

**Baltimore County Public Schools**

**Office of Dance Education  
Course of Study  
2009**

## Acknowledgements

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## Foreword

All children are learners, and the innate drive within them to learn must be constantly encouraged and nurtured, never stifled. To adequately fulfill the right of our students to quality education, the various courses of study in the school system must and will continue to manifest rigorous content and competencies that every student is expected to achieve. In recent years, education in Baltimore County has undergone a seismic shift in certain areas, such as increasing diversity, workforce demands, and emerging technology. The school system is committed to meet those changes as opportunities to further adhere to the highest standards and provide all students the best education possible.

Education is a multi-dimensional process, especially today. Still, the primary goal of education is the preparation of students to become self-sufficient individuals who, while pursuing their own objectives in life, will contribute to the betterment of society. This aim incorporates the ideal that education will enable people to attain personal fulfillment through learning and, at once, adopt responsibilities for others and their total environment. Essentially, education should assist individuals in enriching their lives to the best of their abilities, expanding their horizons and world visions, and fulfilling their roles as citizens. And paramount, education must prepare students to be active "learners" for the entirety of their lives.

Curriculum comprises the framework upon which instruction and learning are founded. Many often choose to view curriculum as the product of a bunch of "what's good fors:" what's good for the individual, what's good for the community, what's good for business, what's good for the country, what's good for society and culture, and so on – sometimes forgetting what's good for students. And though input from all of the aforementioned sources is necessary in developing curriculum, educators must ever keep in mind that learning is not the sole possession of schools or the classroom. Accordingly, curriculum should increasingly attend, among other demands, students' need to increase creative and strategic thinking and learning skills. For with such skills, students will continue the learning process far beyond their classroom environment and into their future years.

Dr. Joe A. Hairston  
Superintendent

## Table of Contents

<b>Acknowledgements.....</b>	2
<b>Foreword.....</b>	3
<b>Introduction.....</b>	6-7
<b>Comprehensive Alignment</b>	
I.....	8
II.....	9
III.....	10
IV.....	11-12
V.....	13
VI.....	14
VII.....	15
<b>Sequence</b>	
Middle School Dance Education Elective and Magnet Programs	
Grade 6 Level I Dance Elective and Magnet Program.....	16-19
Grade 7 Level II Dance Elective and Magnet Program.....	20-22
Grade 8 Level III Dance Elective and Magnet Program.....	23-25
High School Comprehensive Elective Sequence and Course Description	
Dance I.....	26-28
Dance II.....	29-31
Dance III.....	32-34
Dance IV.....	35-38
Dance Company.....	39-41
High School Magnet Programs	
Patapsco High School and Center for the Arts	
Grade 9.....	42
Grade 10.....	43
Grade 11.....	44
Grade 12.....	45

George Washington Carver Center for the Arts and Technology

Intermediate Ballet Technique I.....	46
Intermediate Ballet Technique II.....	47
Intermediate Ballet Technique III.....	48
Advanced Ballet Technique IV.....	49
Modern Dance I.....	50
Intermediate Modern Dance II.....	51
High Intermediate Modern Dance III.....	52
Advanced Modern Dance IV.....	53
Improvisation and Composition I.....	54

## **Introduction**

Dance is one of the four fine arts that are offered as instructional programs in the Baltimore County Public Schools (BCPS). Dance, unlike music and art, is a psychomotor as well as cognitive and behavioral discipline of study. At the elementary level the only exposure that students have to dance in Grades K-5 is within the context of the physical education and dance rhythms unit, through an arts integration program in a selected school, or at the interest of the music or classroom teacher. At the middle and high school levels, there are fine arts dance programs developed at the interest of and with administrative support as described below. There are currently four comprehensive high school programs, two magnet level high school programs, three magnet level middle school programs, and one comprehensive middle school dance program in the county.

All curricula have been aligned to national, state, and local standards for a fine arts dance education.

### **Vision**

We will have students who are artistically educated through dance, who have developed and acquired movement, observation, communication, behavioral, and thinking skills to meet the increasing challenges of life in the 21st century.

### **Mission**

The mission of the dance education program is to provide quality performance-based instruction with experiences that include perception and response activities with movement, historical, social, and cultural dance forms, creative expression and production, aesthetics, and personal development for a successful lifetime.

### **Belief Statements**

We believe all students learn and achieve. We believe that our vision for a student who is artistically educated in dance requires:

- a certified dance teacher in every program.
- a curriculum in dance education based on national, state, and local standards.
- adequate staffing, equipment and supplies, facilities, planning and teaching time to deliver the program.
- professional support from content specialists, curriculum development, principals, and school leaders.
- shared accountability among teachers, principals, and central office personnel.
- support from communities, parents, and teachers who recognize and understand the value of an arts and movement education in overall student achievement.

### **Philosophy**

The dance education curriculum recognizes that all students have the right to an arts education as a fundamental part of basic education. Dance has been recognized as one of the four fine arts, a core subject in Maryland Public Schools. Dance education enables students to discover their own innate capacity for the communication of ideas, thoughts, and feelings through the medium of dance. The goals and indicators of the curriculum are arranged sequentially, K-12, to include creative work, dance forms and techniques,

dance history, performance and production, aesthetics, and criticism. Infused in the study of dance is the recognition and realization that dance contributes to a healthy lifestyle, as well as the development of interpersonal, intrapersonal, and social skills. The dance curriculum provides unique opportunities for cross-curricular connections, an inherent benefit of studying dance.

### **Program Offerings**

Presently, there are four middle schools, of the twenty seven in BCPS, that offer Dance Education as an elective. They are: Deer Park Magnet Middle School, Southwest Academy, Sudbrook Magnet Middle School, and Windsor Mill Middle School.

At the high school level, two schools, Patapsco and Carver provide a dance magnet program. Four high schools: Dulaney, Lansdowne, Parkville, and New Town offer dance as part of the elective program for the MSDE required graduation fine arts credit. The elective programs in dance at the high school level offer a variety of studies in dance genres (modern, ballet, jazz, historical, cultural, and social dances). All existing curriculum developed by the Office of Dance Education has been aligned to national, state, and local standards. Future curriculum initiatives are planned in collaboration with the Office of Magnet Programs in order to provide curriculum to support the unique courses offered at the high school magnet level. Opportunities exist for high school students to earn honors and gifted and talented (GT) credit for advanced level study.

The Office of Dance Education continues to revise and update existing curriculum and provide additional resources which contain current research based strategies and supplement existing course content. Curriculum development is an ongoing process and the Office of Dance Education is committed to providing a high quality instructional program for the students in BCPS. It is the hope of the Office of Dance Education that more schools recognize the importance of dance as a curricular offering and additional programs are offered to BCPS students.

**Comprehensive Alignment**  
**National Standards K-12, Maryland Essential Learner Outcomes K-12, Voluntary State Curriculum K-8, Baltimore County Learning Goals**

<b>National Dance Standard (K-12) 1</b>	<b>Maryland Essential Learner Outcomes (MELO) (K-12)</b>	<b>Voluntary State Curriculum (VSC) (K-8)</b>	<b>Baltimore County Learning Goals (K-12)</b>
<ul style="list-style-type: none"> <li>• Identifying and demonstrating movement elements and skills in performing dance.</li> </ul>	<ul style="list-style-type: none"> <li>• I Perceiving and Responding - Aesthetic Education</li> </ul>	<ul style="list-style-type: none"> <li>• 1.0 Perceiving and Responding: Aesthetic Education – Students will demonstrate the ability to perceive, perform, and respond to dance.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will demonstrate the ability to use movement skills in order to perform and respond in dance. (LG-1a)</li> <li>• Students will perform movement in order to express and communicate meaning. (LG-1b)</li> </ul>

**Comprehensive Alignment**  
**National Standards K-12, Maryland Essential Learner Outcomes K-12, Voluntary State Curriculum K-8, Baltimore County Learning Goals**

<b>National Dance Standard (K-12) 2</b>	<b>Maryland Essential Learner Outcomes (MELO) (K-12)</b>	<b>Voluntary State Curriculum (VSC) (K-8)</b>	<b>Baltimore County Learning Goals (K-12)</b>
<ul style="list-style-type: none"> <li>• Understanding choreographic principles, processes, and structures.</li> </ul>	<ul style="list-style-type: none"> <li>• III Creative Expression and Production</li> </ul>	<ul style="list-style-type: none"> <li>• 3.0 Creative Expression and Production: Students will demonstrate the ability to create and perform dance.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will explore processes for dance construction through improvisation and organization of movement based on a specific idea or concept in order to develop organizational skills. (LG-3a)</li> <li>• Students will experience and utilize various processes for dance construction in order to express and communicate meaning through formal and informal dance performance. (LG-3b)</li> <li>• Students will develop personal and interpersonal skills through dance to work respectfully, cooperatively, and safely with others. (LG-5a)</li> </ul>

**Comprehensive Alignment**  
**National Standards K-12, Maryland Essential Learner Outcomes K-12, Voluntary**  
**State Curriculum K-8, Baltimore County Learning Goals**

<b>National Dance Standard (K-12)</b> <b>3</b>	<b>Maryland Essential Learner Outcomes (MELO) (K-12)</b>	<b>Voluntary State Curriculum (VSC) (K-8)</b>	<b>Baltimore County Learning Goals (K-12)</b>
<ul style="list-style-type: none"> <li>• Understanding dance as a way to create and communicate meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• III Creative Expression and Production</li> </ul>	<ul style="list-style-type: none"> <li>• 3.0 Creative Expression and Production: Students will demonstrate the ability to create and perform dance.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will explore processes for dance construction through improvisation and organization of movement based on a specific idea or concept in order to develop organizational skills. (LG-3a)</li> </ul>
			<ul style="list-style-type: none"> <li>• Students will experience and utilize various processes for dance construction in order to express and communicate meaning through informal and formal dance performance. (LG-3b)</li> </ul>

**Comprehensive Alignment**  
**National Standards K-12, Maryland Essential Learner Outcomes K-12, Voluntary State Curriculum K-8, Baltimore County Learning Goals**

National Dance Standard (K-12) 4	Maryland Essential Learner Outcomes (MELO) (K-12)	Voluntary State Curriculum (VSC) (K-8)	Baltimore County Learning Goals (K-12)
<ul style="list-style-type: none"> <li>Applying and demonstrating critical and creative thinking skills in dance</li> </ul>	<ul style="list-style-type: none"> <li>I Perceiving and responding</li> </ul>	<ul style="list-style-type: none"> <li>1.0 Perceiving and Responding: Aesthetic Education – Students will demonstrate the ability to perceive, perform, and respond to dance.</li> </ul>	<ul style="list-style-type: none"> <li>Students will demonstrate the ability to use perceptual and movement skills in order to perform and respond in dance. (LG-1a)</li> </ul>
	<ul style="list-style-type: none"> <li>II Historical, Cultural, and Social Context</li> </ul>	<ul style="list-style-type: none"> <li>2.0 Historical, Cultural, and Social Context: Students will demonstrate an understanding of dance as an essential aspect of history and human experience.</li> </ul>	<ul style="list-style-type: none"> <li>Students will explore, perform, and create dances from various historical, cultural, and social genres to increase their knowledge and appreciation of dance and its relationship to other significant components of human history and experience. (LG-2a)</li> </ul>
		<ul style="list-style-type: none"> <li>2.0 Historical, Cultural, and Social Context: Students will demonstrate an understanding of dance as an essential aspect of history and human experience.</li> </ul>	<ul style="list-style-type: none"> <li>Students will demonstrate the ability to relate dance experience to other disciplines in order to increase knowledge and understanding of their world. (LG-2b)</li> </ul>
	<ul style="list-style-type: none"> <li>III Creative Expression and Production</li> </ul>	<ul style="list-style-type: none"> <li>3.0 Creative Expression and Production: Students will demonstrate the ability to create and perform dance.</li> </ul>	<ul style="list-style-type: none"> <li>Students will explore processes for dance construction through improvisation and organization of movement based on</li> </ul>

			a specific idea or concept in order to develop organizational skills. (LG-3a)
			<ul style="list-style-type: none"> <li>• Students will experience and utilize various processes for dance construction in order to express and communicate meaning through informal or formal dance performance. (LG-3b)</li> </ul>
	<ul style="list-style-type: none"> <li>• IV Aesthetic Criticism</li> </ul>	<ul style="list-style-type: none"> <li>• 4.0 Aesthetics and Criticism: Students will demonstrate the ability to make aesthetic judgments in dance.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will identify, analyze, and apply various criteria in dance aesthetics in order to develop critical and creative thinking skills. (LG-4)</li> </ul>

**Comprehensive Alignment**  
**National Standards K-12, Maryland Essential Learner Outcomes K-12, Voluntary**  
**State Curriculum K-8, Baltimore County Learning Goals**

<b>National Dance Standard (K-12)</b> <b>5</b>	<b>Maryland Essential Learner Outcomes (MELO) (K-12)</b>	<b>Voluntary State Curriculum (VSC) (K-8)</b>	<b>Baltimore County Learning Goals (K-12)</b>
<ul style="list-style-type: none"> <li>• Demonstrating and understanding dance in various cultures and historical periods</li> </ul>	<ul style="list-style-type: none"> <li>• II Historical, Cultural, and Social Context</li> </ul>	<ul style="list-style-type: none"> <li>• 2.0 Historical, Cultural, and Social Context: Students will demonstrate an understanding of dance as an essential aspect of history and human experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will explore, perform, and create dances from various historical, cultural, and social genres to increase their knowledge and appreciation of dance and its relationship to other significant components of human history and experience. (LG-2a)</li> </ul>
			<ul style="list-style-type: none"> <li>• Students will demonstrate the ability to relate dance experience to other disciplines in order to increase knowledge and understanding of their world. (LG-2b)</li> </ul>

**Comprehensive Alignment**  
**National Standards K-12, Maryland Essential Learner Outcomes K-12, Voluntary State Curriculum K-8, Baltimore County Learning Goals**

<b>National Dance Standard (K-12) 6</b>	<b>Maryland Essential Learner Outcomes (MELO) (K-12)</b>	<b>Voluntary State Curriculum (VSC) (K-8)</b>	<b>Baltimore County Learning Goals (K-12)</b>
<ul style="list-style-type: none"> <li>• Making connections between dance and healthful living.</li> </ul>	<ul style="list-style-type: none"> <li>• I Perceiving and Responding</li> </ul>	<ul style="list-style-type: none"> <li>• 1.0 Perceiving and Responding: Aesthetic Education – Students will demonstrate the ability to perceive, perform, and respond to dance.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will demonstrate the ability to use movement skills in order to perform and respond in dance. (LG-1a)</li> </ul>
			<ul style="list-style-type: none"> <li>• Students will make connections between dance and healthful living in order to incorporate and maintain a healthy lifestyle that includes safe movement practices. (LG-5b)</li> </ul>
	<ul style="list-style-type: none"> <li>• III Creative Expression and Production</li> </ul>		<ul style="list-style-type: none"> <li>• Students will develop personal and interpersonal skills through dance to work respectfully, cooperatively, and safely with others. (LG-5a)</li> </ul>

**Comprehensive Alignment**  
**National Standards K-12, Maryland Essential Learner Outcomes K-12, Voluntary State Curriculum K-8, Baltimore County Learning Goals**

<b>National Dance Standard (K-12)</b> <b>7</b>	<b>Maryland Essential Learner Outcomes (MELO) (K-12)</b>	<b>Voluntary State Curriculum (VSC) (K-8)</b>	<b>Baltimore County Learning Goals (K-12)</b>
<ul style="list-style-type: none"> <li>• Making connections between dance and other disciplines.</li> </ul>	<ul style="list-style-type: none"> <li>• II Historical, Cultural, and Social Context</li> </ul>	<ul style="list-style-type: none"> <li>• 2.0 Historical, Cultural, and Social Context: Students will demonstrate an understanding of dance as an essential aspect of history and human experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will demonstrate the ability to relate dance experience to other disciplines in order to increase knowledge and understanding of their world. (LG-2b)</li> </ul>
	<ul style="list-style-type: none"> <li>• III Creative Expressive and Production</li> </ul>	<ul style="list-style-type: none"> <li>• 3.0 Creative Expression and Production: Students will demonstrate the ability to create and perform dance.</li> </ul>	<ul style="list-style-type: none"> <li>• Students will explore processes for dance construction through improvisation and organization of movement based on a specific idea, feeling, or concept in order to develop organizational skills. (LG-3a)</li> </ul>
			<ul style="list-style-type: none"> <li>• Students will experience and utilize various processes for dance construction in order to express and communicate meaning through informal or formal dance performances. (LG-3b)</li> </ul>

## **Middle School Dance Education Elective and Magnet Programs**

### **Grade 6/Level I Dance Elective Course Description**

The sixth grade/Level I dance elective introduces students to movement and dance in culture and society in alignment with social studies units. Units of study include line dance, Latin dance, Indian, and Asian dance. In addition, units in Musical Theater and elementary compositional structures are introduced. Within each unit, aesthetics is infused through self- and peer-review.

### **Level I Grade 6 Dance Elective Indicators**

Students will:

1. identify and demonstrate the components of movement and activate the body as an instrument of expression. (LG-1a)
2. identify and demonstrate cultural dance vocabulary, terminology, and symbols. (LG- 1a)
3. identify and demonstrate cultural themes through dance movement to express meaning. (LG-1b)
4. investigate and describe ways dance is used as a meaning of expression in various cultures to understand the influence of dance on society through the use of performance observation, technology based research, and verbal and written presentation. (LG-2a)
5. demonstrate movement from different historical, cultural, and social perspectives to appreciate dance and its relationship to history and society. (LG-2a)
6. describe characteristics and origins of various forms, styles and genres of dance within and among cultures. (LG-2a)
7. identify the cultural characteristics inherent in various forms and styles of dance to increase knowledge and appreciation of dance. (LG-2a)
8. examine and describe relationships between dance and other disciplines including world cultures, mathematics, language arts, human anatomy, music, and visual and performing arts. (LG-2b)
9. utilize organizational skills as a vehicle for exploring processes of dance construction. (LG-3a)
10. perform movements that represent cultural experiences and perceptions to express ideas and express themes. (LG-3a)
11. demonstrate knowledge of the dance construction process from rehearsal to the performance. (LG-3b)
12. identify and apply aesthetic criterion to formulate an appreciation of art. (LG-4)
13. develop critical and creative thinking skills. (LG-4)
14. demonstrate cooperative skills to work effectively as a group member. (LG-5a)
15. demonstrate how dance contributes to personal growth to make connections with a healthy lifestyle. (LG-5b)

### **Exploring Movement Coordination I Grade 6 Middle School AIM Objectives**

1. The student will identify and demonstrate the elements of movement to perform dance.
2. The student will demonstrate a concept through dance movement to express meaning.
3. The student will identify and describe ways in which the environment is perceived to connect sensory information necessary to dance.
4. The student will investigate and describe ways dance is used as a means of expression in various cultures to explain the influence of dance on society.
5. The student will identify the characteristics inherent in various forms and styles of dance to increase appreciation of dance.
6. The student will improvise to a variety of stimuli through movement to utilize organizational skills.
7. The student will perform movements that represent individual feelings, experiences, and perceptions to express ideas or concepts.
8. The student will identify and demonstrate the components of movement and activate the body as an instrument of expression.
9. The student will identify and demonstrate cultural dance vocabulary, terminology, and symbols.
10. The student will utilize organizational skills as a vehicle for exploring processes of dance construction.
11. The student will perform movements that represent cultural experiences and perception to express ideas and express themes.
12. The student will demonstrate the dance construction process from rehearsal to the performance.
13. The student will develop critical and creative thinking skills.
14. The student will demonstrate cooperative skills to work effectively as a group member.
15. The student will demonstrate how dance contributes to personal growth to make connections with a healthy lifestyle.

### **Grade 6 Dance Magnet Course Description**

Grade 6 dance education will introduce students to skills and content emphasizing proper alignment and execution as well as expressing themselves creatively through movement. A variety of dance forms and styles are learned in sequential fashion and tailored to meet the needs of each student's ability.

#### **Content**

- Ballet
- Modern
- Social/Folk/Ethnic
- Jazz
- Tap
- Creative
- Performance and Production
- History
- Aesthetics

#### **Skills**

- demonstrate the elements of movement
- demonstrate concepts through movement
- organize movement in sequential patterns
- identify and apply aesthetic criteria
- demonstrate cooperation
- identify and describe movement's value in health and personal growth

### **Level I Grade 6 Dance Magnet Indicators**

Students will:

1. identify and demonstrate the elements of movement to perform dance. (LG-1a)
2. demonstrate a concept through dance movement to express meaning. (LG-1a)
3. identify and describe ways in which the environment is perceived to connect sensory information necessary to dance. (LG-1b)
4. investigate and describe ways dance is used as a means of expression in various cultures to understand the influence of dance on society. (LG-2a)
5. demonstrate movement from different historical, cultural, and social perspectives to appreciate dance and its relationship to history and society. (LG-2a)
6. identify the characteristics inherent in various forms and styles of dance to increase knowledge and appreciation of dance.(LG-2a)
7. examine and describe relationships between dance and other disciplines to increase knowledge and understanding of concepts. (LG-2b) Improvise to a variety of stimuli through movement to utilize organizational skills. (LG-3a)
8. perform movements that represent individual feelings, experiences, and perceptions to express ideas or concepts. (LG-3a)
9. perform movement studies using various forms and styles of dance to communicate meaning. (LG-3b)
10. identify and apply aesthetic criteria for a meaningful art experience to develop critical and creative thinking skills. (LG-4)
11. demonstrate cooperative skills to work effectively as a group member. (LG-5a)
12. demonstrate how dance contributes to personal growth to make connections with a healthy lifestyle. (LG-5b)

### **Dance I Grade 6 Middle School Magnet AIM Objectives**

1. The student will identify and demonstrate the elements of movement to perform dance.
2. The student will demonstrate a concept through dance movement to express meaning.
3. The student will investigate and describe ways dance is used as a means of expression in various cultures.
4. The student will demonstrate movement from different historical, cultural, and social perspectives to appreciate dance and its relationship to history and society.
5. The student will identify the characteristics inherent in various forms and styles of dance to increase appreciation of dance.
6. The student will examine and describe relationships between dance and other disciplines.
7. The student will improvise to a variety of stimuli through movement to utilize organizational skills.

8. The student will perform movement studies using various forms and styles of dance to communicate meaning.
9. The student will identify and apply aesthetic criteria for a meaningful art experience to develop critical and creative thinking skills.
10. The student will demonstrate cooperative skills to work effectively as a group member.
11. The student will demonstrate how dance contributes to personal growth to make connections with a healthy lifestyle.

## **Middle School Dance Education Elective and Magnet Programs**

### **Grade 7/Level II Dance Elective Course Description**

The seventh grade/Level II dance elective introduces students to further study of dance in culture and society in alignment with social studies units. Units of study include western country line dance, African dance, hip-hop, European Court dance, Israeli dance, and Compositional structures. Within each unit, aesthetics is infused through self- and peer-review.

### **Level II Grade 7 Dance Elective Indicators**

Students will:

1. utilize the five components of movement including body, space, energy, time, and relationship. (LG-1a)
2. perform various cultural movement sequences to understand meaning. (LG-1b)
3. recognize the affects of culture on various forms of dance to understand its role in society. (LG-2a)
4. identify the cultural characteristics inherent in various forms and styles of dance to increase knowledge and appreciation of dance. (LG-2a)
5. describe characteristics and origins of various forms, styles, and genres of dance within and among cultures. (LG-2a)
6. analyze commonalities of content and process among the arts, humanities, and sciences. (LG-2b)
7. utilize dance as a way of exploring other disciplines to increase knowledge and understanding. (LG-2b)
8. utilize organizational skills as a vehicle for exploring processes of dance construction. (LG-3a)
9. develop the ability to select and combine the elements, aesthetic principles, and choreographic forms of multicultural dance to communicate meaning. (LG-3a)
10. combine and modify the elements of dance to convey ideas or themes using selected choreographic forms. (LG-3b)
11. create movement composition to convey ideas or themes using selected choreographic forms. (LG-3b)
12. interpret dance performances using the five dance components, aesthetic principles, choreographic forms, and performance competencies as criteria to determine meaning. (LG-4)
13. perform with expression and accuracy in ensemble and small group repertory to develop personal and interpersonal skills. (LG-5a)
14. demonstrate how dance contributes to personal growth to make connections with a healthy lifestyle. (LG-5b)

### **Exploring Movement Coordination II Grade 7 Middle School AIM Objectives**

1. The student will utilize the five components of movement including body, energy, space, time, and relationship.
2. The student will perform various cultural movement sequences to express meaning.
3. The student will analyze the affects of culture on various forms of dance to explain its role in society.

4. The student will identify the cultural characteristics inherent in various forms and styles of dance to increase appreciation of dance.
5. The student will utilize dance as a way of exploring other disciplines through performance.
6. The student will utilize organizational skills as a vehicle for exploring processes of dance construction.
7. The student will develop the ability to select and combine the elements, aesthetic principles, and choreographic forms of multicultural dance to communicate meaning.
8. The student will create movement composition to convey ideas or themes using selected choreographic forms.
9. The student will interpret dance performances using the five dance components, aesthetic principles, choreographic forms, and performance competencies as criteria to determine meaning.
10. The student will perform with expression and accuracy in ensemble and small group repertory to develop personal and interpersonal skills.
11. The student will demonstrate how dance contributes to personal growth to make connections with a healthy lifestyle.

### **Grade 7 Dance Magnet Course Description**

Grade 7 dance education will extend student's experiences and understanding of proper alignment and execution. It will introduce the tool of improvisation that leads to composition and performance. A variety of dance forms and styles are learned in sequential fashion and tailored to meet the needs of each student's ability.

#### **Content**

- Ballet
- Modern
- Jazz
- Tap
- Social/Folk/Ethnic
- Improvisation
- Composition I
- Performance and Production
- History
- Aesthetics

#### **Skills**

- utilize and perform the four elements of dance
- recognize and discuss dance forms and style
- communicate meaning through movement
- develop organizational and problem-solving skills
- develop personal and interpersonal skills
- develop skills to maintain a healthy lifestyle

## **Level II Grade 7 Dance Magnet Indicators**

Students will:

1. utilize the four elements of dance to perform movement sequences. (LG-1a)
2. perform various movement sequences to convey meaning. (LG-1b)
3. recognize the affects of culture on various forms of dance to understand it's role in society. (LG-2a)
4. discuss the observable characteristics inherent in various forms and styles of dance to increase knowledge and appreciation of dance. (LG-2a)
5. analyze and compare historical and social events in dance to those in other content areas to increase knowledge and appreciation. (LG-2a)
6. utilize dance as a way of exploring other disciplines to increase knowledge and understanding. (LG-2b)
7. utilize improvisation to solve movement problems to develop organizational and problem-solving skills. (LG-3a)
8. create and perform movement studies using various forms and styles of dance to communicate meaning. (LG-3b)
9. identify, select, and organize movements to express individual feelings, experiences, and perceptions. (LG-3b)
10. assess personal creative work in dance utilizing identified aesthetic criteria to develop critical and creative thinking skills. (LG-4)
11. perform with expression and accuracy in ensemble and small group repertory to develop personal and interpersonal skills. (LG-5a)
12. develop a positive attitude toward self, others, and the dance experience to maintain a healthy lifestyle. (LG-5b)

## **Dance II Grade 7 Middle School Magnet AIM Objectives**

1. The student will utilize the four elements of dance to perform movement sequences.
2. The student will perform various movement sequences to convey meaning.
3. The student will analyze the affects of culture on various forms of dance to describe its role in society.
4. The student will analyze and compare historical and social events in dance to those in other content areas to increase appreciation.
5. The student will utilize dance as a way of exploring other disciplines through performance to increase appreciation.
6. The student will utilize improvisation to solve movement problems to develop organizational and problem-solving skills.
7. The student will create and perform movement studies using various forms and styles of dance to communicate meaning.
8. The student will identify, select, and organize movements to express individual feelings, experiences, and perceptions.
9. The student will assess personal creative work in dance utilizing identified aesthetic criteria to develop critical and creative thinking skills.
10. The student will perform with expression and accuracy in ensemble and small group repertory to develop personal and interpersonal skills.
11. The student will develop a positive attitude toward self, others, and the dance experience to maintain a healthy lifestyle.

## **Middle School Dance Education Elective and Magnet Programs**

### **Grade 8/Level III Dance Elective Course Description**

The eighth grade/Level III dance elective focuses on American dance forms in alignment with the social studies units. Units of study include American line dance from the 20's to the 80's, American Square dance, Hawaiian/Native American dance, 20<sup>th</sup> century social dance, and American Musical Theatre. A compositional structure with an examination of contemporary choreographers continues the work of level I & II. Frameworks in aesthetics for self- and peer-review are established and infused in each unit.

### **Level III Grade 8 Dance Elective Indicators**

Students will:

1. utilize the five components of movement including body, space, energy, time, and relationship. (LG-1a)
2. reproduce and memorize cultural dances accurately with kinesthetic awareness and technical proficiency. (LG-1a)
3. respond to dance through observation, experience, and analysis. (LG-1b)
4. perform and analyze the form, content, and meaning of traditional dances of a variety of cultures. (LG-2a)
5. explain how major development in dance are related to historical events, social events, and the people in various cultures. (LG-2a)
6. create a dance that integrates another discipline to increase knowledge and understanding. (LG-2b)
7. develop the ability to select and combine components, aesthetic principles, and choreographic forms of multicultural dances to communicate meaning. (LG-3a)
8. demonstrate consistent application of awareness of space, physical discipline, concentration, projections, and clarity in rehearsals and dance performances. (LG-3b)
9. critique dance performances using the five dance components, aesthetic principles, choreographic forms, and performance competencies as criteria to determine meaning. (LG-4)
10. create and perform complex movement expressively and accurately: duet and trio, to develop personal and interpersonal skills. (LG-5a)
11. demonstrate how dance contributes to personal growth to make connections with a healthy lifestyle. (LG-5b)

### **Exploring Movement Coordination III Grade 8 Middle School AIM Objectives**

1. The student will utilize the five components of movement including body, space, time, energy, and relationship to perform complex movement sequences.
2. The student will reproduce and memorize cultural dances accurately with kinesthetic awareness and technical proficiency.
3. The student will respond to dance through observation, experience, and analysis.
4. The student will perform and analyze the form, content, and meaning of traditional dances in a variety of cultures.
5. The student will explain how major developments in dance are related to historical events, social events, and the people in various cultures.
6. The student will create a dance that integrates another discipline.

7. The student will develop the ability to select and combine components, aesthetic principles, and choreographic forms of multicultural dances to communicate meaning.
8. The student will demonstrate consistent application of awareness of space, physical discipline, concentration, projection, and clarity in rehearsals and dance performances.
9. The student will critique dance performances using the five dance components, aesthetic principles, choreographic forms, and performance competencies as criteria to determine meaning.
10. The student will create and perform complex movement expressively and accurately: duet and trio, to develop personal and interpersonal skills.
11. The student will demonstrate how dance contributes to personal growth to make connections with a healthy lifestyle.

### **Grade 8 Dance Magnet Course Description**

Grade 8 dance education will continue to extend and refine student's experiences and understanding of proper alignment and execution. Students will continue the study of dance as a way to express the individual. The 8<sup>th</sup> grade student will have opportunities to perform in a variety of settings and be involved in the production aspects of a performance. A variety of dance forms and styles are learned in sequential fashion and tailored to meet the needs of each student's ability.

#### **Content**

- Ballet
- Modern
- Jazz
- Tap
- Social/Folk/Ethnic
- Composition II
- Performance and Production
- History
- Aesthetics

#### **Skills**

- utilize dance elements and perform complex sequences
- convey mood and feeling through movement
- research and perform dances from a variety of sources
- improvise movement
- communicate a theme or story
- apply aesthetic criteria to assess student work
- develop personal and interpersonal skills
- demonstrate commitment to a healthy lifestyle

### **Level III Grade 8 Dance Magnet Indicators**

Students will:

1. utilize elements of dance to perform complex movement sequences. (LG-1a)
2. develop movement to convey mood and feeling. (LG-1b)
3. explore and demonstrate dance from a variety of historical, cultural, and social perspectives to appreciate the relationship of dance to history and experience. (LG-2a)
4. create a dance that integrates another discipline to increase knowledge and understanding. (LG-2b)
5. utilize improvisation to create individual and group dances. (LG-3a)
6. utilize movement choices to communicate abstract ideas. (LG-3b)
7. develop movement to create a theme or story. (LG-3b)
8. analyze and demonstrate characteristics and techniques inherent in various forms and styles of dance to assess performance. (LG-4)
9. create a set of aesthetic criteria to apply in peer and self-evaluation. (LG-4)
10. create and perform complex movement expressively and accurately: solo, duet, and trio to develop personal and interpersonal skills. (LG-5a)
11. demonstrate discipline and personal commitment involved in dance study to maintain a healthy lifestyle. (LG-5b)

### **Dance III Grade 8 Middle School Magnet AIM Objectives**

1. The student will utilize elements of dance to perform complex movement sequences.
2. The student will develop movement to convey mood and feeling.
3. The student will explore and demonstrate dance from a variety of historical, cultural, and social perspectives to appreciate the relationship of dance to history and experience.
4. The student will create a dance that integrates another discipline.
5. The student will utilize improvisation to create individual and group dances.
6. The student will utilize movement choices to communicate abstract ideas.
7. The student will develop movement to create a theme or story.
8. The student will analyze and demonstrate characteristics and techniques inherent in various forms and styles of dance to assess performance.
9. The student will create a set of aesthetic criteria to apply in peer and self-evaluation.
10. The student will create and perform complex movement expressively and accurately: solo, duet, and trio to develop personal and interpersonal skills.
11. The student will demonstrate discipline and personal commitment involved in dance study to maintain a healthy lifestyle.

## **High School Comprehensive Elective Sequence and Course Description**

### **Dance I (Introductory) Course Description**

Dance I is an introductory movement course in the fundamentals of ballet, modern, and jazz. Each unit of study includes dance technique, history, anatomy, written/reading assignments, in-class evaluations, and a countywide final exam. Additional study includes cultural and social dance forms. This course will not satisfy the Grade 9 or 10 physical education requirement.

#### **Content**

- Ballet
- Modern
- Jazz
- World
- Tap/rhythms
- History
- Dimensions of Wellness
- College Preparedness
- Audition Techniques
- Composition
- Choreography
- Improvisation
- Production
- Practicum and written exams

#### **Skills**

- distribute weight through the foot
- align knee and foot
- align pelvis
- align hip
- apply body mechanics
- develop flexibility and strength in major muscle groups
- become aware of individual movement preferences
- use appropriate dance terminology
- perform dance forms
- refer to other art forms
- examine career possibilities
- create compositional studies
- explore movement potentials
- perform and design dance
- identify and discuss compositional elements
- discuss aesthetics
- demonstrate appropriate studio behaviors
- work cooperatively and respectfully in groups
- examine and analyze healthy practices in movement techniques and therapies

## **Dance I High School Comprehensive Elective Indicators**

Students will:

1. create, through movement, awareness of center of gravity in parallel and rotated positions by exploring kinesiological concepts to move efficiently. (LG-1a)
2. apply mechanics of joint action during level changes to perform axial and locomotor movement efficiently. (LG-1a)
3. note and apply dance terminology to express and communicate meaning. (LG-1b)
4. identify the qualities of movement and explore how they are used in specific idioms to perform. (LG-1b)
5. identify the origins of specific dance styles to recognize and appreciate dance emergence from human experience. (LG –2a)
6. explore dance elements common to other art forms to increase knowledge of their relationships. (LG-2b)
7. create a compositional study using elements and patterns from classwork to develop organizational skills. (LG-3a)
8. perform improvisation as a group to explore movement possibilities. (LG –3b)
9. perform a dance focusing on performance competencies such as entrances, exits, bows, etiquette, awareness of space, and projection to express and communicate meaning in formal and informal settings. (LG –3b)
10. discuss and analyze the works of famous ballet and modern dance choreographers to develop critical and creative thinking skills. (LG-4)
11. objectively discuss the aesthetic analysis of presented choreography to develop critical thinking skills. (LG-4)
12. identify and demonstrate proper audience participation to develop respect, cooperation, and a standard of social etiquette. (LG-5a)
13. work cooperatively and respectfully with their peers in the dance room to develop interpersonal skills. (LG-5a)
14. discuss and define a healthy body image to develop confidence and self-esteem. (LG-5a)
15. create a personal warm-up in order to develop and maintain a healthy lifestyle. (LG-5b)

## **Dance I High School AIM Objectives**

1. The student will create, through movement, awareness of center of gravity in parallel and rotated positions by exploring kinesiological concepts to move efficiently.
2. The student will apply mechanics of joint action during level changes to perform axial and locomotor movement efficiently.
3. The student will note and apply dance terminology to express and communicate meaning.
4. The student will identify the qualities of movement and explore how they are used in specific idioms to perform.
5. The student will identify the origins of specific dance styles to recognize and appreciate dance emergence from human experience.
6. The student will explore dance elements common to other art forms to increase relationships.

7. The student will create a compositional study using elements and patterns from classwork to develop organizational skills.
8. The student will perform improvisation as a group to explore movement possibilities.
9. The student will perform a dance focusing on performance competencies such as entrances, exits, bows, etiquette, awareness of space, and projections to express and communicate meaning in formal and informal settings.
10. The student will discuss and analyze the works of famous ballet and modern dance choreographers to develop critical and creative thinking skills.
11. The student will objectively discuss the aesthetic analysis of presented choreography to develop critical thinking skills.
12. The student will identify and demonstrate proper audience participation to develop respect, cooperation, and a standard of social etiquette.
13. The student will work cooperatively and respectfully with their peers in the dance studio to develop interpersonal skills.
14. The student will discuss and define a healthy body image to develop confidence and self-esteem.
15. The student will create a personal warm-up in order to develop and maintain a healthy lifestyle.

## **High School Comprehensive Elective Sequence and Course Description**

### **Dance II (Beginning) Course Description**

Dance II is offered to students who have had Dance I or have one to three years of sufficient outside training. Units of study include ballet, modern, and jazz with further instruction in cultural and social forms, history, anatomy, improvisation, and composition. Students will have written/reading assignments, in-class evaluations, and a countywide final exam. There is one required performance in a dance concert. This course will not satisfy the Grade 9 or 10 physical education requirement.

#### **Content**

- Ballet
- Modern
- Jazz
- World
- Tap/rhythms
- History
- Dimensions of Wellness
- College Preparedness
- Audition Techniques
- Composition
- Choreography
- Improvisation
- Production
- Practicum and written exams

#### **Skills**

- distribute weight through the foot
- align knee and foot
- align pelvis
- align hip
- apply body mechanics
- align spine, neck, and head
- support arms from back
- develop flexibility and strength in major muscle groups
- become aware of individual movement preferences
- use appropriate dance terminology
- perform dance forms
- examine function of dance as an art form
- refer to other art forms
- examine career possibilities
- create compositional studies
- explore movement potentials
- perform and design dance
- identify and discuss compositional elements
- discuss aesthetics

- demonstrate appropriate studio behaviors
- work cooperatively and respectfully in groups
- examine and analyze healthy practices in movement techniques and therapies

## **Dance II High School Comprehensive Elective Indicators**

Students will:

1. reinforce and integrate awareness of center of gravity in parallel and rotated positions by applying kinesiological concepts to move efficiently. (LG-1a)
2. apply mechanics of alignment and maintain body awareness with integrated sensory information to perform axial and locomotor movement. (LG-1a)
3. review, expand, and apply dance terminology to express and communicate meaning. (LG-1b)
4. expand exploration of the qualities of movement and demonstrate how they are used in specific idioms to perform. (LG-1b)
5. perform with clarity, expression, and sense of purpose to experience dance as a vehicle of communication and connection with an audience. (LG-1b)
6. discuss and demonstrate how culture is reflected through social, ceremonial, ritual, concert, and classical dance to increase appreciation and recognition of its contributions to history and society. (LG-2a)
7. analyze ethnicity, gender, social/economic class, age and/or physical condition in dance to develop social consciousness. (LG-2b)
8. investigate, identify, and discuss elements of the fine arts and how the elements are incorporated by dance to increase knowledge and comprehension. (LG-2b)
9. create multiple solutions to movement problems to demonstrate knowledge of the principles of compositional form. (LG-3a)
10. improvise dance phrases using a variety of stimuli, including ideas, reactions, sensibilities, and emotions to communicate meaning. (LG-3a)
11. analyze performance competencies using consistent projection, stage presence, awareness of space, expression, and choreographic intent to develop critical and creative thinking skills. (LG-4)
12. discuss how meaning is communicated with respect to choreographic work to utilize critical and creative thinking skills. (LG-4)
13. observe and analyze a dance performance to develop critical thinking skills. (LG-4)
14. formulate and answer aesthetic questions about dance to demonstrate critical thinking skills. (LG-4)
15. review and demonstrate proper audience participation to develop respect, cooperation, and a standard of social etiquette. (LG-5a)
16. work cooperatively, respectfully, and safely with others to demonstrate appropriate behaviors for participation in group activities. (LG-5a)
17. utilize movement as an approach to learning to develop confidence and self-esteem. (LG-5a)
18. examine the available techniques and therapies that augment healthy lifestyles to develop an awareness of holistic approaches. (LG-5b)

## **Dance II High School AIM Objectives**

1. The student will reinforce and integrate awareness of center of gravity in parallel and rotated positions by applying kinesiological concepts to move efficiently.
2. The student will apply mechanics of alignment and maintain body awareness with integrated sensory information to perform axial and locomotor movement.
3. The student will review, expand, and apply dance terminology to express and communicate meaning.
4. The student will perform clarity, expression, and sense of purpose to experience dance as a vehicle of communication and connection with an audience.
5. The student will discuss and demonstrate how culture is reflected through social, ceremonial, ritual, concert, and classical dance to increase appreciation and recognition of its contributions to history and society.
6. The student will analyze ethnicity, gender, social/economic class, age and/or physical condition in dance to develop social consciousness.
7. The student will investigate, identify, and discuss elements of the fine arts and how the elements are incorporated by dance.
8. The student will create multiple solutions to movement problems to demonstrate the principles of compositional form.
9. The student will improvise dance phrases using a variety of stimuli, including ideas, reactions, sensibilities, and emotions, to communicate meaning.
10. The student will analyze performance competencies using consistent projection, stage presence, awareness of space, expression, and choreographic intent to develop critical and creative thinking skills.
11. The student will discuss how meaning is communicated with respect to choreographic work to utilize critical and creative thinking skills.
12. The student will observe and analyze a dance performance to develop critical thinking skills.
13. The student will formulate and answer aesthetic questions about dance to demonstrate critical thinking skills.
14. The student will review and demonstrate proper audience participation to develop respect, cooperation, and a standard of social etiquette.
15. The student will work cooperatively, respectfully, and safely with others to demonstrate appropriate behaviors for participation in group activities.
16. The student will examine the available techniques and therapies that augment healthy lifestyles to develop an awareness of holistic approaches.

## High School Comprehensive Elective Sequence and Course Description

### Dance III (Intermediate) Course Description

Dance III continues the work in ballet, modern, and jazz techniques. Students will begin to focus on the development of performance skills. Anatomy, dance history, improvisation, and composition will enrich the course of study. Twentieth century theatrical and social dance will be explored experientially and historically. Students will have written/reading assignments, in-class evaluations, a mid-term, and a countywide final exam. Students will perform in various concerts throughout the year. This course may be repeated for credit.

#### Content

- Ballet
- Modern
- Jazz
- World
- Tap/rhythms
- History
- Dimensions of Wellness
- College Preparedness
- Audition Techniques
- Composition
- Choreography
- Repertoire
- Improvisation
- Production
- Practicum and written exams

#### Skills

- all performance skills listed in Dance I & II through *arms supported through back*
- integrate upper and lower body
- develop flexibility and strength in major muscle groups
- demonstrate awareness of individual preferences for movement
- use appropriate dance terminology
- identify qualities of movement
- perform dance forms
- discuss and demonstrate cultural forms
- compare and contrast historical dance forms
- refer to other art forms
- examine career possibilities
- create compositional studies
- explore movement potentials
- perform and design dance
- examine and incorporate choreographic process
- identify and discuss compositional elements
- discuss aesthetics

- demonstrate appropriate studio behaviors
- work cooperatively and respectfully in groups
- demonstrate respectful leadership
- examine, analyze, and apply healthy practices in movement techniques and therapies

### **Dance III High School Comprehensive Elective Indicators**

Students will:

1. demonstrate and practice anatomical integrity including upper and lower body connections to move efficiently while performing. (LG-1a)
2. demonstrate and apply the ways in which sensory information, mechanics, body awareness, and aesthetics affect movement to develop a personal approach to movement. (LG-1a)
3. discuss the ways in which dance may vary according to experience and environment to express meaning and purpose. (LG-1a)
4. review, expand, and apply dance terminology to express and communicate meaning. (LG-1b)
5. perform with clarity, expression, and sense of purpose to experience dance as a vehicle of communication and connection with an audience. (LG-1b)
6. discuss and analyze issues concerning various stereotypes relating to dance to formulate opinions on cultural and social influences on dance experiences. (LG-2a)
7. compare and contrast twentieth century dance figures to increase knowledge and appreciation of their relationship to other significant components of human history and events. (LG-2a)
8. develop a theme inspired by other disciplines to explore the components of dance composition. (LG-2b)
9. examine the career possibilities in dance, researching audition techniques, college preparation, resume writing, and portfolio preparation to enrich knowledge of dance, culture, society, and the world. (LG-2b)
10. create dance phrases by selecting and manipulating the elements of movement to organize ideas. (LG-3a)
11. examine and incorporate the choreographic process by manipulating and arranging movement phrases to express and communicate meaning. (LG-3b)
12. revise a choreographic study utilizing aesthetic feedback to apply critical thinking skills. (LG-4)
13. observe and critique peer performance to develop critical and creative thinking skills. (LG-4)
14. read and analyze a critique to increase critical and creative thinking skills. (LG-4)
15. observe and analyze a dance performance to develop critical thinking skills. (LG-4)
16. compare, contrast, and discuss the manner in which different choreographers approach similar themes to formulate critical and creative thinking skills. (LG-4)
17. review and demonstrate proper audience participation to develop respect, cooperation, and a standard of social etiquette. (LG-5a)
18. express individuality within a group to develop respectful and cooperative personal skills. (LG-5a)

19. prepare for the audition process to establish confidence and self-esteem. (LG-5a)
20. apply lifestyle choices that positively affect dancers to develop healthy attitudes and practices. (LG-5b)
21. examine and experience the available techniques and therapies that augment healthy lifestyles to develop an awareness of holistic approaches. (LG-5b)

### **Dance III High School AIM Objectives**

1. The student will demonstrate and practice anatomical integrity including upper and lower body connections to move efficiently while performing.
2. The student will demonstrate and apply the way in which sensory information, mechanics, body awareness, and aesthetics affect movement to develop a personal approach to movement.
3. The student will review, expand, and apply dance terminology to express and communicate meaning.
4. The student will perform with clarity, expression, and sense of purpose to experience dance as a vehicle of communication and connection with an audience.
5. The student will compare and contrast Twentieth Century dance figures to increase appreciation of their relationship to other significant components of human history and events.
6. The student will develop a theme inspired by other disciplines to explore the components of dance composition.
7. The student will examine the career possibilities in dance, researching audition techniques, college preparation, resume writing, and portfolio preparation to enrich awareness of dance, culture, society, and the world.
8. The student will create dance phrases by selecting and manipulating the elements of movement to organize ideas.
9. The student will examine and incorporate the choreographic process by manipulating and arranging movement phrases to express and communicate meaning.
10. The student will revise a choreographic study utilizing aesthetic feedback to apply critical thinking skills.
11. The student will observe and critique peer performance to develop critical and creative thinking skills.
12. The student will read and analyze a critique to increase critical and creative thinking skills.
13. The student will observe and analyze a dance performance to develop critical thinking skills.
14. The student will review and demonstrate proper audience participation to develop respect, cooperation, and a standard of social etiquette.
15. The student will express individuality within a group to develop respectful and cooperative personal skills.
16. The student will prepare for the audition process to establish confidence and self-esteem.
17. The student will apply lifestyle choices that positively affect dancers to develop healthy attitudes and practices.

## High School Comprehensive Elective Sequence and Course Description

### Dance IV (Intermediate/Advanced) Course Description

Dance IV is an intermediate/advanced course offered to students interested in progressing to an advanced level and gaining more performance experiences. Further development in ballet, modern, jazz, and historical, cultural, social forms is correlated with a concentration on performance. Students will have written/reading assignments, in-class evaluations, student/teacher assessments, a mid-term, and final exam. Students will perform throughout the year. This course may be repeated for credit.

#### Content

- Ballet
- Modern
- Jazz
- World
- Tap/rhythms
- History
- Dimensions of Wellness
- College Preparedness
- Audition Techniques
- Composition
- Choreography
- Repertoire
- Improvisation
- Production
- Practicum and written exams

#### Skills

- all performance skills listed in Dance I, II, & III through *integrate upper and lower body*
- develop flexibility and strength in major muscle groups
- demonstrate awareness of individual preferences for movement
- use appropriate dance terminology
- identify qualities of movement
- perform dance forms
- discuss and demonstrate cultural forms
- compare and contrast contemporary dance forms
- refer to other art forms
- examine career possibilities
- create compositional studies
- explore movement potentials
- perform and design dance
- examine and incorporate choreographic process
- identify and discuss compositional elements
- discuss aesthetics
- demonstrate appropriate studio behaviors

- work cooperatively and respectfully in groups
- demonstrate respectful leadership
- examine, analyze, and apply healthy practices in movement techniques and therapies

### **Dance IV High School Comprehensive Elective Indicators**

Students will:

1. refine technique through self-evaluation and correction to perform and respond in dance. (LG-1a)
2. demonstrate complex principles of movement by utilizing personal choices of sensory information, movement mechanics, and aesthetics to perform confidently and efficiently. (LG-1a)
3. demonstrate and practice how anatomical integrity facilitates the use of space and affects the ability to perform and respond in dance. (LG-1a)
4. review, expand, and apply dance terminology to express and communicate meaning. (LG-1b)
5. perform with clarity, expression, and sense of purpose to experience dance as a vehicle of communication and connection with an audience. (LG-1b)
6. discuss and analyze the role of dance in relation to the social and political climate of various times and places to increase and expand knowledge and perspective of human history and experience. (LG-2a)
7. compare and contrast contemporary dance figures to increase knowledge and appreciation of their relationship to other significant components of human history and events. (LG-2a)
8. create an interdisciplinary project that combines dance with one or more other subject area(s) to broaden knowledge and experience. (LG-2b)
9. examine the career possibilities in dance, researching audition techniques, college preparation, resume writing, and portfolio preparation to enrich knowledge of dance, culture, society, and the world. (LG-2b)
10. improvise and manipulate movement to create complex movement patterns to enhance choreographic and organizational skills. (LG-3a)
11. design a piece that includes lighting, sound, make-up, costumes, and staging to communicate and extend meaning of the choreographic vision. (LG-3b)
12. examine and incorporate the choreographic process by manipulating and arranging movement phrases to express and communicate meaning and intent. (LG-3b)
13. compare and contrast articles written by dance critics to utilize critical thinking skills and individual aesthetic judgement. (LG-4)
14. compare, contrast, and discuss the various styles of contemporary choreographers to develop and apply critical thinking skills. (LG-4)
15. observe and analyze a professional dance performance to develop critical thinking skills. (LG-4)
16. observe and critique peer performance to develop critical and creative thinking skills. (LG-4)
17. review and demonstrate proper audience participation to develop respect, cooperation, and a standard of social etiquette. (LG-5a)

18. prepare and organize effective group rehearsals to develop confidence, self-esteem, and leadership skills. (LG-5a)
19. demonstrate respectful leadership while conducting group activities to develop appropriate interpersonal skills. (LG-5a)
20. analyze and apply healthful practices to increase and refine present technical capabilities while maintaining a healthy lifestyle. (LG-5b)
21. examine, experience, and apply the available techniques and therapies that augment healthy lifestyles to develop an individualized holistic program. (LG-5b)

#### **Dance IV High School AIM Objectives**

1. The student will refine technique through self-evaluation and correction to perform and respond in dance.
2. The student will demonstrate complex principles of movement by utilizing personal choices of sensory information, movement mechanics, and aesthetics to perform confidently and efficiently.
3. The student will demonstrate and practice how anatomical integrity facilitates the use of space and affects the ability to perform and respond in dance.
4. The student will review, expand, and apply dance terminology to express and communicate meaning.
5. The student will perform with clarity, expression, and sense of purpose to experience dance as a vehicle of communication and connection with an audience.
6. The student will discuss and analyze the role of dance in relation to the social and political climate of various times and places to increase and expand perspective of human history and experience.
7. The student will compare and contrast contemporary dance figures to increase appreciation of their relationship to other significant components of human history and events.
8. The student will create an interdisciplinary project that combines dance with one or more other subject area(s) to broaden experience.
9. The student will examine the career possibilities in dance, researching audition techniques, college preparation, resume writing, and portfolio preparation to enrich appreciation of dance, culture, society, and the world.
10. The student will improvise and manipulate movement to create complex movement patterns to enhance choreographic and organizational skills.
11. The student will design a piece that includes lighting, sound, make-up, costumes, and staging to communicate and extend meaning of the choreographic vision.
12. The student will examine and incorporate the choreographic process by manipulating and arranging movement phrases to express and communicate meaning and intent.
13. The student will compare, contrast, and discuss the various styles of contemporary choreographers to develop and apply critical thinking skills.
14. The student will observe and analyze a professional dance performance to develop critical thinking skills.
15. The student will observe and critique peer performance to develop critical and creative thinking skills.
16. The student will review and demonstrate proper audience participation to develop respect, cooperation, and a standard of social etiquette.

17. The student will prepare and organize effective group rehearsals to develop confidence, self-esteem, and leadership skills.
18. The student will demonstrate respectful leadership while conducting group activities to develop appropriate interpersonal skills.
19. The student will analyze and apply healthful practices to increase and refine present technical capabilities while maintaining a healthy lifestyle.
20. The student will examine, experience, and apply the available techniques and therapies that augment healthy lifestyles to develop an individualized holistic program.

## **High School Comprehensive Elective Sequence and Course Description**

### **Dance Company (Advanced) Course Description**

Dance Company is an advanced performance course offered to students in Grades 10-12. Advanced development in ballet, modern, and jazz correlates with a concentration on performance. Historical, cultural, and social dance forms will be included in history and criticism activities. Interdisciplinary work will be included in student projects. Students will have written/reading assignments, in-class student and teacher evaluations, a mid-term, and final exam. The company will perform in a variety of settings throughout the year that will require extra-curricular dedication from the student. This course may be repeated for credit.

#### **Content**

- Ballet
- Modern
- Jazz
- World
- Tap/rhythms
- History
- Dimensions of Wellness
- College Preparedness
- Audition Techniques
- Composition
- Choreography
- Repertoire
- Improvisation
- Production
- Practicum and written exams

### **Dance Company High School Comprehensive Elective Indicators**

Students will:

1. refine technique through self-evaluation and correction to perform and respond in dance. (LG-1a)
2. demonstrate complex principles of movement by utilizing personal choices of sensory information, movement mechanics, and aesthetics to perform confidently and efficiently. (LG-1a)
3. demonstrate and practice how anatomical integrity facilitates the use of space, phrasing, and movement qualities and affects the ability to perform and respond in dance. (LG-1a)
4. review, expand, and apply dance terminology to express and communicate meaning. LG-1b)
5. perform with clarity, expression, and sense of purpose to experience dance performance as a vehicle of communication and connection with an audience. (LG-1b)
6. compare and contrast the role and significance of dance in two different social/historical/cultural/political contexts to increase and expand knowledge. (LG-2a)

7. investigate, discuss, and demonstrate how technology can be used to enhance/alter dance ideas to increase knowledge of the world. (LG-2b)
8. examine the career possibilities in dance, researching audition techniques, college preparation, resume writing, and portfolio preparation to enrich knowledge of dance, culture, society, and the world. (LG-2b)
9. participate in the process of learning and creating dance repertoire through improvisation/organization of movement to develop organizational skills. (LG-3)
10. examine and incorporate the choreographic process by manipulating and arranging movement phrases to express and communicate meaning. (LG-3b)
11. observe and analyze two professional dance performances to develop critical thinking skills. (LG-4)
12. observe and critique peer performance to develop critical and creative thinking skills. (LG-4)
13. review and demonstrate proper audience participation to develop respect, cooperation, and a standard of social etiquette. (LG-5a)
14. prepare and organize effective group rehearsals to develop confidence, self-esteem, and leadership skills. (LG-5a)
15. demonstrate respectful leadership while conducting group activities to develop appropriate interpersonal skills. (LG-5a)
16. demonstrate the ability to work as an ensemble to develop respectful and cooperative personal skills. (LG-5a)
17. analyze and apply healthful practices to increase and refine present technical capabilities while maintaining a healthy lifestyle. (LG-5b)
18. apply the available techniques and therapies that augment healthy lifestyles to maintain an individualized holistic program. (LG-5b)

### **Dance Company High School AIM Objectives**

1. The student will refine technique through self-evaluation and correction to perform and respond in dance.
2. The student will demonstrate complex principles of movement by utilizing personal choices of sensory information, movement mechanics, and aesthetics to perform confidently and efficiently.
3. The student will demonstrate and practice how anatomical integrity facilitates the use of space, phrasing, and movement qualities and affects the ability to perform and respond in dance.
4. The student will review, expand, and apply dance terminology to express and communicate meaning.
5. The student will perform with clarity, expression, and sense of purpose to experience dance performance as a vehicle of communication and connection with an audience.
6. The student will compare and contrast the role and significance of dance in two different social/historical/cultural/political contexts.
7. The student will investigate, discuss, and demonstrate how technology can be used to enhance/alter dance ideas.
8. The student will examine the career possibilities in dance, researching audition techniques, college preparation, resume' writing, and portfolio preparation to increase awareness of dance, culture, society, and the world.

9. The student will participate in the process of learning and creating dance repertoire through improvisation/organization of movement to develop organizational skills.
10. The student will examine and incorporate the choreographic process by manipulating and arranging movement phrases to express and communicate meaning.
11. The student will observe and analyze two professional dance performances to develop critical thinking skills.
12. The student will observe and critique peer performance to develop critical and creative thinking skills.
13. The student will review and demonstrate proper audience participation to develop respect, cooperation, and a standard of social etiquette.
14. The student will demonstrate respectful leadership while conducting group activities to develop appropriate interpersonal skills.
15. The student will demonstrate the ability to work as an ensemble to develop respectful and cooperative personal skills.
16. The student will participate in, prepare and organize effective group rehearsals to develop confidence, self-esteem, and leadership skills.

## Patapsco High School and Center for the Arts – Grade 9

### Dance Level I (2 credits) Magnet Course Description

Level I will examine fundamentals of dance technique, theory, and creative process. Dance Level I is structured to expand each student's knowledge of dance training in relation to self, other art forms, historical perspectives, and the world.

### Level I Grade 9 Dance Magnet Indicators

Students will:

1. identify and describe relevant anatomical systems and kinesiological concepts to perform movement. (LG-1a)
2. integrate sensory information, movement mechanics, and aesthetics to realize the potential for dynamic movement. (LG-1a)
3. discuss the qualities of movement and how they convey meaning to respond in dance.(LG-1b)
4. investigate the cultural contributions of dance as communication to recognize and appreciate dance's relationship to human history and experience . LG-2a)
5. analyze the distinctive characteristics of a variety of dance forms to increase appreciation of the broad scope of dance experiences. (LG-2a)
6. compare and contrast dance to other art forms to increase knowledge of their relationships. (LG-2b)
7. create a composition using a theme to develop organizational skills. (LG-3a)
8. perform improvisation as a group to express and communicate meaning in informal settings. (LG-3b)
9. perform a dance focusing on performance competencies such as entrances, exits, bows, etiquette, awareness of space, and projection to express and communicate meaning in formal and informal settings. (LG-3b)
10. discuss and analyze the works of famous choreographers to develop critical and creative thinking skills. (LG-4)
11. create appropriate criteria in order to critique choreography to develop critical thinking skills. (LG-4)
12. objectively discuss the aesthetic analysis of presented choreography to develop critical thinking skills. (LG-4)
13. work cooperatively with peers in order to develop interpersonal skills. (LG-5a)
14. assume responsibility for personal health in dance in order to develop and maintain a healthy lifestyle. (LG-5b)

## **Patapsco High School and Center for the Arts – Grade 10**

### **Dance Level II (2 credits) Magnet Course Description**

Level II will examine fundamentals of dance technique, theory, and creative process. The student will create an avenue for exploration of movement that leads to creative expression by involving students in a performing discipline. Dance Level II is structured to expand each student's knowledge of dance training in relation to self, other art forms, historical perspectives, and the world.

### **Level II Grade 10 Dance Magnet Indicators**

Students will:

1. identify and integrate anatomical and kinesiological concepts in dance technique to perform efficiently and effectively. (LG-1a)
2. perform movement that integrates sensory information, movement mechanics, and aesthetics to perform and respond. (LG-1b)
3. discuss how culture is reflected through social, ceremonial, ritual, and concert dance to increase appreciation and recognition of its contributions to history and society. (LG-2a)
4. identify choreographic approaches within various dance styles to increase knowledge and understanding of dance. (LG-2a)
5. identify and discuss the elements of other fine arts and how the elements are utilized by dance to increase knowledge and comprehension. (LG-2b)
6. create multiple solutions to movement problems to demonstrate knowledge of the principles of composition. (LG-3a)
7. improvise dance phrases using a variety of stimuli, including ideas, reactions, sensibilities, and emotions to communicate meaning. (LG-3a)
8. perform and analyze dance competencies using consistent projection, awareness of pace, expression, and choreographic intent to utilize critical and creative thinking skills. (LG-4)
9. discuss how meaning is communicated through one's choreographic work to utilize critical and creative thinking skills. (LG-4)
10. observe and analyze a dance performance to develop critical thinking skills. (LG-4)
11. formulate and answer aesthetic questions about dance to demonstrate critical thinking skills. (LG-4)
12. work cooperatively, respectfully, and safely with others to demonstrate appropriate behaviors for participation in group activities.
13. examine the challenges that face professional performers in maintaining healthy lifestyles to formulate a personal plan for healthy living. (LG-5b)

## Patapsco High School and Center for the Arts – Grade 11

### **Dance Level III (2 credits) Magnet Course Description**

Level III will examine dance technique, theory, and creative process. Students will study and practice dance techniques. Emphasis will be placed on demonstration of anatomical awareness, refinement of technical skills, historical knowledge, increased movement vocabulary, and dancing with accuracy and projection. Sound theoretical and practical knowledge of the fundamentals of dance composition will be implemented.

### **Level III Grade 11 Dance Magnet Indicators**

Students will:

1. discuss and demonstrate how anatomical integrity relates to the creative process and affects the ability to perform and respond in dance. (LG-1a)
2. demonstrate the ways in which sensory information, mechanics, and aesthetics affect movement to perform and respond in dance. (LG-1a)
3. discuss the ways in which dance may vary according to experience and environment to express meaning and purpose. (LG-1a)
4. discuss issues concerning various stereotypes relating to dance, i.e., ethnicity, gender, social and economic class, age, and physical condition to analyze cultural and social influences on dance experience. (LG-2a)
5. compare and contrast the creative expression of early dance pioneers in concert dance to increase knowledge and appreciation of dance history. (LG-2a)
6. develop a theme, integrating dance elements that are inspired by other art forms to explore a variety of influences in choreography. (LG-2b)
7. create dance phrases by selecting and manipulating the elements of movement to organize ideas. (LG-3a)
8. identify aspects of stage production as it relates to dance to express and communicate meaning. (LG-3b)
9. revise a choreographic study utilizing aesthetic feedback to apply critical thinking skills. (LG-4)
10. read and analyze a critique to increase critical and creative thinking skills. (LG-4)
11. compare, contrast, and discuss the manner in which different choreographers approach similar themes to formulate critical and creative thinking skills. (LG-4)
12. express individuality within a group to develop personal skills that are respectful and cooperative. (LG-5a)
13. apply lifestyle choices that positively affect dancers to develop healthy attitudes and practices. (LG-5b)

## **Patapsco High School and Center for the Arts – Grade 12**

### **Dance Level IV (2 credits) Magnet Course Description**

Level IV will examine dance technique, theory, and the creative process. Students will learn to identify the technical demands of dance in relation to themselves and to evaluate and implement approaches to their long-range development as dancers. Students will engage their own potential as choreographers. Motivation, intention of new movement values, inventions, and formal structures will be used to forge a path for the creator and the creative process in the composition of movement.

### **Level IV Grade 12 Dance Magnet Indicators**

Students will:

1. analyze personal progress in dance classes to perform effectively and efficiently. (LG-1a)
2. demonstrate complex principles of movement by utilizing personal choices of sensory information, movement mechanics, and aesthetics to perform confidently and efficiently. (LG-1a)
3. discuss and analyze the role of dance in relation to the social and political climate of various times and places to increase knowledge and perspective of human history and experience. (LG-2a)
4. compare the philosophies of noted dance pioneers, both historical and contemporary, to develop appreciation of dance history and its evolution. (LG-2a)
5. create an interdisciplinary project that combines dance with one or more other subject area(s) to broaden knowledge and synthesize experiences. (LG-2b)
6. improvise complex movement patterns individually and in groups to utilize organizational skills for spontaneous creativity. (LG-3)
7. design a piece that includes lighting, sound, make-up, costumes, and staging to communicate and extend meaning through choreographic vision. (LG-3b)
8. read and critique an article written by a dance critic to utilize critical thinking skills with application of individual aesthetic judgment. (LG-4)
9. compare, contrast, and discuss the various styles of choreographers to develop and apply critical and creative thinking skills. (LG-4)
10. demonstrate respectful leadership while conducting group activities to develop appropriate interpersonal skills. (LG-5a)
11. analyze and apply healthful practices to increase and refine present technical capabilities while maintaining a healthy lifestyle. (LG-5b)

## **George Washington Carver Center for the Arts and Technology**

### **Intermediate Ballet Technique I (1 credit) Magnet Course Description**

Dance instruction in the rudiments of ballet enables students to achieve rhythmic understanding, sensitivity, and musicality. Students develop an understanding of applied and theoretical work in compositional skills as well as an appreciation of dance, sense of self-concept, self-expression, and self-discipline. The student's ability to discern correct alignment, placement, and correct execution of dance steps is a major focus. Students will achieve kinesthetic and critical awareness through technical proficiency in performing ballet. In addition, students will study the fundamental concepts of anatomy and kinesiology, applying their learning to their dancing as well as study the early period of ballet dance history.

### **Intermediate Ballet Technique I Indicators**

Students will:

1. gain sound technical dance training in the rudiments of ballet on the intermediate level in order to develop an appreciation of dance and sense of self-concept, self-expression, and self-discipline.
2. develop skills in movement vocabulary and sequences through systems of ballet training in order to achieve kinesthetic and critical awareness, as well as proficiency of technical skill on the intermediate level of ballet.
3. manipulate short phrases in order to apply compositional skills.
4. develop musical understanding in order to demonstrate rhythmic sensitivity.
5. gain knowledge of the rationale of technical exercises presented in the course, as well as the correct ways of performing each exercise for technical proficiency in order to prevent injury.
6. demonstrate flexibility, endurance, strength, alignment, weight control, coordination, and physical enjoyment of movement in order to dance with proficiency.
7. experience the components of dance in order to develop kinesthetic and critical awareness of design in time, space, and energy.
8. gain an awareness of basic contrasts and similarities of individual styles of ballet and modern dance in order to appreciate both.
9. develop a critical eye of movement in order to become a more intelligent observer of dance.
10. identify and define the contribution of ballet dance during the 17<sup>th</sup> and 18<sup>th</sup> century in order to explain its value in society.

## **George Washington Carver Center for the Arts and Technology**

### **Intermediate Ballet Technique II (1 credit) Magnet Course Description**

Dance instruction at the intermediate level of ballet includes further development of the movement skills presented in Intermediate Ballet Technique I and will include fundamental barre work on half pointe in preparation for pointe. The student's ability to understand correct alignment and placement as well as develop the student's ability to perform more complex skills in movement vocabulary is a major focus. Students will understand and execute the body structure in motion while achieving the desired technical results and avoiding injury. In addition, students will study the fundamental concept of anatomy and kinesiology, applying their learning to their dancing, as well as study the Romantic period of ballet dance history.

### **Intermediate Ballet Technique II Indicators**

Students will:

1. gain a rigorous and sound technical dance training in ballet on the intermediate level in order to develop an appreciation of dance and sense of self-concept, self-expression, and self-discipline.
2. develop skills in movement vocabulary and sequences through systems of ballet training in order to achieve kinesthetic and critical awareness, as well as proficiency of technical skill on the intermediate level of ballet.
3. manipulate short phrases in order to apply compositional skills.
4. develop musical understanding in order to demonstrate rhythmic sensitivity.
5. gain knowledge of the rationale of technical exercises presented in the course, as well as the correct ways of performing each exercise for technical proficiency in order to prevent injury.
6. demonstrate flexibility, endurance, strength, alignment, weight control, coordination, and physical enjoyment of movement in order to dance with proficiency.
7. experience the components of dance in order to develop kinesthetic and critical awareness of design in time, space, and energy.
8. gain an awareness of basic contrasts and similarities of individual styles of ballet and modern dance in order to appreciate both.
9. develop a critical eye of movement in order to become a more intelligent observer of dance.
10. identify and define the contribution of ballet dance during the Romantic Period in order to identify and explain choreographic stimuli and style.

## **George Washington Carver Center for the Arts and Technology**

### **High Intermediate Ballet Technique III (1 credit) Magnet Course Description**

Dance instruction at the high intermediate level of ballet includes rigorous and sound technical training. The course will continue to build upon the elements of movement accomplished in Intermediate Level I and II Ballet and will include barre work on pointe. In addition, student will study the fundamental concepts of anatomy and kinesiology, applying their learning to their dancing, as well as study the classical period of ballet dance history.

### **Intermediate Ballet Technique III Indicators**

Students will:

1. gain an in-depth and rigorous technical dance training in ballet on the upper intermediate level in order to develop an appreciation of dance and sense of self-concept, self-expression, and self-discipline.
2. develop skills in movement vocabulary and sequences through systems of ballet training in order to achieve kinesthetic and critical awareness, as well as proficiency of technical skill on the intermediate level of ballet.
3. manipulate short phrases in order to apply compositional skills.
4. develop musical understanding in order to demonstrate rhythmic sensitivity.
5. gain knowledge of the rationale of technical exercises presented in the course, as well as the correct ways of performing each exercise for technical proficiency in order to prevent injury.
6. demonstrate flexibility, endurance, strength, alignment, weight control, coordination, and physical enjoyment of movement in order to dance with proficiency.
7. experience the components of dance in order to develop kinesthetic and critical awareness of design in time, space, and energy.
8. gain an awareness of basic contrasts and similarities of individual styles of ballet and modern dance in order to appreciate both.
9. develop a critical eye of movement in order to become a more intelligent observer of dance.
10. gain an understanding of aesthetic criteria in order to make value judgment about dance performance.
11. identify and define the contribution of ballet dance during the Classical Period in order to identify and explain choreographic stimuli and style.

## **George Washington Carver Center for the Arts and Technology**

### **Advanced Ballet Technique IV (1 credit) Magnet Course Description**

Dance instruction at the advanced level of ballet includes work in soft shoe and pointe. The students will continue to build upon the elements of movement accomplished in Intermediate I, II, and III Ballet and introduce more advanced ballet vocabulary and demand cleaner, more precise execution of the movement. They will achieve accuracy of movement, correct phrasing, and an advanced level of technique. In addition, students will study more complex concepts of anatomy and kinesiology, applying their learning to their dancing, as well as study the American ballet dance history, specifically Balanchine.

### **Advanced Ballet Technique IV Indicators**

Students will:

1. gain an in-depth and rigorous technical dance training in ballet on the upper intermediate level in order to develop an appreciation of dance and sense of self-concept, self-expression, and self-discipline.
2. develop highly complex skills in movement vocabulary and sequences through systems of ballet training in order to achieve kinesthetic and critical awareness, as well as proficiency of technical skill on the intermediate level of ballet.
3. manipulate phrases in order to apply compositional skills and to create short studies in movement.
4. develop musical understanding in order to demonstrate rhythmic sensitivity.
5. gain knowledge of the rationale of technical exercises presented in the course, as well as the correct ways of performing each exercise for technical proficiency in order to prevent injury.
6. demonstrate flexibility, endurance, strength, alignment, weight control, coordination, and physical enjoyment of movement in order to dance with proficiency.
7. experience the components of dance in order to develop kinesthetic and critical awareness of design in time, space, and energy.
8. gain an awareness of basic contrasts and similarities of individual styles of ballet and modern dance in order to appreciate both.
9. develop a critical eye of movement in order to become a more intelligent observer of dance.
10. gain an understanding of aesthetic criteria in order to make value judgment about dance performance.
11. identify, define, and demonstrate the contribution of ballet dance during the Neo-Classical Period in order to identify and explain choreographic stimuli and style.

## **George Washington Carver Center for the Arts and Technology**

### **Modern Dance I (1 credit) Magnet Course Description**

Dance instruction at the elementary level of modern dance technique introduces students to the elements of modern dance. The focus of the course will be on the student's ability to discern correct alignment and placement and to accomplish performance of basic movements specific to the style of modern dance. Students develop kinesthetic and critical awareness through experiences in dance components of design in time, design in space, and design in energy. Proficiency of technical skills is a goal of the course. In addition, students will study the fundamental concepts of anatomy and kinesiology, applying their learning to their dancing, as well as study the early modern period of dance history.

### **Modern Dance I Indicators**

Students will:

1. gain a sound technical dance training at the elementary level of modern dance in order to develop an appreciation of dance and sense of self-concept, self-expression, and self-discipline.
2. develop skills in movement vocabulary and sequences in order to achieve kinesthetic and critical awareness, as well as proficiency of technical skill on the elementary level of modern.
3. manipulate short phrases in order to apply compositional skills.
4. develop musical understanding in order to demonstrate rhythmic sensitivity.
5. gain knowledge of the rationale of technical exercises presented in the course, as well as the correct ways of performing each exercise for technical proficiency in order to prevent injury.
6. demonstrate flexibility, endurance, strength, alignment, weight control, coordination, and physical enjoyment of movement in order to dance with proficiency.
7. experience the components of dance in order to develop kinesthetic and critical awareness of design in time, space, and energy.
8. gain an awareness of basic contrasts and similarities of individual styles of modern dance in order to appreciate dance.
9. develop a critical eye of movement in order to become a more intelligent observer of dance.
10. identify and define the contribution of early modern dance pioneers in order to explain the effects in the world of dance.
11. identify and demonstrate the historical, ethnic, and social dance forms in order to produce dance work for performance.

## **George Washington Carver Center for the Arts and Technology**

### **Intermediate Modern Dance II (1 credit) Magnet Course Description**

Dance instruction at the intermediate level of modern dance technique will continue to build upon and cover the elements of movement accomplished in Modern Dance I. The course is crafted to develop complex skills in movement vocabulary and sequences in order for students to achieve kinesthetic and critical awareness. Students will develop sensitivity to music and understanding of the rhythmic aspects of music, as well as an understanding of the discipline of dance. Students will also develop spatial awareness and sensitivity to other through the introduction of partnering. In addition, students will study the fundamental concepts of anatomy and kinesiology, applying their learning to their dancing, as well as study the American pioneers of modern dance history.

### **Intermediate Modern Dance II Indicators**

Students will:

1. gain a sound technical dance training at the intermediate level of modern dance in order to develop an appreciation of dance and sense of self-concept, self-expression, and self-discipline.
2. develop skills in movement vocabulary and sequences in order to achieve kinesthetic and critical awareness, as well as proficiency of technical skill on the elementary level of modern.
3. manipulate short phrases in order to apply compositional skills.
4. develop musical understanding in order to demonstrate rhythmic sensitivity.
5. gain knowledge of the rationale of technical exercises presented in the course, as well as the correct ways of performing each exercise for technical proficiency in order to prevent injury.
6. demonstrate flexibility, endurance, strength, alignment, weight control, coordination, and physical enjoyment of movement in order to dance with proficiency.
7. experience the components of dance in order to develop kinesthetic and critical awareness of design in time, space, and energy.
8. gain an awareness of basic contrasts and similarities of individual styles of modern dance in order to appreciate dance.
9. develop a critical eye of movement in order to become a more intelligent observer of dance.
10. identify and define the contribution of the second generation dance pioneers in order to identify and explain choreographic stimuli and style.
11. identify and demonstrate the historical, ethnic, and social dance forms in order to produce dance work for performance.

## **George Washington Carver Center for the Arts and Technology**

### **High Intermediate Modern Dance III (1 credit) Magnet Course Description**

Dance instruction at the high intermediate level of modern dance technique focuses on the knowledge of correct alignment and placement. The course will continue to build upon and cover the elements of movement accomplished in Modern Dance I and II and will enable students to develop partner work and build trust and dependency upon others. Students will perceive dance and analyze dance as an aesthetic expression and achieve the use of dance as a non-verbal communication. In addition, students will study the post modern period of dance history and focus on developing choreographic and performance skills through guided instruction in large group works.

### **High Intermediate Modern Dance III Indicators**

Students will:

1. gain a sound technical dance training at the high intermediate level in a variety of modern dance styles in order to develop an appreciation of dance and sense of self-concept, self-expression, and self-discipline.
2. develop skills in movement vocabulary and sequences in order to achieve kinesthetic and critical awareness, as well as proficiency of technical skill on the elementary level of modern.
3. develop skills in dance composition in order to produce group works.
4. develop musical understanding in order to demonstrate rhythmic sensitivity.
5. gain knowledge of the rationale of technical exercises presented in the course, as well as the correct ways of performing each exercise for technical proficiency in order to prevent injury.
6. demonstrate flexibility, endurance, strength, alignment, weight control, coordination, and physical enjoyment of movement in order to dance with proficiency.
7. experience the components of dance in order to develop kinesthetic and critical awareness of design in time, space, and energy.
8. gain an awareness of contrasts and similarities of individual styles of modern dance in order to appreciate dance.
9. develop a critical eye of movement in order to become a more intelligent observer of dance.
10. identify, define, select, and research the contribution of the Post Modern Period in order to identify and explain choreographic stimuli and style in relation to other disciplines.
11. develop skills in order to perform with presence and stage projection.

## **George Washington Carver Center for the Arts and Technology**

### **Advanced Modern Dance IV (1 credit) Magnet Course Description**

Dance instruction at the advanced level of modern dance technique will focus on more advanced vocabulary and phrasing mastery and dynamic variation within phrases. Students will develop their own interpretation of movement and be able to discern and perform the qualitative elements of dance movements. Students will execute movement while achieving the desired technical results and avoid physical injury, focusing on movement analysis. In addition, students will develop skills for performance and audition.

### **Advanced Modern Dance IV Indicators**

Students will:

1. gain a sound technical dance training at the advanced level in a variety of modern dance styles in order to develop an appreciation of dance and sense of self-concept, self-expression, and self-discipline.
2. develop skills in movement vocabulary and sequences in order to achieve kinesthetic and critical awareness, as well as proficiency of technical skill on the elementary level of modern.
3. develop skills in dance composition in order to produce group works.
4. develop musical understanding in order to demonstrate rhythmic sensitivity.
5. gain knowledge of the rationale of technical exercises presented in the course, as well as the correct ways of performing each exercise for technical proficiency in order to prevent injury.
6. demonstrate flexibility, endurance, strength, alignment, weight control, coordination, and physical enjoyment of movement in order to dance with proficiency.
7. experience the components of dance in order to develop kinesthetic and critical awareness of design in time, space, and energy.
8. gain an awareness of contrasts and similarities of individual styles of modern dance in order to appreciate dance.
9. develop a critical eye of movement in order to become a more intelligent observer of dance.
10. identify and define career opportunities and methods of application.
11. develop skills in order to perform with presence and stage projection.

## **George Washington Carver Center for the Arts and Technology**

### **Improvisation and Composition I Magnet Course Description**

This course is an introduction to movement exploration in time, space, and energy with an emphasis on individual and group improvisation. Through solo exploration, movement vocabulary will be developed and formed into solo and/or duet composition and experimentation. The emphasis of the course is on process and not product.

The dance department is committed to alternative assessments for each class. These include practical work as well as written assignments, tests, oral presentations, class discussions, etc.

### **Improvisation and Composition I Indicators**

Students will:

1. explore movement concepts through design in space, time, and energy in order to expand the student's movement vocabulary and innovate in movement spontaneously.
2. define one's own potential as an individual and as member of a group in order to identify and explain one's own movement potential, preferences, and possibilities.
3. identify and explain compositional theory and aesthetic principles in order to create short dance studies.
4. develop models of critical analysis in order to revise work based on received feedback.
5. identify and explain stage directions in order to effectively create and perform in front of an audience.
6. develop a critical eye of movement and movement composition in order to become a more informed observer of dance.