

CHINO VALLEY UNIFIED SCHOOL DISTRICT

INSTRUCTIONAL GUIDE

DANCE II

(Formerly Intermediate Dance)

Course Number	5708
Department	Visual and Performing Arts
Length of Course	One (1) Year
Grade Level	10-12
	9 th grade with instructor approval
Prerequisite	Dance I
Credit	10 units/Fine Arts Credit
Repeatable	No
Board Approved	August 16, 2001

Description of Course - This course gives students a broad overview of dance. Students will learn and develop fundamental dance skills in the areas of Ballet, Jazz, Musical Theater, Tap, and Modern. Dance II students will be expected to expand the knowledge and technique gained in Dance I with more rigorous content. The students will gain an understanding of dance from an historical context; gaining knowledge in dance as it has developed from merely a means of communication to it's social importance and significance in today's society. Students will be provided with a common core of knowledge of dance elements, concepts, and related vocabulary. Students will be given structure that encourages the discovery of concepts and truths related to the artistic process of creating. Students will be given the opportunity to explore movement ideas and elementary choreographic processes. Students will be presented with the opportunity to gain knowledge in production methods and performance. A variety of media will be used to allow the student the opportunity to view many ethnic and world dance forms. This course incorporates the State of California Visual and Performing Arts 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 an 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 Objective: Students will learn and practice dance steps and rhythms.

- 1.1.1 Performance Indicator: Students will clap rhythms within 4/4 meter music.
- 1.1.2 Performance Indicator: Students will perform basic dance steps utilizing these subdivisions: walk, skip, gallop, and hops in combinations.
- 1.1.3 Performance Indicator: Students will learn warm up exercises and routines to develop technique and flexibility.
- 1.1.4 Performance Indicator: Students will learn proper posture and placement for dance.
- 1.1.5 Performance Indicator: Students will be responsible for proper dress for dance.
- 1.2 Objective: Students will incorporate direction, tempo, and weight changes with basic locomotor movement within different dance forms.
 - 1.2.1 Performance Indicator: Given parameters, students will walk in circles, pivots, movements forward, backward, and side to side, weight shifts from side to side, front to back, ball change, etc.
 - 1.2.2 Performance Indicator: Students will learn five ballet positions of arms and feet.
 - 1.2.3 Performance Indicator: Students will be introduced to arm work (port de bras) and combine with footwork, varying timing of movement between fast, slow, sustained.
 - 1.2.4 Performance Indicator: Students will begin learning ballet vocabulary with words such as: chasse, contract, demi, plie, eleve, grande, port de bras, release, isolate, alignment, centered, point, passe', turnout, ambidexterity.
 - 1.2.5 Performance Indicator: Understand and identify the three reasons for warm up.
 - 1.2.6 Performance Indicator: Recognize through pictures, the five ballet positions.
 - 1.2.7 Performance Indicator: Ability to keep head up and focus to mirror.
 - 1.2.8 Performance Indicator: Ability to anticipate when to begin movement with music..

Standard 2 - Creative Expression: Creating, Performing, and Participating In The Arts.

- 2.1 Objective: Students will apply choreographic principles, processes, and skills and communicate meaning through improvisation, composition, and performance of dance.
- 2.1.1 Performance Indicator: Students will expand performance ability through learning combinations of dance phrases within the form of each dance style. (Ballet, jazz, and basic movement).
 - 2.1.2 Performance Indicator: Students will expand movement vocabulary with words such as: jumps, saute', tendu, extension, battement.
 - 2.1.3 Performance Indicator: Students will be introduced to level changes and use of high, medium, and low space.
 - 2.1.4 Performance Indicator: Students will perform a basic skills exam incorporating jazz walk, chasses, pivot turns, circling, and saute'.
 - 2.1.5 Performance Indicator: Through the use of a class syllabus, students will learn the vocabulary for the above dance steps.
 - 2.1.6 Performance Indicator: Students will learn stage directions.
 - 2.1.7 Performance Indicator: Students will begin to dance in smaller groups and perform for fellow classmates.
 - 2.1.8 Performance Indicator: Student evaluation of performances will be verbal and written.
 - 2.1.9 Performance Indicator: Students will focus eyes on mirror and peers during performances.
- 2.2 Objective: Students will explore the use of time, space and rhythm as it relates to performance and quality of movement.
- 2.2.1 Performance Indicator: Students will incorporate use of style, movement quality, and showmanship in their dance phrases.
 - 2.2.2 Performance Indicator: Students will perform dance combinations in groups for a grade and be evaluated by their peers. This will include memorization of

dance phrases, technique, timing (individual and group), and presentation.

- 2.2.3 Performance Indicator: Students will expand dance vocabulary to include dynamics, focus, qualities of movement, and recovery.
- 2.2.4 Performance Indicator: Students will create their own dance phrases individually and with small groups.
- 2.2.5 Performance Indicator: Students will participate in teaching their original choreography to peers.
- 2.2.6 Performance Indicator: Students will explore dance movement as a means of expression and communication.
- 2.3 Objective: Students will learn the use of syncopation, rhythm, and timing in relationship to tap dance.
 - 2.3.1 Performance Indicator: Students expand their dance vocabulary to include the following terms: ball change, brush, chug, cramp roll, dig heel, drag, flap, shuffle, heel drop, heel scuff, hop, Irish, lunge, pull back, time step, riff, soft shoe, stamp, stomp, toe punch.
 - 2.3.2 Performance Indicator: Students will demonstrate their mastery of the above steps through performance in class and in front of an audience.
 - 2.3.3 Performance Indicator: Students will choreograph their own rhythm tap sequence for evaluation.
 - 2.3.4 Performance Indicator: Students will view the history of tap dance and its relationship to the development of jazz music in America.
 - 2.3.5 Performance Indicator: Students will investigate the connection between the European migrants and the development of tap dance in America.
 - 2.3.6 Performance Indicator: Students will read about masters in tap and write a paper demonstrating their knowledge of the history of these dancers.

Standard 3 - Understanding Dance in Relation to History and Culture: Students understand the historical contributions and cultural dimensions of a given dance form.

- 3.1 Objective: Students analyze the function and development of dance in past and present

cultures throughout world, noting human diversity as it relates to dances and dancers.

- 3.1.1 Performance Indicator: Students will identify folk/traditional, social and theatrical dances looking at films and video presentations in class.
- 3.1.2 Performance Indicator: Students will form small groups and select one dance form from folk/traditional, social and theatrical dances and give a group presentation in class.
- 3.1.3 Performance Indicator: Students will develop a time-line to demonstrate the correlation between social/historical events and dance styles.
- 3.1.4 Performance Indicator: Students will view videos on ballet and modern dance and write a paper on the contribution of these dance forms to dance throughout the world.
- 3.1.5 Performance Indicator: Students will develop a montage of dance styles to be performed for their class.

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

- 4.1 Objective: Students will critically 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 describe how theatrical qualities contribute to the success of a dance performance (e.g., music, lighting, costuming, text, set design).
 - 4.1.2 Performance Indicator: Students will determine what criteria they should look for when viewing a dance performance (e.g., technical skill, showmanship, appropriateness of movement, audience appeal).
 - 4.1.3 Performance Indicator: Students will compare and contrast different dance styles and choreographic forms in class discussions.
 - 4.1.4 Performance Indicator: Students will critique other classes works both written and verbally.

- 4.2 Objective: Students will respond to a variety of dance styles as seen on film or video and determine the intent of each choreographer.
 - 4.2.1 Performance Indicator: Students will view three different dance videos that show different dance styles and write a paper describing the emotion and message of each dance form.
 - 4.2.2 Performance Indicator: Students will choreograph their own dance sequences in a certain dance form, perform their work for the class, and the class will verbally describe the feeling, emotion or intent of the choreography.
- 4.3 Objective: Students will explore the meaning and impact of dance in society today.
 - 4.3.1 Performance Indicator: Students will work in small groups and compare different dance forms from selected periods in history (street dance, modern, ballet).

Standard 5 - Connections, Relationships, Applications: Students apply what they have learned in dance to learning across the subject areas, other art forms, and careers.

- 5.1 Objective: Students apply what they have learned in dance to other subject areas. They develop competencies in problem solving, communication skills, interpersonal skills, and management of time and resources, all of which contribute to lifelong learning and career skills.
 - 5.1.1 Performance Indicator: Students will integrate what they learn in dance history to learning in other subject areas.
 - 5.1.2 Performance Indicator: Students will present their time-lines to their classmates for review and critique and discuss the historical setting that led to the development in different dance forms.
 - 5.1.3 Performance Indicator: Students will relate the development of different art forms to the development of certain dance forms (e.g., jazz music/jazz dance and Black History month).
 - 5.1.4 Performance Indicator: Students will demonstrate an understanding of the relationship between music and math by counting and arranging selected songs in 4/4 measures, counting measures, and choreographing to the time formation of selected songs.

- 5.2 Objective: Students will apply concepts from anatomy, physiology, and physics to the study and practice of dance techniques.
- 5.2.1 Performance Indicator: Students will study the relationship between appropriate warm-up and stretch techniques to the prevention of dance injuries.
 - 5.2.2 Performance Indicator: Students will observe the human body in motion and analyze what muscles, bones, and body parts are in action.
 - 5.2.3 Performance Indicator: Students will illustrate one particular movement and list which muscles are being used.
 - 5.2.4 Performance Indicator: Students will study the relationship between physics and ballet.
- 5.3 Objective: Students will investigate the opportunities and training necessary for careers in dance.
- 5.3.1 Performance Indicator: Students will investigate the opportunities and training necessary for careers in dance.
 - 5.3.2 Performance Indicator: Students will learn about dance careers through guest lecturers and college visits.
 - 5.3.3 Performance Indicator: Students will interview people in the dance world to discover the positive and negative sides to a career in dance.
 - 5.3.4 Performance Indicator: Students will be encouraged to audition for outside community and professional productions for personal growth and development.
 - 5.3.5 Performance Indicator: Students will make a class list of possible dance related careers in California.
 - 5.3.6 Performance Indicator: Students will create a portfolio for college admissions.
 - 5.3.7 Performance Indicator: Students will understand the use of lighting and music for production.
 - 5.3.8 Performance Indicator: A video library of student works will be created to showcase the choreography of each student.

- 5.3.9 Performance Indicator: Students will assist in the planning and performance of school dance productions.

COURSE OUTLINE

DANCE II

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

UNIT I

Jazz Dance

- A. Modern form of dance, related to today's music and jazz music
- B. Specific dance forms and skills involved
 - 1. Chasse
 - 2. Ball change
 - 3. Jazz walk
 - 4. Jazz run
 - 5. Pivot turn
 - 6. Leap
 - 7. Kick

8. Pirouette
9. Chainé-relevé and plié
10. Isolations
11. Jazz line
12. Jazz jump
13. Double Tuck jump
14. Pas de bourrée

UNIT II

Basic Movement/Choreography

- A. Dance form that closely follows the theories of modern dance and basic choreographic forms.
- B. Specific dance forms and skills involved.
 1. Axial skills
 2. Locomotor/Non Axial skills
 3. Parallel
 4. Rhythm
 5. Tempo
 6. Dynamics
 7. Floor Pattern
 8. Level
 9. Pendular
 10. Sustained
 11. Percussive
 12. Contraction

13. Fall
14. Recovery
15. Space
16. Mood
17. Characterization

UNIT III

Ballet

- A. Dance form created in latter half of 19th century that employs use of turn out and specific arm, foot, and torso positions.
- B. Specific dance forms and skills involved:
 1. Plie - (grande/demi)
 2. Tendu
 3. Degage
 4. Rond de jambe
 5. Battement - (petite, grande)
 6. Alignment
 7. En Dehors
 8. En Dedans

9. A Terre
10. En L'air
11. Releve
12. En Croix
13. Changement
14. Pas De Chat
15. Sous sous
16. Soutenu
17. Pique
18. J'ete
19. Saute
20. Passe
21. Retire

UNIT IV

Tap

- A. Dance form that uses special shoes with metal plates on the soles to create rhythm and sounds with or without music; has roots in Irish jig, English clog and African tribal dance.
- B. Specific dance forms and skills learned:
 1. Tap

2. Step
3. Shuffle
4. Step-heel
5. Brush
6. Hop
7. Stamp
8. Toe Punch
9. Chug
10. Scuff
11. Flap
12. Flap heel

UNIT V

Theater/Stage Movement

- A. Stage and theater directions as relevant to dance and choreography.
- B. Specific forms and skills learned:
 1. Upstage

2. Downstage
3. Stage Right
4. Stage Left
5. Wings
6. Psyche wall
7. Formal movement
8. Natural movement
9. Technical elements

UNIT VI

Production

- A. Dance format that allows students to perform in front of an audience for critical evaluation and applause.
- B. Specific skills learned:
 1. Memorization-dance memorized in full length format for performance
 2. Performance quality-facial expression, technically clean movement, audience appeal
 3. Self-discipline-ability to control movement on stage and off stage; in wing area, green room.
 4. Responsibility-follow through with academic and attendance requirements for participating in performance; costume requirements; cast call time.
 5. Self confidence-perform dance on stage in front of peers, family, friends; ability to complete dance regardless of mental errors; seeing project to completion.

UNIT VII

Mini-Units of Specialized Dance Areas

- A. Funk
- B. 50's and 60's social dances
- C. Swing dance

- D. Musical Theater

Methods Of Evaluation

- 1. Subjective evaluation by instructor in the following areas:
 - A. Student performance (use of proper skills taught)
 - B. Use of safety rules; appropriate dance attire; attitude in class; effort in class.
 - C. Student self-evaluation and demonstration
 - D. Video tape portfolio
 - E. Written quizzes and tests