

**EDUCATIONAL SERVICES**

**Course of Study Information Page**

Course Title:	<b>Dance III (#0640)</b>	
Rationale:	Dance is one of the four cornerstones of the Visual and Performing Arts at the state level.	
Course Description:	Dance III is a course designed for students who are interested in pursuing an academic and extracurricular experience in dance but need to further develop technical and performance skills before enrolling in Dance Production. Emphasis will be placed on developing technical strength, performance confidence, and personal responsibility in developing artistic goals. Each student may perform in front of a school or community audience regularly.	
How Does This Course Align with or Meet State and District Content Standards	Dance III 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 for the UC "a-g" requirements.	
Length of Course:	1 Year or 1 Term/May be repeated for credit	
Grade Level:	9-12	
Credit:	<input checked="" type="checkbox"/> Number of units: <u>5</u> <input checked="" type="checkbox"/> Meets graduation requirements <input checked="" type="checkbox"/> Requests UC "a-g" requirements	<input checked="" type="checkbox"/> College Prep <input checked="" type="checkbox"/> Elective <input type="checkbox"/> Career Technical
Prerequisites:	Dance 11 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 Materials	
Date Adopted by the Board of Trustees:	NA	

**Course description that will be in the Course Directory:** Dance III is a course designed for students who are interested in pursuing an academic and extracurricular experience in dance but need to further develop technical and performance skills before enrolling in Dance Production. Emphasis will be placed on developing technical strength, performance confidence, and personal responsibility in developing artistic goals. Each student may perform in front of a school or community audience regularly.

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Department: Visual and Performing Arts

Course Title: **Dance III (#0640)**

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

LEARNING OUTCOME: **Students will review and reinforce 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 40 counts of music, demonstrate the difference between stationary and transition movement.</p> <p>Given 40 counts of music, demonstrate the difference between a variety of three different jazz turns.</p> <p>Review proper ballet technique, jazz technique etc.</p> <p>Demonstrate appropriate alignment</p> <p>Demonstrate correct warm-up and stretching technique.</p> <p>Use groups to develop duets, trios, and small ensembles</p> <p>Increase the number and difficulty of barre exercises and discuss anatomy, physiology and physics as related to these more advanced 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

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Department: Visual and Performing Arts

Course Title: **Dance III (#0640)**

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

LEARNING OUTCOME: **Students will review and reinforce 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)</p>	<p>2. Instructional strategies that will be used to engage students.</p> <p>Design a short dance attempting to convey an emotion of your choice, using either jazz, modern, or ballet technique.</p> <p>Create improvisational movement that reflects a specific genre's attributes.</p> <p>Understand and appreciate the similarities of the similarities of dance genres.</p> <p>View a live production or media presentation of a professional musical and discuss and critique 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</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>	<p>Video and critique student performances based on student generated rubric.</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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**EL DORADO UNION HIGH SCHOOL DISTRICT**

**EDUCATIONAL SERVICES**

Department: Visual and Performing Arts

Course Title: **Dance III (#0640)**

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

LEARNING OUTCOME : **Students will review and reinforce 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 and exits.</p> <p>Design a dance that incorporates 12-20 students.</p> <p>Students will log hours spent on components of choreography; i.e. finding music, developing combinations, teaching dances to other students.</p> <p>Using a rubric select specific combinations to insert into choreography</p> <p>Students will log hours spent on components of choreography; i.e. finding music, developing combinations, teaching dances to other students.</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>Using groups, assign specific combinations to teach peers. Students will create a rubric for 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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EL DORADO UNION HIGH SCHOOL DISTRICT

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Department: Visual and Performing Arts

Course Title: **Dance III (#0640)**

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 review and reinforce 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</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 64 counts</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>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>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>based on their favorite segment viewed, relating to musical theatre assignment above.</p> <p>Research and present training, education and experience needed to pursue a variety of dance career options.</p>		
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