

Orange Unified School District

DANCE

Quarter/Trimester Course

GRADE LEVEL: 6-8

PREREQUISITES: None

INTRODUCTION TO THE SUBJECT:

Middle School Dance is a physical activity course designed to explore the world of dance, utilizing various dance forms, cultures, and historical contexts.

COURSE OBJECTIVES:

BY THE END OF THE COURSE THE STUDENTS WILL BE ABLE TO:

Develop body awareness and increase motor efficiency.

Perform dance movements utilizing the skills, language and vocabulary of dance.

Identify various dance elements, forms and styles.

Make connections between dance exercise and a healthy lifestyle.

Utilize choreographic processes as a means of expression.

Communicate meaning through dance composition and performance.

Investigate the role of dance in historical and contemporary cultures.

Analyze, interpret and judge dance in accord with learned aesthetic principles.

COURSE OVERVIEW AND APPROXIMATE UNIT TIME ALLOTMENTS:

(Many of the categories are continually taught throughout the year)

FIRST QUARTER

WEEKS

I. Development of Body Awareness

		<u>WEEKS</u>
	A. Perform specific and repeatable sequences taught by the instructor	1-5
	B. Expand preferred movement choices developing greater strength, flexibility and motor control	
II.	Introduction to Dance	1-5
	A. Dance overview	1-2
	B. Vocabulary of dance	
	1. Ballet	
	2. Choreography	
	3. Jazz dance	
	4. Modern dance	
	5. Tap dance	
	6. Social dance	
	7. Folk dance	
	C. Dance Terminology	Ongoing
	1. Ball change	
	2. Grapevine, etc.	
	3. Plea	
	4. Leap (grand jete)	
	5. Jazz walk	
III.	Choreography	1-5
	A. Students perform teacher-based choreography	
	B. Students choreograph dances based on themes that have personal significance	
IV.	Connection, Dance Composition/Performance to Healthy Lifestyles	1-5
	A. Students create warm-up exercises and explain how they prepare mind and body for dance	
	B. Students explore how healthy practices enhance ability to dance	
	1. Nutrition	
	2. Proper rest	
	3. Injury prevention	
V.	Investigation of the Role of Dance in Historical and Contemporary Cultures	2-5
	A. Students learn and perform dances from their own or another culture and teach them to others	
	1. Sixth Grade: Greek dancing	
	2. Seventh Grade: Renaissance dance	
	3. Eighth Grade: Dances of 19 th and 20 th century American dance	

VI. Dance Production/Performance (optional)	<u>WEEKS</u> 2-6 (Ongoing)
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DATE OF CONTENT REVISION: NEW

DATE OF BOARD APPROVAL: February 14, 2002

Addendum
CALIFORNIA CONTENT STANDARDS FOR DANCE
GRADES 6-8

GRADE 6

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to 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.

Development of Motor Skills and Technical Expertise

- 1.1 Demonstrate focus, physical control, coordination, and accurate reproduction in performing locomotor and axial movement.
- 1.2 Incorporate a variety of force/energy qualities into executing a full range of movements.

Comprehension and Analysis of Dance Elements

- 1.3 Identify and use force/energy variations when executing gesture and locomotor and axial movements.
- 1.4 Use the principles of contrast, unity, and variety in phrasing in dance studies and dances.

Development of Dance Vocabulary

- 1.5 Describe and analyze movements observed and performed, using appropriate dance vocabulary.

2.0 CREATIVE EXPRESSION
Creating, Performing, and Participating in Dance

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

Creation/Invention of Dance Movement

- 2.1 Invent multiple possibilities to solve a given movement problem and develop the material into a short study.
- 2.2 Compare and demonstrate the difference between imitating movement and creating original material.

Application of Choreographic Principles and Processes to Creating Dance

- 2.3 Describe and incorporate dance forms in dance studies.
- 2.4 Demonstrate the ability to coordinate movement with different musical rhythms and styles (e.g., ABA form, canon).
- 2.5 Use the elements of dance to create short studies that demonstrate the development of ideas and thematic material.

Communication of Meaning in Dance Through Dance Performance

- 2.6 Demonstrate an awareness of the body as an instrument of expression when rehearsing and performing.
- 2.7 Revise, memorize, and rehearse dance studies for the purpose of performing for others.

Development of Partner and Group Skills

- 2.8 Demonstrate an ability to cooperate and collaborate with a wide range of partners and groups (e.g., imitating, leading/following, mirroring, calling/responding, echoing, sequence building).

3.0 HISTORICAL AND CULTURAL CONTEXT
Understanding the Historical Contributions and Cultural Dimensions of Dance

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.

Development of Dance

- 3.1 Compare and contrast features of dances already performed from different countries.

History and Function of Dance

- 3.2 Explain the importance and function of dance in students' lives.

Diversity of Dance

- 3.3 Explain the various ways people have experienced dance in their daily lives (e.g., Roman entertainments, Asian religious ceremonies, baby naming in Ghana, Latin American celebrations).

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works of Dance

Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.

Description, Analysis, and Criticism of Dance

- 4.1 Apply knowledge of the elements of dance and the craft of choreography to critiquing (spatial design, variety, contrast, clear structure).
- 4.2 Propose ways to revise choreography according to established assessment criteria.

Meaning and Impact of Dance

- 4.3 Discuss the experience of performing personal work for others.
- 4.4 Distinguish the differences between viewing live and recorded dance performances.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers

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.

Connections and Applications Across Disciplines

- 5.1 Describe how other arts disciplines are integrated into dance performances (e.g., music, lighting, set design).
- 5.2 Describe the responsibilities a dancer has in maintaining health-related habits (e.g., balanced nutrition, regular exercise, adequate sleep).

Development of Life Skills and Career Competencies

- 5.3 Identify careers in dance and dance-related fields (e.g., teacher, therapist, videographer, dance critic, choreographer, notator).

GRADE 7

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to 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.

Development of Motor Skills, Technical Expertise, and Dance Movements

- 1.1 Demonstrate increased focus, physical control, coordination, skill, and accurate reproduction in performing locomotor and axial movement.
- 1.2 Demonstrate increased ability and skill to sustain longer and more complex movement sequences for expression in a variety of dance styles.
- 1.3 Demonstrate risk taking in generating bigger and stronger movements through space in rehearsal and performance.

Comprehension and Analysis of Dance Elements

- 1.4 Identify and use a wider range of space, time, and force/energy to manipulate locomotor and axial movements.

Development of Dance Vocabulary

- 1.5 Use appropriate dance vocabulary to describe everyday gestures and other movements observed in viewing live or recorded dance performances. (Descriptions may take the form of a drawing or video/computer documentation.)

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Dance

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

Creation/Invention of Dance Movement

- 2.1 Create, memorize, and perform improvised movement sequences, dance studies, and choreography with dynamic range and fulfillment.
- 2.2 Demonstrate the ability to use personal discovery and invention through improvisation and choreography.

Application of Choreographic Principles and Processes to Creating Dance.

- 2.3 Demonstrate the ability to use dance elements to develop dance phrases reflecting various musical rhythms, styles, and dynamics.
- 2.4 Demonstrate skill in using ideas and themes to develop simple dance forms (e.g., rondo, ABA form).

Communication of Meaning in Dance Through Dance Performance

- 2.5 Demonstrate performance skill in the ability to interpret and communicate through dance.
- 2.6 Collaborate with others in preparing a dance presentation for an audience (short informal dance, lecture/demo, evening concert).

Development of Partner and Group Skills

- 2.7 Demonstrate increased originality in using partner or group relationships to define spatial floor patterns, shape designs, and entrances and exits.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Dance

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.

Development of Dance

- 3.1 Identify and perform dances from countries studied in the history-social science curriculum.

History and Function of Dance

- 3.2 Explain the function of dance in daily life during specific time periods and in countries being studied in history–social science (e.g., North African, Middle Eastern, and Central American dance in ceremonies, social events, traditional settings, and theatrical performances).

Diversity of Dance

- 3.3 Explain how dance functions among people of different age groups, including their own.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works of Dance

Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.

Description, Analysis, and Criticism of Dance

- 4.1 Demonstrate understanding of the elements of dance and the craft of choreography when critiquing two kinds of dance (e.g., solo, duet).
- 4.2 Identify assessment criteria used for outstanding performances in different styles of dance (e.g., theatre, social, ceremonial).

Meaning and Impact of Dance

- 4.3 Explain and analyze the impact of live or recorded music on dance performances. (Recorded music is consistent. Live music can be altered.)
- 4.4 Explain how different venues influence the experience and impact of dancing (e.g., a studio setting, traditional stage, theater in the round).

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers

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.

Connections and Applications Across Disciplines

- 5.1 Identify and use different sources to generate ideas for dance compositions (e.g., poetry, photographs, political/social issues).

- 5.2 Describe how dancing builds physical and emotional well-being (e.g., positive body imaging, physical goals, creative goals, focus/concentration).

Development of Life Skills and Career Competencies

- 5.3 Appraise how time management, listening, problem-solving, and teamwork skills used with other dancers in composing and rehearsing a dance can be applied to other group activities.
- 5.4 Research and compare careers in dance and dance-related fields.

GRADE 8

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to 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.

Development of Motor Skills, Technical Expertise, and Dance Movements

- 1.1 Demonstrate increased ability and skill to apply the elements of space, time, and force/energy in producing a wide range of dance sequences.
- 1.2 Demonstrate capacity for centering/shifting body weight and tension/release in performing movement for artistic intent.
- 1.3 Demonstrate greater technical control in generating bigger and stronger movements through space in rehearsal and performance.

Comprehension and Analysis of Dance Elements

- 1.4 Analyze gestures and movements viewed in live or recorded professional dance performances and apply that knowledge to dance activities.

Development of Dance Vocabulary

- 1.5 Identify and analyze the variety of ways in which a dancer can move, using space, time, and force/energy vocabulary.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Dance

Students apply choreographic principles, processes, and skills to create and communicate

meaning through the improvisation, composition, and performance of dance.

Creation/Invention of Dance Movement

- 2.1 Create, memorize, and perform dance studies, demonstrating technical expertise and artistic expression.
- 2.2 Expand and refine a personal repertoire of dance movement vocabulary.

Application of Choreographic Principles and Processes to Creating Dance

- 2.3 Apply basic music elements to the making and performance of dances (e.g., rhythm, meter, accents).
- 2.4 Record personal movement patterns and phrases, using a variety of methods (e.g., drawings, graphs, words).

Communication of Meaning Through Dance Performance

- 2.5 Demonstrate performance skill in the ability to project energy and express ideas through dance.
- 2.6 Demonstrate the use of personal images as motivation for individual and group dance performances.

Development of Partner and Group Skills

- 2.7 Demonstrate originality in using partner or group relationships to define spatial patterns and the use of overall performing space.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Dance

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.

Development of Dance

- 3.1 Compare and contrast specific kinds of dances (e.g., work, courtship, ritual, entertainment) that have been performed.

History and Function of Dance

- 3.2 Explain the variety of roles dance plays among different socioeconomic groups in selected countries (e.g., royalty and peasants).

Diversity of Dance

- 3.3 Describe the roles of males and females in dance in the United States during various time periods.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works of Dance

Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.

Description, Analysis, and Criticism of Dance

- 4.1 Identify preferences for choreography and discuss those preferences, using the elements of dance.

Meaning and Impact of Dance

- 4.2 Explain the advantages and disadvantages of various technologies in the presentation of dance (e.g., video, film, computer, DVD, recorded music).
- 4.3 Describe and analyze how differences in costumes, lighting, props, and venues can enhance or detract from the meaning of a dance.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers

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.

Connections and Applications Across Disciplines

- 5.1 Identify and compare how learning habits acquired from dance can be applied to the study of other school subjects (e.g., memorizing, research, practicing).
- 5.2 Describe how dancing builds positive mental, physical, and health-related practices (e.g., discipline, stress management, anatomic awareness).

Development of Life Skills and Career Competencies

- 5.3 Research and explain how dancers leave their performing careers to enter into alternative careers.