

**EL DORADO UNION HIGH SCHOOL DISTRICT
EDUCATIONAL SERVICES
Course of Study Information Page**

COURSE TITLE Dance Choreography			
DISTRICT COURSE NUMBER 0641		4-DIGIT STATE COURSE CODE (COMPLETED BY SILT) 9080	
Rationale:	This course is designed to prepare college-bound students for a career in dance education or dance choreography.		
Course Description that will be in the Course Directory:	This advanced level dance course develops knowledge and skill in the theory and craft of choreography. It entails elements of dance making such as qualities of movement, musicality, and concept development. Students will develop their choreography using building blocks as steps of the choreographic process including: inspiration, music choice, analyzing lyrics, and developing a theme. Students Attention is given to developing appropriate skill level composition for the coinciding course the student is developing the choreography for. Students taking dance choreography will be developing their skills by introducing their movement to the class they are assigned to. (Either Dance 1, Dance 2, or Dance 3). By leading their peers, this experience will allow them to experience group design (solos, duets, small ensembles, or diverse groupings); and broaden their experience in public speaking. This course requires teacher approval and can be repeated for credit.		
How Does this Course align with or meet State and District content standards?	This course meets the CA Dance Content Standards.		
NCLB Core Subjects:	<i>Select up to two that apply:</i> <input checked="" type="checkbox"/> Arts <input type="checkbox"/> Economics <input type="checkbox"/> English <input type="checkbox"/> Foreign Language <input type="checkbox"/> Geography <input type="checkbox"/> Civics and Government <input type="checkbox"/> History <input type="checkbox"/> Mathematics <input type="checkbox"/> Reading / Language Arts <input type="checkbox"/> Science <input type="checkbox"/> Not Core Subject		
CDE CALPADS Course Descriptors: (See Page 2 for Definitions)	CTE TECH PREP COURSE INDICATORS <input type="checkbox"/> Tech Prep (32) (Higher Ed) <input type="checkbox"/> Tech Prep & ROP(33) (Higher Ed) <input type="checkbox"/> ROP (30) <input checked="" type="checkbox"/> N/A	CTE COURSE CONTENT CODE <input type="checkbox"/> CTE Introductory (01) <input type="checkbox"/> CTE Concentrator (02) <input type="checkbox"/> CTE Completer (03) <input type="checkbox"/> Voc Subject _____ <input checked="" type="checkbox"/> N/A	INSTRUCTIONAL LEVEL CODE <input type="checkbox"/> Remedial (35) <input type="checkbox"/> Honors UC-Certified (39) <input type="checkbox"/> Honors Non UC-Certified (34) <input type="checkbox"/> College (40) <input checked="" type="checkbox"/> N/A
Length of Course:	<input checked="" type="checkbox"/> Year <input type="checkbox"/> Semester		
Grade Level(s):	<input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12		
Credit:	<input checked="" type="checkbox"/> Number of credits: 10 <input checked="" type="checkbox"/> Meets graduation requirements (subject Dance) <input checked="" type="checkbox"/> Request for UC "a-g" requirements CSU/UC requirement F		<input type="checkbox"/> College Prep
Prerequisites:	Teacher recommendation and/or approved application		
Department(s):	VAPA		
District Sites:	EDHS		

Board of Trustees COS Adoption Date:	May 12, 2020
Textbooks / Instructional Materials:	Supplemental materials
Funding Source:	General
Board of Trustees Textbook Adoption Date:	N/A

Definitions

CALPADS	California Longitudinal Pupil Achievement Data System
CTE Technical Prep	A course within a CTE technical career pathway or program that has been articulated with a postsecondary education or through an apprenticeship program of at least 2 years following secondary instruction.
Instructional Level Code	Represents a nonstandard instructional level at which the content of a specific course is either above or below a 'standard' course instructional level. These levels may be identified by the actual level of instruction or identified by equating the course content and level of instruction with a state or nationally recognized advanced course of study, such as IB or AP.
Instructional Level Honors, UC Certified	Includes all AP courses.
Instructional Level Honors, non UC Certified	Requires Board approval.
Instructional Level College	Includes ACE courses. Equivalent to college course and content, but not an AP course. Not related to section, but to course.

EDUCATIONAL SERVICES

Course Title: Dance Choreography

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EDUCATIONAL SERVICES

Department: **VAPA**

Course Title: **Dance Choreography**

Course Number: _____

Unit Title: **Elements of Creating a Dance**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

- 1.5 Apply knowledge of dance vocabulary to distinguish how movement looks physically in space, time, and force/energy).
- 2.2 Identify and apply basic music elements (e.g., rhythm, meter, tempo, timbre) to construct and perform dances.
- 2.6 Collaborate with peers in the development of choreography in groups (e.g., duets, trios, small ensembles).
- 2.7 Teach movement patterns and phrases to peers.
- 3.3 Explain how the works of dance by major choreographers communicate universal themes and sociopolitical issues in their historical/cultural contexts (e.g., seventeenth-century Italy, eighteenth-century France, the women's suffrage movement, dance in the French courts, Chinese cultural revolution).
- 5.1 Demonstrate effective use of technology for recording, analyzing, and creating dances.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

- * Explore elements of creating a dance including: Shape, Action/ Movement, Time, Space, Formation, Directions, & Levels
- * Create movement patterns using different formations and at different tempos
- * Explore movement in reverse order and adapt it to different levels
- * Explore ABA movement patterns
- * Adapt movement to work with a partner or various group sizes
- * Create movement patterns using opposition, contrast, repetition, and inversion

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

- * Instructional videos for examples of the elements of dance
- * Student reflection of a recording of their own choreographic works performed by the choreographer or the dancers
- * Teaching Peers their movement patterns, and reflecting on their work
- * Collaborating with peers to create new phrases of movement
- * Journal reflection- written response to reflect upon choreographed works and analyze the elements utilized

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Formative

- Practice exercises
- Self evaluation
- Journal writing
- Informal peer assessment

Summative

- Projects to be assessed by teacher rubrics demonstrating subject mastery

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

May include, but not limited to:

- Scaffolding exercises with detailed steps
- Peer Mentoring
- Redo a project/ assignment after 1 on 1 discussion with instructor
- Chunking large projects into smaller parts
- Accommodate and/or modify assignments or due dates

EDUCATIONAL SERVICES

Department: **VAPA**

Course Title: **Dance Choreography**

Course Number: _____

Unit Title: **Choreographic Inspiration: Turning a Concept into Motion**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

- 2.1 Create a body of works of dance demonstrating originality, unity, and clarity of intent.
- 2.2 Identify and apply basic music elements (e.g., rhythm, meter, tempo, timbre) to construct and perform dances.
- 3.3 Explain how the works of dance by major choreographers communicate universal themes and sociopolitical issues in their historical/cultural contexts
- 2.1 Use dance structures, musical forms, theatrical elements, and technology to create original works.
- 2.2 Notate dances, using a variety of systems (e.g., labanotation, motif writing, personal systems).
- 4.1 Critique dance works to improve choreographic structure and artistic presence.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

- The Choreographic Process: Inspiration, Music, Lyrics, Theme, Music, Duration, Visualize, Create Steps
- What inspires movement? (songs, stories, works of art, life experience, social media, family, culture, etc.)
- How to choose music (explore rhythm, meter, tempo, & emotional response)
- Discuss universal themes & sociopolitical issues in dance choreography
- Breaking down the lyrics and editing for appropriate content and performance length
- Create the final product- how to visualize and create movement

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

- Observe professional works of choreography and discuss universal themes and sociopolitical issues
- Student exercises in each part of the choreographic process
- Instructional videos from professional and novice choreographers
- Critique dance works & reflect through journal writing

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Formative

- Practice exercises
- Written critique of various dance works
- Self evaluation
- Journal writing

Summative

- Projects to be assessed by teacher rubrics demonstrating subject mastery

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

May include, but not limited to:

- Scaffolding exercises with detailed steps
- Peer Mentoring
- Redo a project/ assignment after 1 on 1 discussion with instructor
- Chunking large projects into smaller parts
- Accommodate and/or modify assignments or due dates

EDUCATIONAL SERVICES

Department: **VAPA**

Course Title: **Dance Choreography**

Course Number: _____

Unit Title: **Choreographing for the Stage or Screen- Understanding Technical Elements**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

4.3 Analyze evolving personal preferences about dance styles and choreographic forms to identify change and development in personal choices.

4.5 Evaluate how aesthetic principles apply to choreography designed for technological media (e.g., film, video, TV, computer imaging).

5.1 Demonstrate effective knowledge and skills in using audiovisual equipment and technology when creating, recording, and producing dance.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

- Evolve personal preferences using technical stage elements: Costumes, Props, Sets, Lighting, Audio/Video Design
- Evaluate how to design choreography for technological media
- Explore various recording options and editing programs
- Create choreography for technological media and record/ edit the performance
- Incorporate Costumes, props, or set design into a choreographed dance
- Choreograph a piece beginning with the lighting & set design, include 1 or more prop

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

- Observe professional works of choreography focusing on costumes, props, sets, lighting, audio/video design
- Student exercises incorporating technological media
- Peer group collaboration choreographing for the purpose of recording, & experimenting with audio visual techniques
- Critique dance works focusing on technical elements & reflect through journal writing
- Provide lighting & set design templates

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Formative

- Practice exercises
- Written evaluations of technical elements
- Self evaluation
- Journal writing

Summative

- Projects to be assessed by teacher rubrics demonstrating subject mastery

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

May include, but not limited to:

- Scaffolding exercises with detailed steps
- Peer Mentoring
- Redo a project/ assignment after 1 on 1 discussion with instructor
- Chunking large projects into smaller parts
- Accommodate and/or modify assignments or due dates

EDUCATIONAL SERVICES

Department: **VAPA**

Course Title: **Dance Choreography**

Course Number: _____

Unit Title: **Creating Meaningful Choreography in Dance**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

3.2 Analyze the role dancers and choreographers play in the interpretation of dances in various historical and cultural settings.

3.4 Explain how dancers and choreographers reflect roles, work, and values in selected cultures, countries, and historical periods.

4.4 Research and assess how specific dance works change because of the impact of historic and cultural influences on their interpretations (e.g., because of the loss of lives in war, Fancy Dancing, once performed only by men, is now also performed by women).

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

- Explore cultural dance styles
- Discuss & research the evolution of dance through major historical events
- Student exercises in cultural dance styles exploring the roles and values of the cultures
- Students will create a movement phrase based on a cultural dance style
- Reflect on how world events, pop culture, politics, and societal norms can be expressed through choreography
- Watch multiple versions of the same piece with different interpretations & reflect on its evolution
- Students will create a piece based on a cultural or historical event

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

- Observe recordings of cultural dances/ cultural festivals
- Student exercises incorporating cultural dance styles including: African, Elizabethan Folk & Renaissance, Bollywood, and Hip Hop
- Peer group collaboration choreographing in the style of a cultural dance piece that was observed
- Critique dance works focusing on cultural dance styles & reflect through journal writing
- Create a movement piece incorporating 2 or more cultural dance styles

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Formative

- Practice exercises
- Written evaluations of cultural dances
- Self evaluation
- Journal writing

Summative

- Projects to be assessed by teacher rubrics demonstrating subject mastery

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

May include, but not limited to:

- Scaffolding exercises with detailed steps
- Peer Mentoring
- Redo a project/ assignment after 1 on 1 discussion with instructor
- Chunking large projects into smaller parts
- Accommodate and/or modify assignments or due dates

EDUCATIONAL SERVICES

Department: **VAPA**

Course Title: **Dance Choreography**

Course Number: _____

Unit Title: **Careers in Dance/ Choreography**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

- 4.2 Use selected criteria to compare, contrast, and assess various dance forms (e.g., concert jazz, street, liturgical).
- 4.3 Analyze evolving personal preferences about dance styles and choreographic forms to identify change and development in personal choices.
- 5.4 Determine the appropriate training, experience, and education needed to pursue a variety of dance and dance-related careers.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

- Explore careers in dance choreography: Film, Stage, TV, Educator, Variety Acts, Circus Acts, Professional Dance Companies, Musical Theater, Stage Combat Choreography, Cultural Festivals, etc
- Research the training, education, and experience needed for one specific dance career
- Present findings from research project to the class
- Compare, contrast, and assess dance forms that could be incorporated into a dance career
- Student's will reflect on their preferred dance styles, and decide which careers would incorporate those styles
- Choose a dance career, reach out to someone in that career via social media, & ask them a few questions

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Anchor Standards.

- Observe professional works of choreography focusing on costumes, props, sets, lighting, audio/video design
- Student exercises incorporating technological media
- Peer group collaboration choreographing for the purpose of recording, & experimenting with audio visual techniques
- Critique dance works focusing on technical elements & reflect through journal writing
- Provide lighting & set design templates

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Formative

- Practice exercises
- Written evaluations of cultural dances
- Self evaluation
- Journal writing

Summative

- Projects to be assessed by teacher rubrics demonstrating subject mastery

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

May include, but not limited to:

- Scaffolding exercises with detailed steps
- Peer Mentoring
- Redo a project/ assignment after 1 on 1 discussion with instructor
- Chunking large projects into smaller parts
- Accommodate and/or modify assignments or due dates