

**SUBJECT AREA – VISUAL AND PERFORMING ARTS**

COURSE TITLE: DANCE 1

CBEDS ASSIGNMENT  
CODE:

2352

COURSE CODE: V0951e

GRADE LEVEL: 9 - 12

COURSE LENGTH: One Year

PREREQUISITE: None

CREDIT: 10 credits

UC/CSU CREDIT: Meets Visual and Performing Arts “f” requirement

GRADUATION  
REQUIREMENT: Fulfills 10 units of Visual and Performing Arts/World Languages/Career Tech requirement for graduation

STANDARDS AND  
BENCHMARKS: VPA: 1.0 - 1.1, 1.3, 1.10; 2.0 - 2.1, 2.2, 2.5, 2.7; 3.0 - 3.1, 3.3, 3.4; 4.0 - 4.3, 4.4, 4.8, 4.9; 5.0 - 5.2 – 5.4  
PE: 3.0, 4.0

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**COURSE DESCRIPTION**

Dance I is a beginning class for the student who has had little or no background training in dance. Students with past dance experience will have an opportunity to build on the knowledge and skills already acquired. In this class students will be studying the movement vocabulary, technique and history of ballet, jazz, tap, modern dance and world cultures. As their knowledge dance elements expand the students will progress 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. Develop a strong understanding and appreciation of dance as a performing art.
2. Acquire the movement skills necessary to develop self-confidence, spontaneity, and creativity.
3. Develop an appreciation, knowledge and understanding of human diversity through dance exploration in a historical and cultural context.
4. Develop communication skills to analyze, interpret and critique dance performances.

**TEXTBOOK MATERIALS**

None

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**TEACHER RESOURCES**

Teaching Dance As Art in Education, 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

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 Course Content and Performance Objectives  
**DANCE 1**

	CAHSEE	Standards & Benchmarks	Standards Based Test (CST)	Assessment	Timeline
<b><u>STRAND 1</u></b>					
<b>ARTISTIC PERCEPTION</b> Processing, analyzing, and responding to sensory information through the language and skills unique to visual arts					
<b>1.0 STUDENTS PERCEIVE AND RESPOND USING THE ELEMENTS OF DANCE. THEY DEMONSTRATE MOVEMENT SKILLS, PROCESS SENSORY INFORMATION, AND DESCRIBE MOVEMENT, USING THE VOCABULARY OF DANCE.</b>	N/A	1.0	N/A	Performance Assessment Personal Communication	40 % of class time
1.1 Demonstrate refined physical coordination when performing movement phrases (e.g., alignment, agility, balance, strength).		1.1			
1.2 Memorize and perform works of dance, demonstrating technical accuracy and consistent artistic intent.		1.10			
1.3 Perform in multiple dance genres (e.g., modern, ballet, jazz, tap, traditional/recreational).		2.5			

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DANCE 1	CAHSEE	Standards & Benchmarks	Standards Based Test (CST)	Assessment	Timeline
<b>Comprehension and Analysis of Dance Elements</b>  1.4 Demonstrate clarity of intent while applying kinesthetic principles for all dance elements.		1.1			
<b>Development of Dance Vocabulary</b>  1.5 Apply knowledge of dance vocabulary to distinguish how movement looks physically in space, time, and force/energy).		1.3			
<b><u>STRAND 2</u></b>  <b>CREATIVE EXPRESSION</b>  <b>Creating, performing, and participating in visual arts</b>					
<b>2.0 STUDENTS APPLY CHOREOGRAPHIC PRINCIPLES, PROCESSES, AND SKILLS TO CREATE AND COMMUNICATE MEANING THROUGH THE IMPROVISATION, COMPOSITION, AND PERFORMANCE OF DANCE.</b>	N/A	2.0		Performance Assessment Personal Communication	20 % of class time

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	CAHSEE	Standards & Benchmarks	Standards Based Test (CST)	Assessment	Timeline
<b>Creation/Invention of Dance Movements</b>					
2.1 Create a body of works of dance demonstrating originality, unity, and clarity of intent.		2.1			
<b>Application of Choreographic Principles and Processes to Creating Dance</b>					
2.2 Identify and apply basic music elements (e.g., rhythm, meter, tempo, timbre) to construct and perform dances.		2.2			
2.3 Design a dance that utilizes an established dance style or genre.		2.5			
<b>Communication of Meaning in Dance</b>					
2.4 Perform original works that employ personal artistic intent and communicate effectively.					
2.5 Perform works by various dance artists communicating the original intent of the work while employing personal artistic intent and interpretation.		2.7			

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DANCE 1	CAHSEE	Standards & Benchmarks	Standards Based Test (CST)	Assessment	Timeline
<b>Development of Partner and Group Skills</b>  2.6 Collaborate with peers in the development of choreography in groups (e.g., duets, trios, small ensembles).  2.7 Demonstrate originality in using partner or group relationships to define spatial patterns and the use of overall performing space.					
<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 STUDENTS ANALYZE THE FUNCTION AND DEVELOPMENT OF DANCE IN PAST AND PRESENT CULTURES THROUGHOUT THE WORLD, NOTING HUMAN DIVERSITY AS IT RELATES TO DANCE AND DANCERS.</b>  <b>Development of Dance</b>  3.1 Identify and perform folk/traditional, social, and theatrical dances with appropriate stylistic nuances.  3.2 Describe ways in which folk/traditional, social, and theatrical dances reflect their specific cultural context.	N/A	3.0	N/A	Performance Assessment Personal Communication Constructed Response	20 % of class time

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DANCE 1		CAHSEE	Standards & Benchmarks	Standards Based Test (CST)	Assessment	Timeline
<b>History and Function of Dance</b> 3.3 Explain how the works of dance by major choreographers communicate universal themes and sociopolitical issues in their historical/cultural contexts (e.g., seventeenth-century Italy, eighteenth-century France, the women's suffrage movement, dance in the French courts, Chinese cultural revolution).			3.3			
<b>Diversity of Dance</b> 3.4 Explain how dancers from various cultures and historical periods reflect diversity and values (e.g., ethnicity, gender, body types, and religious intent)			3.4			
<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 STUDENTS CRITICALLY ASSESS AND DERIVE 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	Personal Communication Constructed Response Selected Response	10 % of class time



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	CAHSEE	Standards & Benchmarks	Standards Based Test (CST)	Assessment	Timeline
<b>Description, Analysis, and Criticism of Dance</b>  4.1 Describe how the qualities of a theatrical production contribute to the success of a dance performance (e.g., music, lighting, costuming, text, set design).  4.2 Apply criteria-based assessments appropriate to various dance forms (e.g., concert jazz, street, liturgical).  4.3 Defend personal preferences about dance styles and choreographic forms, using criteria-based assessment.  <b>Meaning and Impact of Dance</b>  4.4 Research and identify dances from different historic periods or cultures and make connections between social change and artistic expression in dance.  4.5 Identify and evaluate the advantages and limitations of viewing live and recorded dance performances.		4.4			
		4.3			
		4.9			
		4.8			

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	CAHSEE	Standards & Benchmarks	Standards Based Test (CST)	Assessment	Timeline
<b>STRAND 5</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 STUDENTS APPLY WHAT THEY LEARN IN DANCE TO LEARNING ACROSS SUBJECT AREAS. THEY DEVELOP COMPETENCIES AND CREATIVE SKILLS IN PROBLEM SOLVING, COMMUNICATION, AND MANAGEMENT OF TIME AND RESOURCES THAT CONTRIBUTE TO LIFELONG LEARNING AND CAREER SKILLS. THEY ALSO LEARN ABOUT CAREERS IN AND RELATED TO DANCE.</b>  <b>Connections and Applications Across Disciplines</b>  5.1 Demonstrate effective use of technology for recording, analyzing, and creating dances.	N/A	5.0	N/A	Performance Assessment Personal Communication	10 % of class time
		5.4			

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		CAHSEE	Standards & Benchmarks	Standards Based Test (CST)	Assessment	Timeline
5.2	Apply concepts from anatomy, physiology, and physics to the study and practice of dance techniques.		5.2			
<b>Development of Life Skills and Career Competencies</b>						
5.3	Explain how dancing presents opportunities and challenges to maintain physical and emotional health and how to apply that information to current training and lifelong habits.		PE 3.0			
5.4	Explain how participation in dance develops creative skills for lifelong learning and well-being that are interpersonal and intrapersonal.		PE 4.0			
5.5	Examine the training, education, and experience needed to pursue dance career options (e.g., performer, choreographer, dance therapist, teacher, historian, critic, filmmaker).		5.3			

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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.