

## Basic Course Information

School(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)
Central High School East/West (050975)	Classroom Based	<b>Abbreviation</b> <b>Course Code</b> Modern Dance IIID126

Title:

Modern Dance III

Length of course:

Full Year

Subject area:

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

Integrated (Academics / CTE)?

No

Grade levels:

11th, 12th

UC honors designation?

No

## Course Description

Course overview:

Through the intense study of modern dance technique, Modern III students will continue to strengthen correct body placement and alignment. Students will continue to increase muscle strength, control, and flexibility as well as self-discipline and artistic expression. Students will learn increasingly more complicated modern dance and ballet dance technique including floor work. Student's will advance into more complex combinations in the center and across the floor adding Jose Limon, Lester Horton, Martha Graham and Katherine Dunham technique. Over the course of the year students will become expert in modern dance vocabulary from the techniques listed above. Through their study of vocabulary and technique, they will develop a discerning eye with the ability to distinguish one modern technique from another. This ability will support the student through their study as they advance to Performance classes or collegiate level courses. Students will master strong floor techniques, as well as jumps and turns and partnering work. The discipline acquired through the study of dance also benefits the students academic focus and commitment.

Each dance student follows a rigorous conservatory approach to the study of modern dance for two consecutive semesters. Modern III is for the entering student with previous study and experience. Modern III students are expected to work with emphasis on correct placement. Students will expand on the core techniques of Martha Graham, Lester Horton, Jose Limon, Katherine Dunham and other dance masters of modern dance learned in Modern I and Modern II. Emphasis is placed on increased technical strength and vocabulary. As these students acquire strength and an expanded understanding of these techniques, their study will include movement across the floor and complex dance combinations and class/ end of the year performances.

Prerequisites:

Modern I and/or II/Audition (Required)

Co-requisites:

None

Course content:

### **Modern Dance 3**

Modern III students must master Modern dance terminology. The knowledge of this terminology will be tested in a variety of ways over two semesters. -The first two tests will be written tests administered by the modern dance teacher through demonstrated steps which the students will then write the corresponding name in the numbered space on the quiz. Quiz 1. Martha Graham dance vocabulary. Quiz 2. Lester Horton dance Vocabulary. -The second set of tests in this series will require the student to perform the modern dance step when prompted by the modern dance teacher with dance vocabulary words. Quiz 3. Martha Graham dance vocabulary/dance steps Quiz 4. Lester Horton dance vocabulary/dance steps Quiz 5. This test will require students to physically demonstrate four modern dance techniques, (Graham, Horton, Limon, and Dunham) and explain their distinct differences. Final. This will require students to choreograph two 1 minute dances which represent two distinctly different modern dance techniques. --Each student is assessed daily by their participation in class and the execution of the technique they have learned during the year. The ability to look at the dance step taught by the teacher and execute that step is assessed by a grade each day.

In the second semester, students are required to compare and contrast the techniques of Martha Graham, Lester Horton, Jose Limon, and Katherine Dunham. They must be able to describe the distinct differences between the techniques, as well as the similarities. They must know the historical connections between the different artists, and why their techniques may be similar.

The student will participate in a double period modern dance class three to four times a week during the first semester and second semester. Modern III students will accomplish the following during classes based in the modern dance techniques of Martha Graham, Lester Horton, Jose Limon, and Katherine Dunham. Modern Dance vocabulary will be reviewed and secured and students will be tested for their proficiency. Students will view modern dance footage and will go to live dance performances. Students will learn and acquire the ability to distinguish one modern dance technique from another, and execute those steps to the best of their ability. Modern II dance classes will consist of: (Semester One) 1. Review and strengthen Martha Graham technique 4 weeks A. Warm-up B. Floor work C. Center phrases D. Across the floor 2. Review and strengthen Lester Horton technique 4 weeks A. Warm-up B. Center work C. Across the floor 3. Compare and contrast Graham and Horton technique. 2 weeks A. Warm-up B. Floor work C. Center phrases D. Across the floor E. Center floor dance combinations assessed by teacher for Progress Report 4. Review and strengthen Jose Limon technique 3 weeks A. Warm-up B.

Center phrases C. Across the floor 5. Review and strengthen Katherine Dunham technique 3 weeks A. Warm-up B. Barre work D. Center phrases E. Across the floor 6. Injury prevention/care of the body 1 week/ongoing A. Feet B. Legs C. Back D. Neck E. Study of proper alignment for body while strengthening different Modern techniques. 7. Diet/health for dancers 1 week/ongoing A. Proper daily diet for dancers B. Proper diet for performing C. Individual body awareness and dietary needs D. Awareness of eating disorders in the dance community and elsewhere E. Nutritional needs of teens in dance 8. Written test on Modern dance vocabulary ongoing 9. Papers will be written on videos viewed in class and live performances of Modern dance technique. ongoing 10. Students have continued to strengthen their Modern dance technique throughout the semester and will be assessed for their physical ability to execute modern dance steps, physically repeat steps after being prompted with vocabulary, and their ability to work artistically and constructively with their peers. Student will receive a grade of A-D. (Semester Two) 1. Modern technique continued from semester one. 4 weeks 2. Written papers on Modern dance videos viewed in class. ongoing 3. Choreography and improvisation 3 weeks A. Different choreographic styles B. Techniques of improvisation C. Students work with each other experimenting with new concepts brought into the classroom by teacher. 4. Individual choreography assignments showing a level of 5 weeks proficiency required by Modern III students. Presented in class for a grade during the fifth week. 5. Teacher sets choreography on students for 7 weeks spring dance concert. Students are required to perform to receive final grade (A-D)

Modern III students are exposed to innovators of Modern dance like Martha Graham, Lester Horton, Jose Limon, and Katherine Dunham through film, written materials, and live performances of their works. Students are taught the historical contributions of these artist to modern dance as well as their influence on ballet dance. Students connect Modern dance pioneers such as Isadora Duncan, Ruth St. Denis, Loie Fuller, Ted Shawn, Pearl Primus and many others to their study of Graham, Horton, Limon, and Dunham. Their knowledge of these early modern dancers is then also connected to post-modern dancers like Merce Cunningham, Twyla Tharp, and Alwin Nikolais.

Since modern dance is a physical art, assessments are based on the student's ability to execute required technical movements. The execution of these movements will reveal the students strength and readiness for difficult combinations in the Performance class and Modern classes at the collegiate level. Students are also assessed by written and physical quizzes based on knowledge acquired from dance vocabulary, live performances, and guest teachers brought in from the professional dance world. Assessments are also made on a student's ability to choreograph, and improvise modern dance technique by the end of Modern III.

As the Modern III dance student approaches their second semester, dance combinations are extended to technical choreographed works. These choreographed dances are rehearsed in class then presented in the spring to an audience of parents and peers. Students are also encouraged to choreograph and present dance combinations in the classroom setting. Students will be required to choreograph and artistically direct a modern dance piece will be adjudicate by performing arts staff at the end of the school year.

Modern dance vocabulary is mastered during the first semester of Modern III. Like Modern I and Modern II, this vocabulary, coupled with exposure to dance in film and live performances, allows the student to connect the vocabulary learned in class with the execution of steps by seasoned dancers in the field of Modern dance. This also helps the student to apply their visual perception of the technique to a physical application.

Modern III students will continue to strengthen their work in center floor and standing. The student must find their physical center and security in center floor, and gain proficiency across the floor. The teacher demonstrates modern dance instructions during this process, and corrections are given verbally and manually. Students are encouraged to work at their level of ability and not to compare themselves to their

peers. Footage of professional dancers and field trips to live performances help students to set a standard to which they should aspire, and not judge themselves within their peers group. This fosters confidence and a commitment towards individual goals and success. In the second semester, a male modern teacher will work with the male students to perfect their jumps, partner work, and lifts.

While students are exposed to the technique of various choreographers, they are also required to learn the composers and set designers of those choreographed works. This teaches the student the importance of collaboration between artists and departments to produce an artistic presentation that is an aesthetically complete and polished product.

## Course Materials

### 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	<a href="https://ksfhkhglsghls.files.wordpress.com/2017/08/introduction-to-modern-dance.pdf">https://ksfhkhglsghls.files.wordpress.com/2017/08/introduction-to-modern-dance.pdf</a>

### Manuals

Title	Author	Publisher	Edition	Website	Re
Technical Manual and Dictionary of Classical Ballet	Gail Grant	Courier Corporation	3rd/2012	[ empty ]	Ye

## Additional Information

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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 Modern III 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.