

# Dance Performance

Brand new course

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Fields marked with an asterisk (\*) are required.

## Basic Course Information

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School(s) Offering This Course:

School Name	Course Learning Environment
Central High School East/West (050975)	Classroom Based

Title:

Dance Performance

Length of course:

Full Year

Subject area:

College-Preparatory Elective ("g") / Visual & Performing Arts

Integrated (Academics / CTE)

No

Grade levels:

9th, 10th, 11th, 12th

UC honors designation?

No

Course learning environment:

Classroom Based

## Course Description

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Course overview:

Dance performance is an advanced level class for students. In this class, students will learn ballet, jazz, funk, modern, social and folk dance, along with various other ethnic forms of dance that will be performed regularly throughout the year.

Through the introduction of these techniques, the students will continue to learn the vocabulary of movement. That will help them progress into improvisational work as well as choreography. Students will have an opportunity to perform throughout the year in various performances. Dance in historical context and cultural diversity will be taught throughout the course.

Students are immersed in Creative Expression in this course. Throughout the year, the curriculum provides opportunities to perform at various events, and the culminating text for this entire course is performance at the end of the year full program dance recital. The students are exposed to the entire process of creating, performing and participating in an entire dance production. In addition, students participate in class demonstrations, which are performed in front of an audience. Following the small performances, they are asked to reflect on their experiences.

Students are also given several assignments where they are asked to create, participate and perform in pairs and small groups. For each assignment, students are given time in class to create choreography and work together in creating movement. Then, when they perform, they are filmed. Following the informal class performances, the students watch their performance and they are asked to reflect on various aspects of the performance. Some of the assignments that follow this process are the Lyric/Poetry Assignment, the Shapes Assignment, the Quality of Movement and Elements of Choreography Assignments.

Prerequisites:

Audition/Minimum of 3 years Ballet, Jazz, Modern, Contemporary Experience (Required)

Co-requisites:

None

Course content:

### **Unit 1-Artistic Expression**

Within this unit, students will demonstrate the ability to apply corrections in order to demonstrate a full range of motion, sustained flexibility, expression and nuance, and control in both adagio and allegro work. Students will demonstrate increased balance and strength when executing changes of direction and shifting of weight during the performance of challenging dance sequences from a variety of genres.

This unit will focus on memorizing and performing complicated works of dance while demonstrating professionalism and refinement of technique. Students will accurately demonstrate the ability to reverse complex combinations while maintaining total involvement of facial and body expression throughout works of dance with performance quality. Students will apply a wide range of kinesthetic communication while demonstrating clarity of intent and stylistic nuance.

Students will integrate an advanced level of technical skill, expression, and clear intent when performing intricate dance works in multiple dance genres, including: ballet, jazz, modern, contemporary, musical theater, and traditional/recreational, recalling stylistic nuance with accuracy.

Furthermore, students will select specific dance vocabulary that identifies the names of intricate steps, movements, qualities, and forms from complicated dance combinations. Dancers will clearly articulate the physical requirements for executing a variety of challenging dance movements with proper technique.

1. **A brief summary (2-4 sentences) of at least one assignment that explains what a student produces, how the student completes the assignment and what the student learns.**

This lesson will develop a student's ability to accurately reverse complex dance sequences in a variety of genres in order to master shifting weight and changes of direction during performance, while accurately identifying the names of intricate movements. Students will learn complex dance phrases for warm-up, in the center, and across the floor, then demonstrate how to perform the sequences from right to left, from over to under, from inward to outward with ease. Students will execute combinations showing various changes of facings and pathway. The lesson will culminate with students critiquing their own work, and that of their peers, through verbal and written analysis.

## **Unit 2-Creative Expression**

- 1. A brief description (5-10 sentences) of topics to be addressed that demonstrates the critical thinking, depth and progression of content covered.**

This unit will allow students to create and produce works of dance that demonstrate originality, unity, clarity of intent, and dynamic range of movement in a variety of diverse groupings, then audition and cast dancers according to the expectations of the work. Students will choreograph and perform an advanced thematic work that deals with deeper social and political issues, historical events, or more complicated concepts, recording the creative process in a portfolio.

Peers will collaborate in the development of intricate choreography for large ensembles by creating movement suitable for the large and various sized smaller subgroups within the large group. Students will practice revising choreography to accommodate the skills and limitations of the dynamics of the group.

Students will have the opportunity to work with multiple guest choreographers of differing styles and genres. Develop choreographic skills by creating an original adaptation of a known dance master by extending and interpreting one of their established dance works.

- 1. A brief summary (2-4 sentences) of at least one assignment that explains what a student produces, how the student completes the assignment and what the student learns.**

In this lesson, students will use research gathered from multiple established systems of dance notation to develop their own original system to record an 8-8-count sequence of dance choreography in any chosen genre. Develop a key that accurately identifies movements, timing, direction changes, pathway, and any other additional details of choice. Exchange written phrases with another student and interpret each other's choreography. Revise the system based on your peer's ability to interpret the notation accurately.

## **Unit 3-Historical and Cultural Context**

- 1. A brief description (5-10 sentences) of topics to be addressed that demonstrates the critical thinking, depth and progression of content covered.**

Within this unit, students will learn to analyze, describe, and choreograph specific signatures that identify a particular dance form or style in order to perform folk dances of the 19<sup>th</sup> and 20<sup>th</sup> century with technical accuracy and appropriate stylistic nuance.

Dancers and choreographers play a role in the interpretation of dances in various historical and cultural settings. Through analyzation and discussion, students will learn how the choreographer develops and plans works of dance, while the dancer uses the body and imagination to communicate the choreographer's vision.

Students will examine the similarities and differences among dance themes in folk dance across time and culture. Dancers will create a dance study that expresses a universal theme, historical, or political issue in the style of three major choreographers.

Research and discussion will also allow the student to explain how famous historical dance performances reflect or challenge the social, political or cultural norms of the time. Dancers will use this information to create an authentic performance that communicates a social issue.

1. **A brief summary (2-4 sentences) of at least one assignment that explains what a student produces, how the student completes the assignment and what the student learns.**

Research and analyze the work of one dancer, from a listing provided, and prepare an essay and oral presentation that identifies how their performances either reflect or challenge the social, political, or cultural norms of their time. Explain how dancers reflect roles, work, and values in their culture, country, and historical period. Deliver a one-minute oral presentation of findings to teacher and peers.

#### **Unit 4-Aesthetic Valuing**

1. **A brief description (5-10 sentences) of topics to be addressed that demonstrates the critical thinking, depth and progression of content covered.**

In this unit, students will use appropriate dance vocabulary and knowledge of dance elements and principles to critique student choreography and make suggestions for improving the artistic intent of both the choreography and the performance.

Students will learn to use selected criteria to compare, contrast, and assess various dance forms by creating a rubric, based on choreographic knowledge, to analyze energy and dynamic quality, relationships between and among dancers and to the choreographic structure, and the elements and principles of the venue or environment.

Dancers will discuss and record how gaining personal knowledge, skills, and choreographic and performance experience in dance has transformed and expanded their appreciation of different styles and genres of dance.

The impact of history and culture has influenced and changed the interpretations of specific dance works. Students will research and compare how and why choreographic works of a traditional or classical nature have changed over time.

Students will evaluate how aesthetic principles apply to choreography designed for technological media by analyzing contemporary music videos according to their theatrical structure, elements of visual art, the use of computer generated images, and the media used to record the work.

1. **A brief summary (2-4 sentences) of at least one assignment that explains what a student produces, how the student completes the assignment and what the student learns**

Brainstorm and select the criteria that will be used in the creation of a rubric that analyzes the effects of energy and dynamic quality, dancers relationships to each other and the choreography, and the elements and principles of the performance environment to assess varying forms of dance. Use the rubric to compare and contrast two different choreographers in two differing dance forms. Play the role of a dance critic and write a critique that either influences your peers to view the choreographer's work, or gives reasons why they should not.

#### **Unit 5-Preparation for Careers in Dance**

**1. A brief description (5-10 sentences) of topics to be addressed that demonstrates the critical thinking, depth and progression of content covered.**

Students will determine the training, education, and experience needed to pursue varying dance career options, including researching colleges offering programs in dance. Students will investigate the business training needed to run a dance studio, the supplemental skills needed for a performance career, and the training and experience needed for a non-performing dance career.

This unit will prepare students for auditions by researching how to: select an agent, obtain headshots, write an effective resume, and refine audition skills. Effective use of technology, to create portfolios, will be developed for the purpose of participating in interviews and auditions.

Using a variety of health-related resources, students will synthesize the information gathered in order to take steps that will help to maintain physical and emotional health for a career in dance. They will analyze how to build endurance, condition, and train the body for peak performance, and integrate the knowledge of rest and relaxation for injury prevention and recovery.

Using 21<sup>st</sup> century technology, students will demonstrate effective knowledge and skills in using audiovisual equipment to edit music for performances, technology to create, record, and produce works of dance specifically for film or video, and design lighting effects for dance on stage.

Professional dancers and companies will be invited to the class to discuss the workplace and provide master training in auditioning, performing, and choreographing. Emphasis will be placed on opportunities, road experiences, and practical advice for those seeking a career in dance. Students will prepare classroom presentations based on this information.

**1. A brief summary (2-4 sentences) of at least one assignment that explains what a student produces, how the student completes the assignment and what the student learns**

In this lesson, students will make choices about where to make cuts in music for performance and practice using audio equipment and software to make clean edits for smooth transitions in timing. Next, students will learn to use lighting equipment and effects to generate the desired mood for a recorded performance. Then, students will practice using visual recording technology to create a music video and make revisions to the work for most effective viewing. Finally, students will present their work to teacher and peers for evaluation

**Performance**

Students will participate in a variety of performances throughout the school year. Two formal dance shows will showcase the dance skills that were taught throughout a semester and various informal dance showcases throughout each genre. Focusing on advanced skills, students will choreograph an original piece for either duos or small groups. Peers and other faculty members will watch the students perform, and the instructor will select various pieces to be showcased in the formal dance shows. For the informal dance showcase, students will learn to edit music using Garage Band, envision their music in dance, and describe their expressive dance in an essay using MLA format. Student work will be recorded on video for dance e-portfolios. For dance pieces chosen for the dance showcase, students will teach peers a variety of complex movement patterns and phrases.

The formal dance showcase will be a compilation of various skills learned throughout the year. Dress rehearsals and technical rehearsals will equip students for their performances, and they will learn what to expect in a professional surrounding. Students will learn appropriate behavior for a theater setting as well as discover career options for being a part of a professional dance show (i.e. stage management, styling, lighting director, sound director, house manager).

The formal dance shows will involve different size groups and levels. Middle School and High School dance classes will also be divided in different pieces to showcase their ability. Students and instructors will create a diverse body of work, concentrating on originality, unity, clarity and dynamic range of motion. After the

conclusion of the informal and formal dance showcases, students will be given a performance evaluation from instructors and peers and watch video to critique their individual work in order to grow as dancers.

Unit title is required

## Course Materials

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### Literary Texts

Title	Author	Publisher	Edition	Website
Master Teacher of Dance	Alexander Pushkin	The New York Public Library	2001	www.nypl.org
Introduction to Modern Dance Techniques	Joshua Legg	Princeton Book Company	2011	https://ksfhkhglsghls.files.wordpress.com/2011/03/introduction-to-modern-dance-techniques.pdf

### Manuals

Title	Author	Publisher
Technical Manual and Dictionary of Classical Ballet	Gail Grant	Courier Corporation

Comments

Comment to UC:

- Students will be given a list of modern and ballet dance vocabulary words. - Students will be given handouts based on information acquired from dance history books. This information will solidify their understanding of Modern dance and its historical context. Information will be given from the following books: Modern Bodies (Dance and American Modernism from Martha Graham to Alvin Ailey) by: Julia L. Foulkes; Ballet and Modern Dance by: Susan Au; Video and field trips to live modern dance performances are key for Dance Performance students. It is important for them to see the dancers they are trying to emulate, and to connect their learned dance vocabulary to the steps the professional dancers are performing.

