issues had on dance of that time.
 - 3.1.3 Performance Indicator: Students will describe, analyze, and demonstrate how culture influences body movement in a class project that utilizes photographs, film, and videos. Out of this a class photographic essay will be developed for future use.
- 3.2 Objective: Students will recognize that dance reflects, plays a role in, and influences culture.
 - 3.2.1 Performance Indicator: Students will analyze, compare and contrast the use of dance in communicating universal themes. After viewing *West Side Story*, *Oklahoma*, and *Grease*, students will discuss the social, political, and economic times that each dance represents and how each dance changed or defined the character of the time period it represents.
 - 3.2.2 Performance Indicator: Students will research the different customs for specific holidays. Using this information, students will create cultural dances that celebrate the holidays unique to each culture for performance.

- 3.2.3 Performance Indicator: Students will select one universal theme and find three examples of choreography that represents/reflects the theme selected.
- 3.2.4 Performance Indicator: Students will explore the role of current social dance forms and relate them to current music trends, visual art forms, and media art. With this information, students will discuss the role of society in shaping and forming social dance forms and what the style represents about the society.

Standard 4 - Aesthetic Valuing: Responding to, analyzing, and making critical assessments about works of dance.

- 4.1 Objective: Students will assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.
 - 4.1.1 Performance Indicator: Students will make informed judgments analyzing the elements of dance and the craft of choreography as well as performer's skill and artistic presence that conveys the original intent of the dance. (idea or emotion)
 - 4.1.2 Performance Indicator: Students will view three video tapes from recent festivals, competitions, or performances that they participate in and write in their dance journal about the performer's skill, choreography, technological enhancements, and costuming, comparing and contrasting the different dance styles presented.
 - 4.1.3 Performance Indicator: Students will establish criteria for their own performances, festivals, and competitions that set a technical and performance skill level to be achieved. Students will have a weekly evaluation sheet in their dance journals where they determine whether or not they achieved the class goals and what they can do to improve their own personal skills.
 - 4.1.4 Performance Indicator: Students will engage in a class discussion about the effectiveness of different styles of choreography, appropriate versus inappropriate choreography for high school level dancers, and their own personal likes and dislikes in choreography.
 - 4.1.5 Performance Indicator: Students will critique group performances verbally with the performers, discussing the weak and strong aspects of their performance and choreography.
- 4.2 Objective: Students will analyze the effects of cultural context and time periods on the criteria used to evaluate dance by dancers and dance audiences.

- 4.2.1 Performance Indicator: After viewing a videotape of American life at the turn of the 20th century that reflects the styles and values of that time, students will compare and contrast the turn of the 21st century and the styles and values of that time. Students will create a collage that shows the difference between the two-century markings.
- 4.2.2 Performance Indicator: Students will respond in their journals to verbal prompts after viewing a dance concert from three different time periods, comparing and contrasting the different dance styles, costumes, musical selection, and choreographic intent.
- 4.3 Objective: Students will explore the role of the dance critique and dance adjudicator.
 - 4.3.1 Performance Indicator: After reading several adjudication sheets, students will determine which comments are valid and which comments are not valid. Students will discuss the effect that the comments have on the performers and group as a whole.
 - 4.3.2 Performance Indicator: Students will participate in a written and verbal critique of their peers using the same adjudication sheets that they receive at festivals, competitions, and performances. Students will distinguish between personal preference and aesthetic qualities.
 - 4.3.3 Performance Indicator: Students will create their own adjudication sheets to use in class and at festivals, competitions, and performances.
 - 4.3.4 Performance Indicator: Students will research the qualifications required to become an adjudicator/judge at local events. Students will volunteer their time at local festivals, performances, and competitions to gain expertise as adjudicators/judges.

Standard 5 - Connections, Relationships, Applications.

- 5.1 Objective: Students apply what is learned in dance to learning across the curriculum. They develop competencies in problem solving, communication skills, and management of the time resources, all of which contribute to lifelong learning and career skills.
 - 5.1.1 Performance Indicator: Students will integrate what is learned in dance to learning in other areas.
 - 5.1.2 Performance Indicator: Students will share their dance journals with their English instructor for comment and evaluation.
 - 5.1.3 Performance Indicator: Students will use their knowledge of the development of

ballet in the European courts of the 15th and 16th century to enhance their study of world civilizations in social science classes.

- 5.1.4 Performance Indicator: Students will demonstrate good work habits and citizenship required by all teachers in class. All teachers will evaluate this on a six-week basis for eligibility and performance status in class.
- 5.2 Objective: Students will demonstrate effective knowledge and skills in using audiovisual equipment and technology when creating, recording, and producing dances.
 - 5.2.1 Performance Indicator: Students will produce dance pieces using visual and audio technology to enhance the overall presentation of their dance.
 - 5.2.2 Performance Indicator: Students will show an understanding and competency in editing and playing music for rehearsal and performance.
 - 5.2.3 Performance Indicator: Students will review and evaluate performances by videotape and submit choreography revisions, music revisions, and performance suggestions in writing to the class.
- 5.3 Objective: Students will synthesize information from a variety of health related resources to maintain and promote physical and emotional well being.
 - 5.3.1 Performance Indicator: Students will keep a fitness portfolio with monthly written evaluations.
 - 5.3.2 Performance Indicator: Students will be tested for flexibility, endurance, and strength every three months.
 - 5.3.3 Performance Indicator: Students will create a food journal including healthy foods needed to maintain their energy level for performance and competition.
 - 5.3.4 Performance Indicator: Students will create a support system within the class to maintain healthy emotional well being. This will include group discussions to settle differences in the group, telephone tree to keep communication open, and students leaders.
- 5.4 Objective: Students will determine the appropriate training, experience, and education required to pursue a variety of dance and dance-related careers.

- 5.4.1 Performance Indicator: Students will interview professional dancers and share their information with the class.
- 5.4.2 Performance Indicator: Students will create a college/audition bulletin board with current auditions and entrance requirements for 2 and 4 year colleges and universities.
- 5.4.3 Performance Indicator: Students will invite local studio owners to visit their class and share the requirements of owning and running a successful dance studio.
- 5.4.4 Performance Indicator: Students will visit local junior colleges, take classes, and meet professors.

COURSE OUTLINE

DANCE 4

Advanced skills involved in dance, covered in all forms: walk, run, skip, hop, jump, leap, slide, gallop, and turn.

UNIT I

Jazz Dance

- C. Modern form of dance, related to today's music and jazz music, Afro-American music, musical theater music, and jazz music.
- D. Specific dance forms and skills involved
 - 1. Isolations-varied tempos, rhythm, dynamics, direction
 - 2. Jazz walk, jazz square, jazz arms, jazz hands, jazz torso, jazz positions
 - 3. Chasse-variations in tempo, rhythm, dynamics, direction
 - 4. Turns-pirouette (inside and outside), chaine (double and single count), pique (single and double), barrel, spiral, fouette, a la seconde, outside turn with battement, attitude (endehors, en dedans, coupe, arabesque, sout de basque, pas debouree, tour j'ete, pike, pencil.

5. Leaps-forward, inverted, sideways, double, stag , out of chaine turn, out of pirouette, in combination with tombe pas de bouree.
6. Kicks - all directions, developpe, hitch, penchee, fan, double, in combination with high kick series of movement, sissonne, cabriole.
7. Jumps - jazz, double tuck, in second, prance, passe' jump, battement 2nd with saute' hop, with upper torso contraction, into fall or turn sequence.
8. Layout back, side, forward, in plie, in releve, in fall to floor.
9. Jazz adage-lyric style; torso spirals, knee hinges, jazz split, full split (right, left, center)

UNIT II

Ballet

- E. Classical Western dance form that originated in the Renaissance courts of Europe; employs use of specific torso, arm, leg and foot positions; steps, choreography.
- B. Specific dance forms and skills learned:
 1. Barre Work-plie, tendu, degage, fondu, rond de jambe, port de corps, grande battement, sous-sous, developpe, frappe, battement sur le cou-de-pied, surre, releve.
 2. Center Floor/Adagio-epaulement, croise, efface, qutrieme devant, ecarte devant, efface devant, a la seconde, efface derriere, ecarte derriere, quatrieme derriere, croise derriere, petit temps lie, grand temps lie, port de bras, attitude (to all directions), arabesque (with variations), fouette en face en l'air, grand fouette en tournant, grand rond de jambe en l'air, soutenu en tournant (en dedans-en dehors), pirouette (en dehors-en dedans), tour a las seconde, tour en attitude, tours chaines deboules, tour en l'air, coupe, glissade.
 3. Center Floor/Allegro-changement, petit echappe, pas assemble, pas j'ete, grand j'ete, sissone fermee, sissone tombe, pas de chat, pas de basque, emboite en tournantpas balance.

UNIT III

Tap

- B. Dance form that uses balletic, jazz and modern dance technique to express a feeling or emotion through movement.
- C. Specific dance forms and skills learned:
 - 1. Ballet - all skills listed above
 - 2. Jazz - all skills listed above
 - 3. Mime/gesture- movement conversation, use of face, hands, eyes, to convey meaning
 - 4. Story telling, dramatic quality, expressive movements to dance the lyrics of the song

UNIT IV

Performance/Competition

- F. Dance format that allows students to practice their craft in front of an audience and adjudicators for critique and evaluation.
- G. Specific dance forms and skills learned:
 - 1. Jazz, tap, ballet, lyrical jazz skills listed above choreographed into specific dances to modern music, musical theater music, character songs, spirituals, blues, period music as appropriate.
 - 2. Self-discipline, responsibility, maturity, teamwork, self-image, confidence.
 - 3. Productions - performance preparation, staging, lighting, costuming, set preparation, make-up, and props.
 - 4. Injury prevention - proper warm-up and stretch for performance, correct footwear for specific dance forms, care of feet, knees, back, ankles.
 - 5. Nutrition - caloric intake needs to maintain high stamina level for competition/performance, appropriate body weight and design for competition/performance, healthy eating vs, unhealthy, eating disorder, body image.

UNIT V

Mini Units of Specialized Dance Areas

- H. Ethnic dance forms (i.e. Hawaiian, Polynesian, Chinese, African)
- I. Tap
- C. 50's and 60's modern dances
- D. Disco
- E. Hip Hop/Street Dance
- F. Swing
- G. Charleston, Lindy Hop, Jitterbug

Methods of Evaluation

- A. Subjective evaluation by instructor in following areas:
 - 1. Student performance (use of proper technique and skill development)
 - 2. Use of safety rules; appropriate dance attire; attitude in class; rehearsal attendance, effort in class.
 - 3. Students self-evaluation and demonstration, group evaluation, adjudicator evaluation.
 - 4. Video tape portfolio
 - 5. Student journal, self and group evaluation, student notebook