


SMMUSD VAPA CURRICULUM for GRADES NINE through TWELVE

<p>DANCE</p> 	<p align="center">CONTENT GOAL</p>	<p align="center">ACTIVITIES/SKILLS</p>	<p align="center">MATERIALS/ RESOURCES</p>	<p align="center">ASSESSMENTS</p>
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STANDARD 1: ARTISTIC PERCEPTION: Processing, analyzing, and responding to sensory information through the language and skills unique to dance.

<p align="center">ARTISTIC PERCEPTION</p>	<p><i>Development of Motor Skills and Technical Expertise, and Dance Movements</i></p> <p>1.1 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, strength)</p> <p>1.2 Perform in multiple dance genres, integrating an advanced level of technical skill and clear intent</p> <p>1.3 Memorize and perform complicated works of dance at a level of professionalism (i.e. a high level of refinement)</p>	<p>Students will understand parts of the body used in dance movement, head, neck, arms, elbows, hands, fingers, spine, trunk, legs. Knees, feet, toes and heels, and shoulders.</p> <p>Students will learn locomotive movements and non-locomotive movements (walk, run, jump, hop, leap, gallop, slide, skip, bend, twist, skip, bend, stretch, swing, push, pull, fall, poke, lung, shake).</p> <p>Students will participate in daily warm-ups, steps across the floor, and step combinations using dance vocabulary</p> <p>Students will demonstrate mental concentration and physical control</p> <p>Spotting will be introduced and students will do movements which strongly emphasize eyes fixed on a mark</p> <p>Students will be introduced to beginning ballet positions: i.e. Demi plea, releve, arabesque, and others</p>	<p>CD players, Tapes, and CD's</p> <p>Dance Mirrors</p> <p>Stage Dance videos/DVD</p> <p>Ballet barre</p> <p>Records of variety of musicals and artists</p> <p>Wood floored dance studio</p>	<p>Students will be graded by standards set by the teacher, including observations and teacher constructed tests.</p> <p>Rubric based performance tests</p> <p>Performance during class directed activities</p> <p>Review of dance/ballet performances, written tests and video</p>
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	<p><i>Comprehension and Analysis of Dance Elements</i></p> <p>1.4 Apply a wide range of kinesthetic communication, demonstrating clarity of intent and stylistic nuance</p> <p><i>Development of Dance Vocabulary</i></p> <p>1.5 Select specific dance vocabulary to describe movement and dance elements in great detail</p>	<p>Students will be able to comprehend dance elements. Concepts of space, time, force, and form will be demonstrated and practiced. Students will participate in small group activities using the elements of dance. Included will be fast-slow walk, and direction changes</p> <p>Students will listen to recordings of a variety of different types of musical form and be required and be familiar with mater and rhythm. Following the review students will do locomotor steps to go with the beat of the music</p> <p>Students will perform short combinations of two or three movements using concepts of speed, tempo, and duration.</p> <p>Students will do dance steps including, pas de-force, pivots, turns across the floor in lines.</p> <p>Students will learn an advanced combination and discover associated with flow, timing, and space.</p>		


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STANDARD 2: CREATIVE EXPRESSION: Creating, performing, and participating in dance

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<p align="center">CREATIVE EXPRESSION</p>	<p><i>Creation / Invention of Dance Movement</i></p> <p>2.1 Students will create a body of dance steps demonstrating originality, diversity, unity, and thematic content</p> <p><i>Application of Choreographic Principles and Processes to Creating Dance</i></p> <p>2.2 Students will identify basic music elements (rhythm, mater, and tempo) to conduct and perform a dance</p> <p>2.3 Students will communicate meaning of dance through dance performance (Labanotation, motif)</p>	<p>Students are required to create their own short movement including patterns and sequence, and then perform with a duet or trio</p> <p>Students are required to improvise a dance using a given idea, poem, or theme.</p> <p>Students will identify basic music elements (rhythm, meter, and tempo) to construct and perform dances.</p> <p>Students will collaborate with peers in the development of sets of steps in groups.</p> <p>Students will teach peers a variety of complex movement patterns and phrases.</p> <p>Students will be required to create their own short movement patterns expressing different feelings through body language and gestures.</p>	<p>Videos examples are: Martha Graham, The Children of the Theatre, Street Ballet, Dance theatre of Harlem, Alvin Ailey, Swing Kids, and Marcel Marseau.</p> <p>Music CD's such as Music for Artistic Dance-Eric Chappell, Sacred Earth Drums, and musicals.</p> <p>Tape/CD recorders for group use</p> <p>Dance studio hardwood floor and stage</p> <p>VCR, Video Camera</p>	<p>Teacher observation</p> <p>Rubric based performance tests</p> <p>Student peer assessment</p> <p>Video taped rehearsal and performances</p> <p>Group choreography assignments teacher graded</p>

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	<p><i>Communication of Meaning in Dance</i></p> <p>2.4 Students will develop understanding of dance skills working a partner and in groups and with peers.</p> <p><i>Development of Partner and Group Skills</i></p> <p>2.5 Students may choose of works of various dance artists and apply their personal interpretation.</p>			


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STANDARD 3: HISTORICAL AND CULTURAL CONTEXT: Understanding the historical contributions and cultural dimensions of dance.

<p align="center">HISTORICAL AND CULTURAL CONTEXT</p>	<p>3.1 <i>Development of Dance</i></p> <p>3.1 Identify, analyze and perform folk / traditional, social, and theatrical dances with technical accuracy and appropriate stylistic nuances</p> <p>3.2 Analyze the role dancers and choreographers play in the interpretation of dances in various historical and cultural settings</p> <p><i>History and Function of Dance</i></p> <p>3.3 Compare and contrast universal themes and sociopolitical issues in a variety of dances from different cultural contexts and time periods</p> <p><i>Diversity of Dance</i></p> <p>3.4 Explain how dancers and choreographers reflect roles, work, and values in selected cultures, countries, and historical periods</p>	<p>Students will learn different rhythmic patterns. Learn how to dance to different cultures and dance music. Students learn about other cultures through the dance. Students start with stretching and footwork.</p> <p>Cultural dances are introduced to students. Examples are: Virginia Reel, Greek Line Dance, Polynesian Dance, Israeli Dance, Korabushka Polka, Hip Hop, and a variety of Latin Dances</p>	<p>CD players/Cds</p> <p>Dance Mirrors</p> <p>Stage</p> <p>Dance Movies</p> <p>Ethnic Dance Films</p>	<p>Choreography: Groups of 2-5 dancers will arrange a dance movement and steps into a finished, meaningful and unified combination.</p> <p>b. Accompaniment: Selected appropriate music must be provided to the teacher for approval at least 3 days before performance for approval.</p> <p>c. Quality of movement: Beginning and ending pose must be held for 5 second each. Movements will include, loco motor movements, change in levels, directional changes, creative choreography, high energy, dynamic performance, and rhythm.</p>
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STANDARD 4: AESTHETIC VALUING: Responding to, analyzing, and making judgments about works of dance

<p align="center">AESTHETIC VALUING</p>	<p><i>Description, Analysis, and Criticism of Dance</i></p> <p>4.1 <i>Critique dance works to improve choreographic structure and artistic presence</i></p> <p>4.2 Use selected criteria to compare, contrast, and assess various dance forms (e.g., concert jazz, street, liturgical)</p> <p>4.3 Analyze evolving personal preferences about dance styles and choreographic forms to identify change and development in personal choices</p> <p><i>Meaning and Impact of Dance</i></p> <p>4.4 Research and assess how specific dance works change because of the impact of historic and cultural influences on their interpretations (e.g., because of the loss of lives in war, Fancy Dancing, once performed only by men, is now also performed by women)</p> <p>4.5 Evaluate how aesthetic principles apply to choreography designed for technological media (film, video, TV, computer imaging)</p>	<p>Improvisations in performing impromptu choreography sessions.</p> <p>View others choreography, peers and professional performances,</p>	<p>Films</p> <p>Videos</p> <p>T.V.</p> <p>Teacher examples</p> <p>Peer performances</p>	<p>Assessment</p> <p>In class discussions</p> <p>Class evaluations of dances</p> <p>Written reports on a dance or dance performance</p> <p>Concert and dance performance of visiting dance professionals</p>
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STANDARD 5: CONNECTIONS, RELATIONSHIPS, APPLICATIONS: Connecting and applying what is learned in dance to learning in other art forms and subject areas and to careers.

<p>CONNECTIONS, RELATIONSHIPS, APPLICATIONS</p>	<p><i>Connections and Applications Across Disciplines</i></p> <p>5.1 Demonstrate effective knowledge and skills in using audiovisual equipment and technology when creating, recording, and producing dance</p> <p>5.2 Compare the study and practice of dance techniques to motion, time, and physical principles from scientific disciplines (e.g., muscle and bone identification and usage; awareness of matter, space, time, and energy / force)</p> <p><i>Development of Life Skills and Career Competencies</i></p> <p>5.3 Synthesize information from a variety of health-related resources to maintain physical and emotional health</p> <p>5.4 Determine the appropriate training, experience, and education needed to pursue a variety of dance and dance-related careers</p>	<p>Students will identify ways that dance functions in the media, and entertainment industries</p> <p>Photograph – models artistic poses from dance positions.</p> <p>Poetry</p> <p>Sculpturing</p> <p>Moods</p> <p>Dance builds self-esteem through graceful movement and performing before an audience</p> <p>Dance teaches emotional well-being and self discipline</p> <p>Dance provides a tool for a lifetime of social interactions with others, recreational pleasure, and a tool for meeting others</p>	<p>Guest Speakers and performers</p> <p>Videos</p> <p>DVD</p> <p>Dances in class</p> <p>Outside Studios</p> <p>Competitions</p>	<p>Teacher Observation</p> <p>Written Reports</p> <p>Oral Presentations</p> <p>Dance performances</p>
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