

**EDUCATIONAL SERVICES**

**Course of Study Information Page**

Course Title:	<b>Dance II (#0628)</b>	
Rationale:	Rationale: Dance is part of the Visual and Performing Arts Framework at the state level.	
Course Description:	This course is designed for the intermediate dancer interested in continuing development of their technique and performance skills. Students will continue technique development through variations, combinations, and student choreography. Each student will be actively involved in a school dance production which may include, promotion, program design, set design, music selection, choreography, and performance.	
How Does This Course Align with or Meet State and District Content Standards	Dance II 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:	<input checked="" type="checkbox"/> Number of units: <u>5</u>	<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
Prerequisites:	Dance 1 or teacher approval	
Department(s):	Visual and Performing Arts	
District Sites:	EDHS, ORHS, UMHS	
Board of Trustees Adoption Date:	April 14, 2009	
Textbooks / Instructional Materials	Miscellaneous Supplemental Material	
Date Adopted by the Board of Trustees:	NA	

**Course description that will be in the Course Directory:** Dance II continues to develop the dancer as artist and technician. Emphasis is placed on technique and style, choreography, and performance components. Production elements, such as basic training in makeup, costuming, and directing, will be developed throughout this course. A course requirement includes 5 hours per semester of extracurricular dance/ theater experience. Each student may perform in front of a school or community audience regularly.

EL DORADO UNION HIGH SCHOOL DISTRICT

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**Course Title: Dance II (#0628)**

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**EL DORADO UNION HIGH SCHOOL DISTRICT**

**EDUCATIONAL SERVICES**

Department: Visual and Performing Arts

Course Title: **Dance II (#0628)**

UNIT/STANDARD #: Unit #1 - Review and Artistic Perception, Creative Expression, Aesthetic Valuing, Connections, Relationships, Applications

LEARNING OUTCOME: **Students will be introduced to the intermediate 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>Given 24 counts of music, demonstrate the difference between stationary and transition movement</p> <p>Given 24 counts of music, demonstrate the difference between three jazz, ballet, and lyrical turns</p> <p>Reinforce proper ballet, and jazz technique through extended barre and center work</p> <p>Demonstrate appropriate alignment</p> <p>Create and present a complete warm-up to peers</p> <p>Demonstrate correct and incorrect muscle use</p> <p>Use groups to develop duets, trios, and small ensembles</p> <p>Discuss anatomy, physiology and physics as related to barre exercises.</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>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>			
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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>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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EL DORADO UNION HIGH SCHOOL DISTRICT

**EDUCATIONAL SERVICES**

Department: Visual and Performing Arts

Course Title: **Dance II (#0628)**

UNIT/STANDARD #: Unit #2 - Elements of Performance and Connections to Life/Artistic Perception, Creative Expression, Aesthetic Valuing, Connections, Relationships, Applications

LEARNING OUTCOME: **Students will be introduced to the intermediate 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) Students apply what they learn in dance to learning</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>Create three 24 count phrases which convey an emotion using jazz, modern, or ballet technique</p> <p>Create improvisational movement that reflects a specific genre's attributes.</p> <p>View a live or media presentation of a professional musical and discuss the use of lighting, costumes, sound, and sets.</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 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 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?</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>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>View a live production or media presentation of a professional musical and discuss its historical and social significance.</p> <p>Video tape student performances and create a power point presentation discussing strengths and weakness of personal performance</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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# EDUCATIONAL SERVICES

Department: Visual and Performing Arts

Course Title: **Dance II (#0628)**

UNIT/STANDARD # : Unit #3 - Choreography and Aesthetic Valuing, Artistic Perception, Creative Expression, Connection, Relationships, and Application

LEARNING OUTCOME : **Students will be introduced to the intermediate 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</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>Students are responsible for creating a short dance that incorporates entrances, exits, and various size groups.</p> <p>Design a dance that incorporates 6-12 students.</p> <p>Students will engage in improvisational dance experiences which reflect interpretations of various spaces, situations, and emotions.</p> <p>Using a rubric, select specific combinations to insert into choreography.</p> <p>Students will engage in improvisational dance experiences which reflect interpretations of various spaces, situations, and emotions.</p> <p>Using groups, create specific combinations to teach peers.</p> <p>Students will create a rubric for</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>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>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>analyzing peer choreography</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> <p>Continue to develop the responsibility factors.</p> <p>Using specific dance elements, students give specific messages through movement.</p>		
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# EDUCATIONAL SERVICES

Department: Visual and Performing Arts

Course Title: **Dance II (#0628)**

UNIT/STANDARD # : Unit #4 - Technique, Style, Creative Expression and History of Dance/Artistic Perception, Creative Expression, Historical and Cultural Context, Aesthetic Valuing, Connection, Relationships, and Application

LEARNING OUTCOME : **Students will be introduced to the intermediate 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 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</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>Students will attend or view a professional dance performance and discuss performance in relation to space, time and energy.</p> <p>Students will share individual critiques of professional performances orally with class.</p> <p>View series of 20<sup>th</sup> century dance segments analyzing technique, style, and performance</p> <p>In groups students view sections of musical theater from several decades and analyze technique, style, performance and cultural adaptation.</p> <p>Students will discuss orally and in writing how components of musical theater have changed and adapted to our current society</p> <p>Students will choreograph 40 counts based on their favorite segment viewed, relating to musical theatre assignment above.</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>

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