

# CHINO VALLEY UNIFIED SCHOOL DISTRICT

## INSTRUCTIONAL GUIDE

### DANCE III

Course Number	5712
Department	Visual and Performing Arts
Length of Course	Two semesters/One year
Grade Level	10-12
	9 <sup>th</sup> grade with instructor approval
Prerequisite	Dance 1 and/or Dance 2
Credit	5 units per semester/10 total Fine Arts units
Repeatable	Yes, up to 20 units
Board Approved	August 16, 2001

**Description of Course** -This course is designed to give the student a deeper study into dance. Students will be provided with a common core of knowledge of dance elements, concepts and related vocabulary. Emphasis will be place on technical skill development in ballet, tap, jazz, and choreography. A wide variety of dance forms for each of these areas will be explored. 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 Objectives: Students will learn and practice dance steps and rhythms.
  - 1.1.1 Performance Indicator: Students will design their own four measure rhythmic phrase for tap dance and perform their design in front of the class.
  - 1.1.2 Performance Indicator: Students will learn a jazz dance phrase and memorize the steps for evaluation in front of the audience.
  - 1.1.3 Performance Indicator: Students will create their own warm-up and stretch choreography for jazz and tap dance and their peers will teach this to the class for

evaluation.

- 1.1.4 Performance Indicator: Students will demonstrate a mastery of basic ballet technique at the barre and center floor for promotion to the next level of dance.
- 1.2 Objective: Students will incorporate direction, tempo, and weight changes with intermediate axial and non-axial skills within different dance forms.
  - 1.2.1 Performance Indicator: Given parameters, students will create an 8 count, 4-measure dance phrase using axial and non-axial skills to convey a feeling or emotion.
  - 1.2.2 Performance Indicator: Students will work in groups to find commonalities between all of the dance styles taught in the class that employ the use of axial and non-axial skills. The groups will make an oral presentation to the class for evaluation.
  - 1.2.3 Performance Indicator: As a group, the students will create a full-length dance that conveys a feeling or idea using axial and non-axial movements within a modern dance format.

**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 their performance ability by learning combinations of dance phrases within the form of each dance style (Ballet, jazz, tap, modern).
  - 2.1.2 Performance Indicator: Students will use dance vocabulary and choreograph a dance phrase that they will teach to the class. As they teach their choreography, they will be expected to use the correct terms for the steps they have choreographed.
  - 2.1.3 Performance Indicator: Students will explore the use of drama and theatrical concepts to create a story dance that has a beginning, middle, and end. This will be performed for classmates and for drama students who will be invited to evaluate the story dance.
  - 2.1.4 Performance Indicator: Students will select a poem or lyrics of their choice to create a dance that expresses the idea of the dance. This will be performed for their classmates who will provide a verbal and written critique.

- 2.1.5 Performance Indicator: Students will perform in a final concert format for audiences along with peers. Each student will video tape this for a written evaluation.
- 2.2 Objective: Students will develop the use of time, space, and rhythm as it relates to performance and quality of movement.
  - 2.2.1 Performance Indicator: Students will observe other dance classes and evaluate their use of space, time, and rhythm with a verbal critique for their peers.
  - 2.2.2 Performance Indicator: Students will expand their dance vocabulary when they present verbal or written critiques of the dances they observe to include expression that demonstrates their understanding of time, space, and rhythm as it relates to the overall performance of a piece of choreography.
  - 2.2.3 Performance Indicator: Students will teach their original choreography to fellow classmates.
- 2.3 Objective: Students will learn the use of syncopation, rhythm and timing in relationship to tap dance.
  - 2.3.1 Performance Indicator: After watching a video that presents the masters of tap dance, students will select one individual to write about and present to the Dance I students, discussing the use of syncopation and rhythm to develop tap dance.
  - 2.3.2 Performance Indicator: Students will create their own tap dance sequence that shows their understanding of syncopation and rhythmic variations.
- 2.4 Objective: Students will learn the use of syncopation, rhythm, and technique in relationship to jazz dance.
  - 2.4.1 Performance Indicator: After watching a video that presents the use of syncopation and rhythm in jazz, students will listen to various jazz music pieces and count out the phrases noting where the syncopation occurs.
  - 2.4.2 Performance Indicator: Students will create their own jazz dance phrases that demonstrate their understanding of syncopation and rhythm as it relates to jazz dance. This will be performed to current jazz music.
  - 2.4.3 Performance Indicator: Students will participate in a master jazz dance class that exposes them to the use of syncopation, rhythm, and technique for jazz dance.

**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 the world, noting human diversity as it relates to dances and dancers.
  - 3.1.1 Performance Indicator: Students will observe traditional ceremonial dances from India, Japan, China, Africa, and England and make the connection between this form of dance to jazz, tap, and ballet.
  - 3.1.2 Performance Indicator: Students will select one country to research the significance of dance in their culture and present a verbal lesson to the class. This will include traditional foods, dress, and customs of the selected country along with guest presenters if appropriate.
  - 3.1.3 Performance Indicator: Students will collaborate with the Social Science department to organize a Cultural Festival that highlights the dances, food, dress, and customs of different countries around the world.
  - 3.1.4 Performance Indicator: Students will view videotape material that shows the history of ballet and the many transformations that ballet has taken.
  - 3.1.5 Performance Indicator: Students will write a report about one significant contributor from the world of ballet.

**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, performances of dancers, and original works based on the elements of dance and aesthetic qualities
  - 4.1.1 Performance Indicator: Students will make informed critical evaluations of different dance styles and choreography performed in class.
  - 4.1.2 Performance Indicator: Students will describe how theatrical qualities contribute to the success or demise of a dance performance.
  - 4.1.3 Performance Indicator: Students will determine what criteria they should look for

when viewing a dance performance. (e.g., technical skill, showmanship, appropriateness of movement, expressive quality).

- 4.1.4 Performance Indicator: Students will determine the difference between personal preference and quality performance.
- 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 one live performance and one videotaped performance and discusses their opinion of the choreographer's intent. When applicable, students will interview the choreographer and ask what the intent was.
  - 4.2.2 Performance Indicator: Students will create a short dance phrase that has one specific intent to be performed for the class. The class will verbally describe the feeling, emotion, or intent of the dance.
  - 4.2.3 Performance Indicator: After viewing three different videos from musical theater, a cultural celebration, and a full-length ballet, students will respond in their journals comparing and contrasting the dance on the videos.

**Standard 5** - Connections, Relationships, Applications: Connecting and applying what is learned in dance to learning in other art forms, subject areas, 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 have learned in dance history to learning in other subject areas.
  - 5.1.2 Performance Indicator: Students will write a research paper showing the connection between a designated period in history and the impact societal and political events had on the world of dance.
  - 5.1.3 Performance Indicator: Students will demonstrate three different social dance forms that were strongly influenced by society and political changes during specific time periods.

- 5.1.4 Performance Indicator: Students will watch a video showing the development of ballet and the Renaissance courts of mid-16th century Europe. They will then watch a video showing the current training and development of ballet in 20<sup>th</sup> century Western countries. Students will have a class discussion regarding the influence of society on ballet.
- 5.2 Objective: Students will apply concepts from anatomy to develop appropriate stretches for ballet, jazz, modern, and tap dance.
  - 5.2.1 Performance Indicator: Students will research the skeletal system, muscles, and ligaments that are used in ballet and name the major muscle groups that are used when turned out and on demi pointe.
  - 5.2.2 Performance Indicator: Students will label a picture of the human skeletal system and be able to identify bones, muscles, and ligaments used in all forms of dance.
  - 5.2.3 Performance Indicator: Students will investigate correct alignment for dance and the need for correct alignment to avoid injuries.
- 5.3 Objective: Students will explore employment opportunities and training required in the field of dance performance.
  - 5.3.1 Performance Indicator: Students will create a class portfolio of colleges that offer dance as a major and minor, including undergraduate entrance requirements, SAT scores, and scholarships available.
  - 5.3.2 Performance Indicator: Students will interview professional dance teachers, dance performers, and choreographers in the area to research their training and experience.
  - 5.3.3 Performance Indicator: Students will create a Web page for the school Website that advertises upcoming productions, graduating seniors, and audition dates.
- 5.4 Objective: Students will learn skills that translate into careers.
  - 5.4.1 Performance Indicator: Students will create and maintain a rehearsal schedule for their upcoming performances.
  - 5.4.2 Performance Indicator: Students will demonstrate the ability to follow through with time commitments, rehearsal schedules, and grade requirements for eligibility to participate as a cast member of the productions.

- 5.4.3 Performance Indicator: Students will learn to plot a lighting design for one of their assigned dances in class. They will learn to use the light board and make changes in their plot if the technical capabilities of the board do not meet their ideas.

## COURSE OUTLINE

### DANCE 3

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

### UNIT I

#### Jazz Dance

- A. Modern form of dance, related to today's music and jazz music, blues, spirituals.
- B. Specific dance forms and skills involved
  - 1. Isolations
  - 2. Jazz walk, jazz run, jazz line, jazz arms, jazz hands
  - 3. Chasse-variations on the basic steps
  - 4. Turns-pirouette (inside, outside), Chainé (plie, releve), Pique, attitude, multiple chainé (two beats), outside turn with battement, barrel.
  - 5. Leaps-forward, inverted, double
  - 6. Jumps-jazz, double tuck, in second, prance, passe' jumps, battement 2<sup>nd</sup> with saute' hop.
  - 7. Kicks-all directions, developpe, hitch, penchee, fan
  - 8. Lay-out-back, side, forward
  - 9. Jazz adage-lyric style; torso spirals, knee hinges, jazz split, plie holding foot

attitude, arabesque, lunge.

## UNIT II

### Ballet

- C. Classical Western dance form that originated in the Renaissance courts of Europe; employs use of specific torso, arm, leg positions and steps..
- D. Specific dance forms and skills learned
  - 1. Barre work-plie, tendu, degage, fondu, rond de jambe, port de corps, grande battement, developpes, sous-sous.
  - 2. Positions-feet, arms, torso
  - 3. Directions-encroix, en dedans, en dehors, en l'air, a terre, croise
  - 4. Center floor work/Adagio-port be bras, attitude, arabesque, glissade, soutenu, pirouette en dehors and en dedans, pas de bouree and coupe.
  - 5. Choreography/Allegro-jumping steps, temps lie, petit echappe, grande j'ete.
  - 6. Floor Barre-some of barre movements listed above is practiced on the floor to strengthen and correct alignment before working at the barre and center; developmental stretch and conditioning for ballet and turn out included.

## UNIT III

### Basic Movement/Choreography



- E. Dance form that closely follow the theories of modern dance and basic choreographic forms.
- F. Specific dance forms and skills involved:
  - 1. Axial and non-axial skills
  - 2. Parallel position for hips and feet.
  - 3. Rhythm, tempo
  - 4. Floor pattern, design/arrangement of dancers (odd or even), use of space, levels in space (high, medium, low)
  - 5. Contraction/release, fall/recovery
  - 6. Pendular, sustained and percussive movements, dynamic, variations to express an idea or feeling.
  - 7. Mood, characterization to convey a feeling or idea in dance.

## UNIT IV

### Tap

- G. 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 English and African dance forms.
- H. Specific dance forms and skills learned:
  - 1. Tap, step, shuffle, step-heel, brush, hop, ball change, stamp, toe punch, chug, scuff, flap, flap heel.
  - 2. Irish, Buffalo, Time Step (double, triple), Cincinnati, Waltz clog.
  - 3. Combinations that employ the use of the above steps.

## UNIT V

### Production

- I. Dance format that allows students to perform in front of an audience for critical evaluation and applause.
- J. 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 cooperating with large groups of people.
4. Responsibility-follow through with academic and attendance requirements for participation in performance; costume requirements; cast call time, rehearsal schedules.
  5. Self-confidence-perform dance(s) on-stage in front of peers, family, friends; ability to complete dance regardless of mental errors; seeing project to completion; sense of accomplishment.

## Methods Of Evaluation

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