

# CHINO VALLEY UNIFIED SCHOOL DISTRICT

## INSTRUCTIONAL GUIDE

### DANCE IV

(Formerly Advanced Dance)

Course Number	5709
Department	Visual and Performing Arts
Length of Course	Two semesters/One year
Grade Level	10-12
Prerequisite	9 <sup>th</sup> grade with instructor approval
Credit	Audition only
Repeatable	5 units per semester/10 total Fine Arts units
Board Approved	Yes, up to 20 units
	August 16, 2001

**Description of Course** -This course is designed for the advanced level dance student who desires further instruction in jazz, tap, ballet, modern, musical theater, and production dance. This course will improve the student's technical dance skills, performance skills, dance history knowledge, terminology knowledge, critical evaluation skills, performance skills, choreographic skills, and enjoyment of dance as an art form and as part of everyday life. Emphasis will be placed on relationships to dance movements and individual dance artists. This course incorporates the State of California Visual and Performing Art standards.

**Rational for Course** - Performance art, specifically dance, have been a part of human expression since prehistoric times. Dance movements have been used in all cultures and civilizations to communicate ideas, customs, traditions, and beliefs. The value of instruction and exposure to dance movement is immeasurable in the humanizing process.

**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 clap rhythms within 4/4 meter music.
  - 1.1.2 Performance Indicator: Students will perform basic dance steps utilizing 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, movement forward, backward, side to side, weight shifts side to side, front to back, ball change, etc.
  - 1.2.2 Performance Indicator: Students will learn five (5) ballet positions of arms and feet.
  - 1.2.3 Performance Indicator: Students will be introduced to arm work (port de bras) and, combined with footwork, vary timing of movement between fast, slow, and 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 (3) reasons for warm up.
  - 1.2.6 Performance Indicator: Recognize through pictures, the five (5) 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 their performance ability by 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 their 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 walks, chasses, pivot turns, circling, saute'.
- 2.1.5 Performance Indicator: Through the use of a class syllabus, students will learn 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 and perform folk/traditional, social, and theatrical dances with appropriate style.
- 3.1.2 Performance Indicator: Students will identify folk/traditional, social, and theatrical dances looking at films and video presentations in class.
- 3.1.3 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.

- 3.1.4 Performance Indicator: Students will develop a time-line to demonstrate the correlation between social/historical events and dance styles.
- 3.1.5 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.
- 3.1.6 Performance Indicator: Second year 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 base 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 of a dance performance (e.g., music, lighting, costuming, text, set design).
  - 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, audience appeal).
  - 4.1.4 Performance Indicator: Students will compare and contrast different dance styles and choreographic forms in class discussions.
  - 4.1.5 Performance Indicator: Second year dance 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 and perform their work for the class. 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: Second year 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 of 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. Students will illustrate one

particular movement and list which muscles are being used.

- 5.2.3 Performance Indicator: Second year 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 learn about dance careers through guest lecturers and college visits.
  - 5.3.2 Performance Indicator: Students will interview people in the dance world to discover the positive and negative sides to a career in dance.
  - 5.3.3 Performance Indicator: Students will be encouraged to audition for outside community and professional productions for personal growth and development.
  - 5.3.4 Performance Indicator: Students will understand the use of lighting and music for production.
  - 5.3.5 Performance Indicator: A video library of student works will be created to showcase the choreography of each student.
  - 5.3.6 Performance Indicator: Students will assist in the planning and performance of school dance productions.

## 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

- F. Modern form of dance, related to today's music and jazz music, Afro-American music, musical theater music, and jazz music.
- G. Specific dance forms and skills involved
  - 1. Isolations-varied tempos, rhythms
  - 2. Turns-chaine, barrel, pirouette, attitude, pique, spiral
  - 3. Leaps-forward, inverted, sideways, sissone, stag, from turns
  - 4. Jazz walk-varied tempos, rhythms



5. Kicks-hitch, developpe, penchee, in combination/directions
6. Lyrical Jazz movement
7. Funky Jazz movement
8. Classic Jazz movement

## UNIT II

### Ballet

- H. Classical Western dance form that originated in the Renaissance courts of Europe; employs use of specific torso, arm, leg and foot positions; steps.
- B. Specific dance forms and skills learned:
  1. Barre Work-plie, tendu, degage, fondu, rond de jambe, port de corps, grande battement, sous-sous, developpes.
  2. Center Floor Work/Adagio-port de bras, attitude, arabesque, glissade, soutenu endedans/en dehors, pirouette en dehors, pas de bouree, and coupe.
  3. Choreography-Allegro-jumping steps, temps lie, petit echange, grand j'ete, pas de chat, pas de basque.

## UNIT III

### Tap

- B. Dance form that concentrates on footwork and rhythm; grew out of American popular dancing, with significant roots in African-American, Irish, and English clogging traditions.
- C. Specific dance forms and skills learned:
  1. Dance I and II steps along with combinations of steps to form rhythm phrases and full-length dances.
  2. Double and triple time steps
  3. Cincinnati, Buffalo, Waltz clog, Irish, wings
  4. Riffs - 4,5,6 counts

## UNIT IV

## Choreography

- I. Dance notation and design of dance movement of production
- J. Specific dance forms and skills learned:
  - 1. Arranging eight bars of movement to eight bars of music; use of different style of music, different interpretations of the same music, counting measures and accents.
  - 2. Space-use of the space available; incorporating high, medium, and low levels in use of space, floor design and arrangement of dancers, movement of dance from front to back, side to side, division and layering of dancers for visual and emotional effect.
  - 3. Dynamics-use of soft versus hard movement; force of the movement to convey the meaning and feeling of the dance.
  - 4. Staging-includes costuming, lighting, technical special effects to create desired image on stage.

## UNIT V

### Production

- K. Dance format that allows students to perform in front of an audience for critical evaluation and applause.
- L. 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; cast call time, rehearsal schedules.
  - 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.
6. Post production self and group evaluation of performance.

## Methods of Evaluation

- A. Subjective evaluation by instructor in 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. Students self-evaluation and demonstration
  4. Video tape portfolio
  5. Written quizzes and tests