

**EL DORADO UNION HIGH SCHOOL DISTRICT**  
EDUCATIONAL SERVICES

Course of Study Information Page

Course Title:	<b>Dance I (#0627)</b>	
Rationale:	Dance is one of the four cornerstones of the Visual and Performing Arts at the state level.	
Course Description:	Dance I is a year/term class. The course focuses on an introduction to different types of dance and introduction to dance technique. The history of dance will be explored as will creative expression.	
How Does This Course Align with or Meet State and District Content Standards	Dance I meets the State of California, Visual and Performing Arts, state standards including: 1.0 - Artistic Perception 2.0 - Creative Expression 3.0 - Historical and Cultural Context 4.0 - Aesthetic Valuing 5.0 - Connections, Relationships, Applications	
Length of Course:	1 Year or 1 Term	
Grade Level:	9-12	
Credit: 5 credits	<input checked="" type="checkbox"/> Number of units: 5	<input checked="" type="checkbox"/> College Prep
	<input checked="" type="checkbox"/> Meets graduation requirements	<input checked="" type="checkbox"/> Elective
	<input checked="" type="checkbox"/> Requests UC "a-g" requirements	<input type="checkbox"/> Career Technical
	Already meets UC "a-g" requirements	
Prerequisites:	None	
Department(s):	Visual and Performing Arts	
District Sites:	EDHS, ORHS, UMHS, IHS	
Board of Trustees Adoption Date:	April 14, 2009	
Textbooks / Instructional Materials	Miscellaneous Supplemental Materials	
Date Adopted by the Board of Trustees:	NA	

**Course description that will be in the Course Directory:** Dance I is an introduction to different types of dance and basic dance technique—jazz and ballet primarily. Creative expression, music interpretation, and elements of choreography will be explored as well as the History of Dance.

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**Course Title: Dance I (#0627)**

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**EL DORADO UNION HIGH SCHOOL DISTRICT**

**EDUCATIONAL SERVICES**

Department: Visual and Performing Arts

Course Title: **Dance 1 (#0627)**

UNIT/STANDARD # : Unit #1 – Introduction to Dance, Artistic Perception, Creative Expression, Aesthetic Valuing

LEARNING OUTCOME : **Students will be introduced to the basic elements of dance and dance appreciation.**

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance. (CA Content Standard 1.0)</p> <p>Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance. (CA Content Standard 2.0)</p> <p>Students critically assess and derive meaning from works of dance, performance of dancers, and original works according to the elements of dance and aesthetic qualities. (CA Content Standard 4.0)</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>Use elastic or water to demonstrate resistance to elongating and shortening muscles.</p> <p>Students will correctly spell and define dance vocabulary and show specific movement related to vocabulary.</p> <p>View instructional materials (media and web sites) to incorporate the elements of basic choreography: time, energy, space.</p> <p>Student groups will create body movement that will indicate emotional situations.</p> <p>View video segments from a variety of movies and analyze professional dancers' strengths.</p>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Frequent checks for understanding will be used regularly.</p> <p>The following techniques will be used to assess student learning:</p> <p><u>Formative Assessment</u></p> <p>Student/teacher dialog through daily and weekly assessments both formal and informal which would include:</p> <p>Student generated questions</p> <p>Student's daily participation</p> <p><u>Summative Assessment</u></p> <p>Skill tests, group projects, choreography projects.</p>	<p>4. What will we do if students do not learn? (Outline the planned intervention strategies)</p> <p>Teacher/Student dialogue</p> <p>Teacher/Student tutoring</p> <p>Teacher/Student review and test re-takes</p> <p>Peer/Student tutoring</p> <p>5. What will we do if students already know it?</p> <p>Dance students are continually working for better technique and are always striving for a better turn out, spot, etc. Reaching your "best" takes many years. All students move forward at their own rate. Students also do a good deal of "peer teaching."</p>

### **Content Area Standards (Please identify the source)**

The students will demonstrate mastery of the following content standards:

#### **California Content Standards for Dance**

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance. (CA Content Standard 1.0)

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance. (CA Content Standard 2.0)

Students critically assess and derive meaning from works of dance, performance of dancers, and original works according to the elements of dance and aesthetic qualities. . (CA Content Standard 4.0)

EL DORADO UNION HIGH SCHOOL DISTRICT

**EDUCATIONAL SERVICES**

Department: Visual and Performing Arts

Course Title: **Dance 1 (#0627)**

UNIT/STANDARD #: Unit #2 Technique, Progressions, Combinations, Artistic Perception, Creative Expression

LEARNING OUTCOME: **Students will be introduced to the basic elements of dance and dance appreciation.**

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance. (CA Content Standard 1.0)</p> <p>Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance. (CA Content Standard 2.0)</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>Use a variety of patterns in contrasting isolated and whole body movement.</p> <p>Dancers will perform specific dance sequences that will combine transition and traveling movement with patterns, levels, forms, and stationary movements.</p> <p>Student groups will demonstrate basic ballet barre movements to the class, while alternate groups name and define the movement.</p> <p>Students improvise five stationary and locomotive kinds of movement.</p> <p>Groups or individuals develop 64 count combinations that incorporate the use of time, space, energy.</p>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Frequent checks for understanding will be used regularly.</p> <p>The following techniques will be used to assess student learning:</p> <p><u>Formative Assessment</u></p> <p>Student/teacher dialog through daily and weekly assessments both formal and informal which would include:</p> <p>Student generated questions</p> <p>Student's daily participation</p> <p><u>Summative Assessment</u></p> <p>Skill tests, group projects, choreography projects.</p>	<p>4. What will we do if students do not learn? (Outline the planned intervention strategies)</p> <p>Teacher/Student dialogue</p> <p>Teacher/Student tutoring</p> <p>Teacher/Student review and test re-takes</p> <p>Peer/Student tutoring</p> <p>5. What will we do if students already know it?</p> <p>Dance students are continually working for better technique and are always striving for a better turn out, spot, etc. Reaching your "best" takes many years. All students move forward at their own rate. Students also do a good deal of "peer teaching."</p>

### **Content Area Standards (Please identify the source)**

The students will demonstrate mastery of the following content standards:

#### **California Content Standards for Dance**

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance. (CA Content Standard 1.0)

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance. (CA Content Standard 2.0)

EL DORADO UNION HIGH SCHOOL DISTRICT

**EDUCATIONAL SERVICES**

Department: Visual and Performing Arts

Course Title: **Dance 1 (#0627)**

UNIT/STANDARD #: Unit #3 Nutrition, Artistic Perception, Connections, Relationship, Applications

LEARNING OUTCOME: **Students will be introduced to the basic elements of dance and dance appreciation.**

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance. (CA Content Standard 1.0)</p> <p>Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance. (CA Content Standard 5.0)</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>Compare calories burned when engaging in a variety of physical activities.</p> <p>Include vocabulary used throughout our society regarding quality and quantity of food as fuel.</p> <p>Dance training and nutrition as it applies to other career opportunities, i.e. dance therapy, physical education, physical therapy, or other performing arts.</p> <p>Compare dance training and nutrition with other sports and daily activities.</p>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Frequent checks for understanding will be used regularly.</p> <p>The following techniques will be used to assess student learning:</p> <p><u>Formative Assessment</u></p> <p>Student/teacher dialog through daily and weekly assessments both formal and informal which would include:</p> <p>Student generated questions</p> <p>Student's daily participation</p> <p><u>Summative Assessment</u></p> <p>Skill tests, group projects, choreography projects.</p>	<p>4. What will we do if students do not learn? (Outline the planned intervention strategies)</p> <p>Teacher/Student dialogue</p> <p>Teacher/Student tutoring</p> <p>Teacher/Student review and test re-takes</p> <p>Peer/Student tutoring</p> <p>5. What will we do if students already know it?</p> <p>Dance students are continually working for better technique and are always striving for a better turn out, spot, etc. Reaching your "best" takes many years. All students move forward at their own rate. Students also do a good deal of "peer teaching."</p>

**Content Area Standards (Please identify the source)**

The students will demonstrate mastery of the following content standards:

**California Content Standards for Dance**

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance. (CA Content Standard 1.0)

Connecting and Applying What is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers (CA Content Standard 5.0)



EL DORADO UNION HIGH SCHOOL DISTRICT

**EDUCATIONAL SERVICES**

Department: Visual and Performing Arts

Course Title: **Dance 1 (#0627)**

UNIT/STANDARD #: Unit #4 Basic Dance History. Creative Expression, Historical and Cultural Context, Aesthetic Valuing

LEARNING OUTCOME: **Students will be introduced to the basic elements of dance and dance appreciation.**

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.) Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance. (CA Content Standard 2.0)</p> <p>Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers. (CA Content Standard 3.0)</p> <p>Students critically assess and derive meaning from works of dance, performance of dancers, and original works according to the elements of dance and aesthetic qualities. (CA Content Standard 4.0)</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>Discuss the use of circles in dance and why they used broadly throughout many cultures.</p> <p>Invite a guest speaker to discuss other aspects of a particular culture and how dance enhances that civilization.</p> <p>Perform and describe similarities and differences between one form of dance from two different cultures.</p> <p>Perform and describe similarities between swing dance in the 1940's and 1990's indicating how these varied due to their historical context.</p>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Frequent checks for understanding will be used regularly.</p> <p>The following techniques will be used to assess student learning: <u>Formative Assessment</u> Student/teacher dialog through daily and weekly assessments both formal and informal which would include: Student generated questions Student's daily participation</p> <p><u>Summative Assessment</u> Skill tests, group projects, choreography projects.</p>	<p>4. What will we do if students do not learn? (Outline the planned intervention strategies) Teacher/Student dialogue Teacher/Student tutoring Teacher/Student review and test re-takes Peer/Student tutoring</p> <p>5. What will we do if students already know it? Dance students are continually working for better technique and are always striving for a better turn out, spot, etc. Reaching your "best" takes many years. All students move forward at their own rate. Students also do a good deal of "peer teaching."</p>

### **Content Area Standards (Please identify the source)**

The students will demonstrate mastery of the following content standards:

#### **California Content Standards for Dance**

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance. (CA Content Standard 2.0)

Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers. (CA Content Standard 3.0)

Students critically assess and derive meaning from works of dance, performance of dancers, and original works according to the elements of dance and aesthetic qualities. (CA Content Standard 4.0)

**EL DORADO UNION HIGH SCHOOL DISTRICT**

**EDUCATIONAL SERVICES**

Department: Visual and Performing Arts

Course Title: **Dance 1 (#0627)**

UNIT/STANDARD # : Unit #5 Safety /Artistic Perception/ Connections, Relationships, Applications

LEARNING OUTCOME : **Students will be introduced to the basic elements of dance and dance appreciation.**

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance. (CA Content Standard 1.0)</p> <p>Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance. (CA Content Standard 5.0)</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>Demonstrate kinesthetic awareness regarding body placement and alignment, movement in space, and base of support.</p> <p>Students will learn elements of basic ballet barre utilizing correct alignment and warm-up techniques</p> <p>Demonstrate knowledge of correct muscle use by warming up correctly and effectively</p>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Frequent checks for understanding will be used regularly.</p> <p>The following techniques will be used to assess student learning:</p> <p><u>Formative Assessment</u></p> <p>Student/teacher dialog through daily and weekly assessments both formal and informal which would include:</p> <p>Student generated questions</p> <p>Student’s daily participation</p> <p><u>Summative Assessment</u></p> <p>Skill tests, group projects, choreography projects.</p>	<p>4. What will we do if students do not learn? (Outline the planned intervention strategies)</p> <p>Teacher/Student dialogue</p> <p>Teacher/Student tutoring</p> <p>Teacher/Student review and test re-takes</p> <p>Peer/Student tutoring</p> <p>5. What will we do if students already know it?</p> <p>Dance students are continually working for better technique and are always striving for a better turn out, spot, etc. Reaching your “best” takes many years. All students move forward at their own rate. Students also do a good deal of “peer teaching.”</p>

**Content Area Standards (Please identify the source)**

The students will demonstrate mastery of the following content standards:

**California Content Standards for Dance**

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance. (CA Content Standard 1.0)

Connecting and Applying What is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers (CA Content Standard 5.0)

EL DORADO UNION HIGH SCHOOL DISTRICT

**EDUCATIONAL SERVICES**

Department: Visual and Performing Arts

Course Title: **Dance 1 (#0627)**

UNIT/STANDARD #: Unit #6 Creative Expression and Choreography, Artistic Perception, Creative Expression, Aesthetic Valuing, Connections, Relationships, and Applications

LEARNING OUTCOME: **Students will be introduced to the basic elements of dance and dance appreciation.**

LEARNING OUTCOME	INSTRUCTIONAL STRATEGIES	ASSESSMENTS	INTERVENTIONS
<p>1. What students will learn, know, and be able to do? (Must be aligned to state content standards.)</p> <p>Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance. (CA Content Standard 1.0)</p> <p>Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance. (CA Content Standard 2.0)</p> <p>Students critically assess and derive meaning from works of dance, performance of dancers, and original</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>Move spontaneously to varied stimuli like instrumental music, vocal music, imagery, etc., and compare to prescribed movement.</p> <p>Create five different loco motor movements across floor.</p> <p>Develop questions about the nature, history, and value of dance and why each student sees dance differently.</p> <p>Working with assigned groups, students will express four different environmental conditions through movement.</p> <p>View a dance production, (live, televised, or video) and write a critique analyze the execution of</p>	<p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>3. How will we know that students have learned? Include both Formative (for learning) and Summative (of learning) assessment examples.</p> <p>Frequent checks for understanding will be used regularly.</p> <p>The following techniques will be used to assess student learning:</p> <p><u>Formative Assessment</u></p> <p>Student/teacher dialog through daily and weekly assessments both formal and informal which would include:</p> <p>Student generated questions</p> <p>Student’s daily participation</p> <p><u>Summative Assessment</u></p> <p>Skill tests, group projects, choreography projects.</p>	<p>4. What will we do if students do not learn? (Outline the planned intervention strategies)</p> <p>Teacher/Student dialogue</p> <p>Teacher/Student tutoring</p> <p>Teacher/Student review and test re-takes</p> <p>Peer/Student tutoring</p> <p>5. What will we do if students already know it?</p> <p>Dance students are continually working for better technique and are always striving for a better turn out, spot, etc. Reaching your “best” takes many years. All students move forward at their own rate. Students also do a good deal of “peer teaching.”</p>

<p>works according to the elements of dance and aesthetic qualities. (CA Content Standard 4.0)</p> <p>Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance. (CA Content Standard 5.0)</p>	<p>choreographic elements within the work.</p> <p>Students will write several journal entries describing how the skills learned in dance can assist them in career choices, work ethic, and problem solving.</p>		
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**Content Area Standards (Please identify the source)**

<p>The students will demonstrate mastery of the following content standards:</p> <p><b>California Content Standards for Dance</b></p> <p>Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance. (CA Content Standard 1.0)</p> <p>Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance. (CA Content Standard 2.0)</p> <p>Students critically assess and derive meaning from works of dance, performance of dancers, and original works according to the elements of dance and aesthetic qualities. (CA Content Standard 4.0)</p> <p>Connecting and Applying What is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers (CA Content Standard 5.0)</p>
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