

**SUBJECT AREA – VISUAL & PERFORMING ARTS**

COURSE TITLE: ADVANCED DANCE

CBEDS ASSIGNMENT  
CODE: 2356

COURSE CODE: V0952e

GRADE LEVEL: 10 – 12 (9 as determined by audition)

COURSE LENGTH: One Year

PREREQUISITE: Dance 1 and/or audition

CREDIT: 10 Units

UC/CSU CREDIT: Meets Visual and Performing Arts “f” requirement (pending approval)

GRADUATION  
REQUIREMENT: Fulfills 10 units of World Languages/Visual and Performing Arts/Career-Technical Ed. graduation requirements

STANDARDS AND  
BENCHMARKS: Visual and Performing Arts Standards 1.0 – 5.0.  
Advanced Dance Benchmarks 1.1 - 1.5; 2.1 - 2.6; 3.1 - 3.3; 4.1 - 4.5; 5.1 - 5.4

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**COURSE DESCRIPTION:**

Advanced Dance is a class for experienced dancers. In this class students will continue to study and refine the movement vocabulary, technique and history of ballet, jazz, tap, modern dance and world cultures. As their knowledge of dance elements expands students will deepen their exploration into improvisational work as well as choreography. Students will have a variety of performance opportunities throughout the year, including the school musical. Students will learn to analyze and critique choreography and dance performances. They will describe, discuss, contrast, compare and defend their personal preferences about the aspects of the performances in class and outside of class. Injury prevention, health, and diet for the dancer will be included in the course work.

**COURSE GOALS:**

Upon completion of the course, student will:

1. Process, analyze, and respond to sensory information through the language and skill of dance.
2. Create, perform, and participate in dance.
3. Develop an in depth appreciation, knowledge and understanding of human diversity through dance exploration in a historical and cultural context.
4. Enhance communication skills to respond, analyze, and critique works of dance through film, video, and live performance.
5. Develop life skills and explore career opportunities.

**TEXTBOOK MATERIALS:**

None

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TEACHER RESOURCES:     Teaching Dance As Art in Education, by Brenda Pugh Mccutchen  
Building Dances, Susan McGreevy-Nichols, written with Helene Scheff  
The Body Can Speak, Annelise Mertz  
The Dancer Prepares: Modern Dance for Beginners (4th Ed), Penrod, J., Plastino, J  
Ballet for Beginners, Marie-Laure Medova  
Dancing: The Pleasure, Power, and Art of Movement, Gerald Jonas  
Music for dance, CD player, DVD player  
Great Performances: DANCE IN AMERICA: Free To Dance, PBS  
Great Performances. Dance in America: Acts of Ardor: Two Dances by Paul Taylor, PBS

Acalanes Union High School District  
 Course Content and Performance Objectives  
**ADVANCED DANCE**

	CAHSEE	Standards & Benchmarks	Standards Based Test (CST)	Assessment	Timeline
<b><u>STRAND 1</u></b>  <b>ARTISTIC PERCEPTION</b> <b>Processing, analyzing, and responding to sensory information through the language and skills unique to visual arts</b>  <b>1.0 STUDENT PERCEIVES AND RESPONDS USING THE ELEMENTS OF DANCE. THEY DEMONSTRATE MOVEMENT SKILLS, PROCESS SENSORY INFORMATION, AND DESCRIBE MOVEMENT, USING THE VOCABULARY OF DANCE.</b>  1.1 Demonstrate highly developed physical coordination and control when performing complex locomotor and axial movement phrases (e.g., alignment, agility, balance, strength).  1.2 Performs in multiple dance genres, integrating an advanced level of technical skill and clear intent.  1.3 Memorizes and performs complicated works of dance at a level of professionalism (i.e., a high level of refinement).	N/A	1.0	N/A	Performance Assessment Personal Communication	45 % of class time

Acalanes Union High School District  
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<b>Comprehension and Analysis of Dance Elements</b>						
1.4	Applies a wide range of kinesthetic communication, demonstrating clarity of intent and stylistic nuance.		1.4			
<b>Development of Dance Vocabulary</b>						
1.5	Selects specific dance vocabulary to describe movement and dance elements in great detail.		1.5			
<b><u>STRAND 2</u></b>						
<b>CREATIVE EXPRESSION</b>						
<b>Creating, performing, and participating in visual arts</b>						
2.0	<b>STUDENT APPLIES CHOREOGRAPHIC PRINCIPLES, PROCESSES, AND SKILLS TO CREATE AND COMMUNICATE MEANING THROUGH THE IMPROVISATION, COMPOSITION, AND PERFORMANCE OF DANCE.</b>	N/A	2.0	N/A	Performance Assessment Personal Communication	20 % of class time
<b>Creation/Invention of Dance Movements</b>						
2.1	Creates a diverse body of works of dance, each of which demonstrates originality, unity, clarity of intent, and a dynamic range of movement.		2.1			

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<b>Application of Choreographic Principles and Processes to Creating Dance</b>  2.2 Uses dance structures, musical forms, theatrical elements, and technology to create original works.  2.3 Notates dances, using a variety of systems (e.g., lab notation, motif writing, and personal systems).  <b>Communication of Meaning in Dance</b>  2.4 Performs a diverse range of works by various dance artists, maintaining the integrity of the work while applying personal artistic expression.  <b>Development of Partner and Group Skills</b>  2.5 Collaborates with peers in the development of complex choreography in diverse groupings (e.g., all male, all female, people standing with people sitting).  2.6 Teaches to peers a variety of complex movement patterns and phrases.		2.2			
		2.3			
		2.4			
		2.5			
		2.6			

ADVANCED DANCE		CAHSEE	Standards & Benchmarks	Standards Based Test (CST)	Assessment	Timeline
<b><u>STRAND 3</u></b>						
<b>HISTORICAL AND CULTURAL CONTEXT</b>						
<b>Understanding the historical contributions and cultural dimensions of visual arts</b>						
<b>3.0</b>	<b>STUDENT ANALYZES THE FUNCTION AND DEVELOPMENT OF DANCE IN PAST AND PRESENT CULTURES THROUGHOUT THE WORLD, NOTING HUMAN DIVERSITY AS IT RELATES TO DANCE AND DANCERS.</b>	N/A	3.0	N/A		15 % of class time
<b>Development of Dance</b>						
3.1	Identifies, analyzes, and performs folk/traditional, social, and theatrical dances with technical accuracy and appropriate stylistic nuances.		3.1		Performance Assessment Constructed Response	
3.2	Analyzes the role dancers and choreographers play in the interpretation of dances in various historical and cultural settings.		3.2			
<b>History and Function of Dance</b>						
3.3	Compares and contrasts universal themes and sociopolitical issues in a variety of dances from different cultural contexts and time periods.		3.3		Constructed Response Personal Communication	

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<b>Diversity of Dance</b>  3.4 Explains how dancers and choreographers reflect roles, work, and values in selected cultures, countries and historical periods.		3.4		Constructed Response Personal Communication	
<b><u>STRAND 4</u></b>  <b>AESTHETIC VALUING</b>  <b>Responding to, analyzing, and making judgments about works of visual arts</b>					
<b>4.0 STUDENT CRITICALLY ASSESSES AND DERIVES MEANING FROM WORKS OF DANCE, PERFORMANCE OF DANCERS, AND ORIGINAL WORKS ACCORDING TO THE ELEMENTS OF DANCE AND AESTHETIC QUALITIES.</b>	N/A	4.0	N/A	Constructed Response Personal Communication	15 % of class time
<b>Description, Analysis, and Criticism of Dance</b>  4.1 Critiques dance works to improve choreographic structure and artistic presence.		4.1			
4.2 Uses selected criteria to compare, contrast, and assess various dance forms (e.g., concert, jazz, street, liturgical).		4.2			



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<p>4.3 Analyzes evolving personal preferences about dance styles and choreographic forms to identify change and development in personal choice.</p> <p><b>Meaning and Impact of Dance</b></p> <p>4.4 Researches and assesses how specific dance works change because of the impact of historic and cultural influences on their interpretations (e.g., because of the loss of lives in war, Fancy Dancing, once performed only by men, is now also performed by women).</p> <p>4.5 Evaluates how aesthetic principles apply to choreography designed for technological media (e.g., film, video, TV, computer imaging).</p>		<p>4.3</p> <p>4.4</p> <p>4.5</p>		Selected Response	

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<b><u>STRAND 5</u></b>  <b>CONNECTIONS, RELATIONSHIPS, APPLICATIONS</b>  <b>Connecting and applying what is learned in the visual arts to other art forms, subject areas, and to careers</b>  <b>5.0 STUDENT APPLIES WHAT IS LEARNED IN DANCE TO LEARNING ACROSS SUBJECT AREAS. STUDENT DEVELOPS COMPETENCIES AND CREATIVE SKILLS IN PROBLEM SOLVING, COMMUNICATION, AND MANAGEMENT OF TIME AND RESOURCES THAT CONTRIBUTE TO LIFELONG LEARNING AND CAREER SKILLS. STUDENT ALSO LEARNS ABOUT CAREERS IN AND RELATED TO DANCE.</b>  <b>Connections and Applications Across Disciplines</b>  5.1 Demonstrates effective knowledge and skills in using audiovisual equipment and technology when creating recording and producing dance.	N/A	5.0	N/A		5 % of class time
		5.1		Performance Assessment	

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5.2 Compares the study and practice of dance techniques to motion, time, and physical principles from scientific disciplines (e.g., muscle and bone identification and usage; awareness of matter, space, time and energy/force).  <b>Development of Life Skills and Career Competencies</b>		5.2			
5.3 Synthesizes information from a variety of health-related resources to maintain physical and emotional health.		5.3		Personal Communication	
5.4 Determines the appropriate training, experience, and education needed to pursue a variety of dance and dance-related careers.		5.4		Personal Communication	

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**TEACHING STRATEGIES AND PROCEDURES**

- Direct Instruction
- Modeling Demonstrations
- Individual and Group Coaching
- Group Discussion
- Group and Individual Performance Assessment
- Group and Individual Choreographic Assessment
- Self-assessment
- Written Assignments
- Guest Instructors
- Live Performance Observation
- Video Performance Observation

**GRADING GUIDELINES**

See AUHSD Grade Guidelines: Final Mark Rubric and Final Course Mark Determination Components.