

DANCE III

September 2011

I. Course Description

Ballet III

Students will continue to improve their knowledge and execution of ballet technique. Students will expand their knowledge of aesthetics, critical analysis and the relationship of ballet to music. Selected students will have the opportunity to develop and expand on their pointe work and partnering.

Modern Dance III

Students will continue to expand their understanding of modern dance and begin to experience it as a viable and theatrical art form. They will gain practical experience in modern dance styles and techniques. They will continue to deepen and refine their understanding of improvisation and partnering through performance and the use of breath, weight, rhythm, dynamic energies and space.

Jazz Dance III

Students will obtain a basic understanding of contemporary as well as classical jazz techniques. The student is required to develop a variety of dance skills, both technical and rhythmical. The course includes an overview of jazz dance and introduces students to outstanding personalities in the field. There is an emphasis on the importance of energy, style, and rhythmical accuracy.

Tap Dance III

Students will continue to build a strong technique base. Students will focus on strength, flexibility, and clear sounds. Students will explore more intricate rhythms and increase confidence and articulation in their tap skills. Each class includes some rhythm work, moving across the floor, and a combination.

Composition

Students will explore various movement and design elements within the choreographic process. They will identify, plan and provide solutions to design problems of space, structures, objects, sound and events or events in a public or private environment. Students will gain an aesthetic appreciation for choreographic space, identify significant historical contributions of individuals and events that have shaped and continue to shape contemporary arts, and increase skills in movement analysis, space, harmony, and critique.

II. Course Objectives

Ballet III

1. To review the ballet foundation from the previous year.
2. To enable the student to execute ballet barre, center, and floor work investigating intermediate and advanced combinations.
3. To enable the student to execute and identify ballet combinations on the basis of verbal instruction only.
4. To enable the student to execute basic dance elements of time, space, and energy to gain an appreciation of the relationship between music and dance.
5. To enable the student to develop the skills necessary to critique a famous classical ballet.
6. To enable selected students to have the opportunity to develop and expand on their level of skill in pointe work and partnering.

Modern Dance III

1. To enable the student to gain practical experience in modern dance vocabularies derived from first and second-generation world choreographers, utilizing arts elements and arts media to produce artistic products and performances.
2. To enable the student to understand modern dance as a world theatrical form.
3. To develop the student's understanding of the application of appropriate muscular-skeletal alignment, body mechanics and force used in the execution of modern dance vocabulary.
4. To enable the student to perform complex modern dance combinations in a broad dynamic range demonstrating clarity, musicality and stylistic nuance in several choreographic styles.

Jazz Dance III

1. To develop the student's ability to align the spine according to mechanical principles based on the natural laws of motion.
2. To enable the student to demonstrate the ability to lower the center of gravity by using the body's own gravity bound instinctive logic.
3. To enable the student to gain the ability to free the body's joints from unnecessary tension in order to allow the energy in the muscles to flow outward to the body's extremities.
4. To enable the student to develop individual artistic voice and performance persona while connecting to the music.

Tap Dance III

1. To increase the student's tap dance vocabulary.
2. To develop the student's rhythmical accuracy in the production of sounds in fundamental steps.
3. To introduce more intricate rhythms and enable students to create their own.
4. To enable the student to use rhythms and steps to improvise.

Composition

1. To enable the student to use basic dance elements of time, space, energy and body when creating movement.
2. To allow the students to investigate their own personal aesthetic as a mover and as a choreographer through the creation of various dance studies.
3. To enable the student to develop the skills necessary to critique dance works through a compositional lens.
4. To allow students to investigate historical contributions of individuals who have shaped the arts and understand the compositional elements that exist within various dance works.
5. To enable the student to gain experience in observation of self and others in movement to gain an understanding of movement potential at body, shape, space, and effort levels.

New Jersey Core Curriculum Standards

- 1.1 All students will acquire knowledge and skills that increase aesthetic awareness in dance, music, theater, and visual arts.
- 1.2 All students will understand the role, development, and influence of the arts throughout history and across cultures.
- 1.3 All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
- 1.4 All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

New Jersey Cross Content 21st Century and Life Skills Standards

- 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- 9.3 All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
- 9.4 All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

III. Methods of Student Evaluation

Students are evaluated using the following assessment tools:

- Journals
- In class as well as online discussions
- Assignments: written and practical
- Quizzes: written and practical
- Tests
- Projects
- Performance evaluations
- Daily technique and participation evaluations

IV. Textbooks and Instructional Materials

Textbooks:

- McGreevy-Nichols, Susan, Helene Scheff, Marty Sprague. **Experiencing Dance: From Student to Dance Artist**. Human Kinetics: 2005.

Instructional Materials

- Blackboard
- DVDs of famous dance works
- Various websites to view dance works

V. Instructional Strategies

- Modeling and teacher demonstrations
- Lecture
- In class and online discussions
- Peer teaching
- Cooperative learning activities

VI. Scope and Sequence

Skill to be learned	9	10	11	12
Demonstrate the use of ballet terminology	ID	D	DR	DR
Demonstrate proper body alignment, balance weight shifts, elevation, and landing in ballet	ID	D	DR	DR
Execute a series of developmental exercises at the barre	ID	D	DR	DR
Execute extended movement sequences in center work	I	ID	DR	DR
Demonstrate proper body alignment, balance, weight shifts, elevation and landing	I	D	DR	DR
Demonstrate an understanding of space, time, and dynamic energies	I	D	DR	DR
Employ proper technique and develop posture, muscle control, strength, and alignment	I	D	DR	DR
Execute complex movement patterns in time and space using body part isolations	I	D	DR	DR
Understand the connection between music and dance	I	D	DR	DR
Demonstrate rhythmical accuracy in the production of sounds in fundamental tap steps	I	D	DR	DR
Perform basic tap steps and execute in combinations to selected music	I	D	DR	DR
Identifying and discussing the anatomy of the human body as it relates to dance	I	D	DR	DR
Understanding proper bone alignment in the execution of developmental dance exercises	I	D	DR	DR
Demonstrate an awareness of qualities of movement and dance styles	I	D	DR	DR
Work collaboratively to create composition assignments	I	I	D	R
Understand the similarities and difference between different forms of dance	I	D	DR	DR
Create an original piece of choreography	I	I	D	DR
Understanding different traditions in dance and their history	I	DR	R	R

VII. Pacing Chart

Technique classes are taken every day and are paced according to the needs of the specific class. The following chart is for the pacing of the Composition course.

Marking Period 1
Body Mechanics
Alignment
Skeletal system and musculature
Movement Preferences
Personal preferences and abilities
Application
Bloom's Taxonomy
Cognitive process in creation
Marking Period 2
Expressing Ideas and Emotions
Dance as nonverbal communication
Dance as a social commentary
Changing Movement to Dance
Abstract and literal movement
Choreographic elements
Dance as a theatrical form
Dance as a Cultural, Historical, and Social Form
Cultural dance
Historical dance
Social or vernacular dance
Marking Period 3
Works of Others Influencing Choreography
Influential choreographers and their master works
Laban effort and actions
Viewing Analyzing and Critiquing the Works of Others
Description, Interpretation, Analysis, Evaluation
Creating and Planning Presentations for Specific Venues
Site specific dance
Marking Period 4
Dance Making Elements
Dance Making Processes
Dance Making Structures
Choosing Subject Matter and Exploring Movement
Coordinating Music and Movement
Showcasing Work
Costumes and props
Lighting, scenery, and sound
Production information

VIII. Student Handout

Dance III

Course Description

Students will continue their study of ballet, modern, tap, and jazz technique. Students will explore their own personal aesthetic and how that influences them as a dancer, a viewer, and a movement creator. Students will gain an appreciation for historically significant influential works as they investigate the compositional elements within that dance work. Students will begin to create various dance studies and learn how to incorporate the elements of dance and various other compositional elements.

Proficiencies

Ballet III

1. The student will be able to build on a strong ballet base from the previous year.
2. The student will be able to execute ballet barre, center, and complex floor work with intermediate and advanced level combinations.
3. The student will be able to execute and identify ballet combinations on the basis of verbal instruction only.
4. The student will be able to execute basic dance elements of time, space, and energy to gain an appreciation of the relationship between music and dance.

Jazz Dance III

1. The student will be able to align the spine according to mechanical principles based on the natural laws of motion.
2. The student will be able to demonstrate the ability to lower the center of gravity by using the body's own gravity bound instinctive logic.
3. The student will be able to free the body's joints from unnecessary tension and use breath in order to allow the energy in the muscles to flow outward.
4. The student will continue to expand on their aesthetic, style, and performance qualities and begin to use rhythm to generate movement.

Modern Dance III

1. The student will be able to demonstrate their understanding of modern dance as a theatrical art form.
2. The student will be able to gain practical experience in modern dance utilizing arts elements and arts media to produce their own choreographic endeavors.
3. The student will be able to deepen and refine their understanding of improvisation and partnering through performance and the use of breathe, weight, rhythm, dynamic energies, and space.

Tap Dance III

1. The student will be able to demonstrate an increased tap dance vocabulary.
2. The student will be able to utilize rhythmical accuracy in the production of sounds in fundamental steps.
3. The student will be able to execute more intricate rhythms and create their own rhythms.
4. The student will be able to use rhythms and steps to improvise to selected music.

Composition

1. The student will be able to explore, demonstrate, and express their personal aesthetic both verbally and nonverbally through movement.

2. The student will be able to recognize the elements of dance when viewing dance works of significant choreographers and contributors who have shaped the arts.
3. The student will be able to successfully utilize the elements of dance during their creative process.
4. The student will be able to understand the choreographic process and utilize these processes in the creation of dance studies using their full range of movement vocabulary that express and develop their aesthetic and style.

IX. Textbook Evaluation Form

Title <u>Experiencing Dance: From Student to Dance Artist</u> Subject <u>Dance III</u> Publisher <u>Human Kinetics</u> Date of Publication <u>2005</u> Intended Grade(s) <u>11th grade</u> Evaluator(s) <u>Cassandra Roberts</u>	Excellent	Acceptable	Unacceptable	Not Applicable
I. General Characteristics				
A. Current publication date	X			
B. Attractive appearance enriched with up-to-date illustration	X			
C. Written in clear, concise form	X			
D. Reasonable cost	X			
II. Physical and Mechanical Features, Illustrations				
A. Appropriate for information, interest, and grade level	X			
B. Tables, graphs, and charts	X			
III. Philosophy				
A. Acceptable	X			
B. Promotes a positive self-image for all social groups, and individuals depicted	X			
C. Depicts all types of social groups including minorities, in many different settings	X			
D. Treats controversial issues factually and in a scholarly manner	X			
E. Stresses equal rights and responsibilities for all	X			
F. When appropriate, supports values such as honesty, responsibility, and respect	X			
G. Uses current learning principles and psychological developments	X			
IV. Organization of Material				
A. Organizes material clearly and logically	X			
B. Provides continuity throughout	X			
C. Provides for individual differences in learners	X			
V. Objectives				
A. States general objectives of the textbook	X			
B. States specific objectives of the textbook	X			
C. Problems, exercises, and tests directly or indirectly develop the main objective	X			
VI. Subject-Matter Content				
A. Fulfills most objectives of the course	X			
B. Contains current material	X			
C. Presents material correctly and truthfully	X			
D. Presents historical facts accurately	X			
E. Develops and presents material in an interesting manner	X			

F. States main ideas and expands on them	X			
G. Provides sufficient coverage of the subject	X			
F. States main ideas and expands on them	X			
G. Provides sufficient coverage of the subject	X			
H. Uses proper terminology	X			
I. Defines terms accurately	X			
J. Interest level suitable for grade level	X			
K. Adequately presents concepts and skills	X			
L. Provides for individual differences	X			
VII. Readability				
A. Most of the material estimated to be at or near the appropriate grade level	X			
B. Vocabulary appropriate for grade level	X			
VIII. Teaching Aids and Supplementary Materials				
A. Each lesson, chapter, unity or subdivision, includes appropriate activities, exercises, or drills	X			
B. Includes necessary aids such as workbooks, materials and teacher's guide	X			

COMMENTS (Optional):

DATE: 9/20/11

X. Affirmative action Checklist for Textbook Adoption

ILLUSTRATIONS	Yes	No
Do the illustrations promote positive images that students can identify with regardless of race, or ethnicity?	X	
Do the illustrations portray women, minorities and the handicapped as active, contributing members of society	X	
Are males and females presented in non-stereo-typed activities and roles	X	
Are the illustrations free of bias and stereotyping?	X	
TEXTUAL CONTENT	X	
Is there adequate coverage of the contributions of minorities, women and the handicapped where appropriate?	X	
Is all content on matters of race, gender, religion, and ethnicity factual?	X	
Is the language free of sexual, cultural and racial bias?	X	
Does the material provide for diversity in career models that appeal to all students regardless of gender, race or ethnicity?	X	
Do the authors included in an anthology represent a cross section of minorities, males and females?	X	
Is the textbook acceptable in content and compatible with the curriculum?	X	
Is the textbook recommended for adoption?	X	

COMMENTS (Optional):

Date of Evaluation: 9/20/11