

CHINO VALLEY UNIFIED SCHOOL DISTRICT

INSTRUCTIONAL GUIDE

Dance Prop Production

Course Number	5780
Department	Visual & Performing Arts
Prerequisite	Audition for dance adjudicators. Students auditioning must demonstrate technical dance skills at a minimum of an intermediate dance level and an ability to choreograph and learn quickly. Students must meet school/district eligibility requirements. Students must have completed dance or may receive teacher recommendation.
Length of Course:	Two (2) semesters/ One (1) year course
Grade Level	9 - 12
Credit	5 units per semester/Visual & Performing Arts credit.
Repeatable	May be repeated for credit.
Board Approved	December 15, 2005

Description of Course - The course provides a means to develop an awareness and understanding of the styles, idioms, performance medium and purposes of music and dance that are part of our multicultural heritage and to provide a sound basis of musical and dance experience promoting good judgment of musical and dance value. The course is also designed to develop sensitivity to the qualities of music and to prepare students to participate in all aspects of public performance.

Rational for Course - Performance art, specifically dance, has 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.

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 to perceive and respond using the elements of dance by refining their movement skills and process sensory information.
 - 1.1.1 Performance Indicator: Students will differentiate among rhythmic characteristics in various meters and tempos, as demonstrated.
 - 1.1.2 Performance Indicator: Students will demonstrate the understanding through dance movement, dance skills, and use of artistic props.

- 1.1.3 Performance Indicator: Students will demonstrate variations of fast and slow, loud and soft and emotion through movement and prop routine content (choreography).
- 1.1.4 Performance Indicator: Students will demonstrate the pulse of music with body and props through movement of body and equipment.
- 1.1.5 Performance Indicator: Students will express thematic development of the music with movement of body and equipment.

Standard 2 - Creative Expression: Creating, performing, and participating in the arts.

- 2.1 Objective: Students will use choreographic principles and processes to express perceptions, feeling, images, and thought. They create and communicate meaning through dance improvisations, composition, and performance.
 - 2.1.1 Performance Indicator: Students will choreograph and perform a dance and prop routine for written and oral evaluation by peers and instructor.
 - 2.1.2 Performance Indicator: Provide written and oral evaluations on classmates choreography and performances, as well as their own.
 - 2.1.3 Performance Indicator: Design costumes, uniforms, staging, props, edit tapes, prepare advertising and design lighting for all major performances.
 - 2.1.4 Performance Indicator: Students will perform in all public performances.
 - 2.1.5 Performance Indicator: Students will attend all outside of class rehearsals and performances.

Standard 3 - Historical and Cultural Context: Understanding dance in relation to history and culture.

- 3.1 Objective: Students acquire knowledge of and build understanding about human diversity, differences and similarities, through dance. Students will look at the role of dance in the historical and modern culture throughout the world.
 - 3.1.1 Performance Indicator: Students will compare, contrast and analyze the role of dance in the historical and contemporary culture throughout the world.

- 3.1.2 Performance Indicator: Students will select different times in history listing the political, social, historical, and social issues of the time period and documenting the effect these issues had on dance of that time.
- 3.1.3 Performance Indicator: Students will research the different customs for specific holidays. Using this information, students will create cultural dances that celebrate the holidays unique to each culture for performance.
- 3.1.4 Performance Indicator: Students will express thematic development of the music of the various historical periods with movement of body and equipment.

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

- 4.1 Objective: Students will assess and derive meaning from works of dance, performance, and original works based on the elements of dance and aesthetic qualities.
 - 4.1.1 Performance Indicator: Students will establish criteria for their own performance, festivals, and competitions that set a technical and performance skill level to be achieved. Students will be evaluated weekly where they determine whether or not they achieved the goals for the week and what they can do to improve their performance.
 - 4.1.2 Performance Indicator: Students will recognize the appropriateness of different forms and styles of routines for different occasions.
 - 4.1.3 Performance Indicator: Students will critique group performances verbally with the performers, discussing the weak and strong aspects of their performance and choreography.
- 4.2 Objective: Students will explore the meaning and impact of dance in society today.
 - 4.2.1 Performance Indicator: Students will work in small groups and compare different dance forms from selected periods of history.
 - 4.2.2 Performance Indicator: Students will develop criteria that will aid in increasing the sensitivity of students to the elements of body movement, dance, and equipment use and content.

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

- 5.1 Objective: Students apply what they have learned in production 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 demonstrate an understanding of 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.
 - 5.1.2 Performance Indicator: Students will perform in all public performances.
- 5.2 Objective: Students will apply concepts from anatomy, physiology, and physics to the study and practice of dance production 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.

Assessment:

The evaluation of students will include essays, reports, projects, and tests. In addition, the evaluation will include class performances which will demonstrate their knowledge of dance/movement with props through choreography and the ability to teach and perform these routines.