

DISTRICT Course Description

(Must be accompanied by a Course Adoption form & Textbook Adoption Form)

Full Course Title: <u>Beginning Dance</u>	
School Associated with course: <input type="checkbox"/> DHS <input type="checkbox"/> ERHS <input checked="checked" type="checkbox"/> PVHS <input type="checkbox"/> SMHS	
School Contact Name: Aundrea Macias Title/Position: Teacher E-mail: amacias@smjuhsd.org Phone: (805) 922-1305 Ext: 5515	
Department: Physical Education	Transcript Course Code(s) / Number(s):
Subject Area <input type="checkbox"/> English Requirement <input type="checkbox"/> Physical Science <input type="checkbox"/> World History <input type="checkbox"/> Life Science <input type="checkbox"/> US History <input checked="checked" type="checkbox"/> Physical Education <input type="checkbox"/> Government <input type="checkbox"/> Visual & Performing Arts <input type="checkbox"/> Economics <input type="checkbox"/> Health <input type="checkbox"/> Mathematics <input type="checkbox"/> Elective	
Grade Level(s) <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input checked="checked" type="checkbox"/> 11 <input checked="checked" type="checkbox"/> 12	Unit Value <input type="checkbox"/> Semester (5 units) <input checked="checked" type="checkbox"/> Year A/B (5 units per semester) <input type="checkbox"/> Year A/B (two period course, 10 units per semester) Comments:
Vocational Education (CTE) <input type="checkbox"/> Yes <input checked="checked" type="checkbox"/> No Career Pathway: Industrial Sector: <input type="checkbox"/> Introduction <input type="checkbox"/> Concentration <input type="checkbox"/> Capstone	
Course Purpose: <i>What is the purpose of this course?</i> <p>Beginning dance is an introductory course for students to study the fundamental genres of dance and fitness. This course is designed for all students with or without prior dance experience. Different genres of dance and physical activity will be studied including but not limited to ballet, hip hop, modern and contemporary, jazz, lyrical, cultural and social dances, as well as yoga and Zumba.</p> <p>Throughout the course students will learn historical and cultural content, fitness concepts such as warm-up and stretching techniques, human anatomy and biomechanics, injury prevention and care, nutrition and health concepts, 1 month fitness plan, dance and theatre vocabulary and terminology, rhythm and timing, and proper dance technique and kinesthetic principles.</p> <p>The course will allow students to create and perform their own dance choreography at the end of the year.</p>	

Text(s): Title: _____

Edition: _____ Publication Date: _____

Publisher: _____ Author (s): _____

URL Resource(s) _____

Usage

Primary Text

Read in entirety or near entirety

Pre-Requisites

Successful completion of physical education course 1 and course 2 with a minimum "D" grade or instructor approval.

Co-Requisites

Supplemental Instructional Material: *Please Describe. If using online text or non-standard material, please provide the title of the material or webpage and the URL link.*

<http://www.pecentral.org/lessonideas/dance/danceindex.asp> <http://www.sparkpe.org/blog/16-ideas> +

Instructional Methods and/or Strategies:

1. Direct Instruction- The primary strategy employed for teaching Beginning Dance is direct instruct +

Assessment Methods and/or Tools:

B. Assessments Methods and Tools There will be five primary methods of assessment in Beginning +

Activities: *(if applicable)*

C. Key Assignments: 1. Practical 2. Vocabulary and terminology 3. Human Anatomy quiz 4. Critic +

Certificate: *(if applicable)*

B. COURSE CONTENT

Course Outline: *A detailed descriptive summary of all topics covered. All historical knowledge is expected to be empirically based, give examples. (i.e. California State Standards).*

A. UNITS

Each unit will be structured as follows:

1. History and context of genre:

Students will recognize dance in the past and present cultures throughout the world.

2. Safety concerns:

Students will be able to explain equipment and facility safety for dancers. Students will practice injury care and prevention by implementing basic hygiene and grooming routines, assessing injuries and taking the proper steps to allow healing. Understanding the importance of heart rate, target heart rate, and maximum heart rate.

3. Human anatomy and biomechanics:

Students will be able to identify bones and muscles. Students will be able to understand and explain the biomechanics of dance such as momentum, acceleration, gravity, center of mass, rotation.

4. Guided practice of genre specific movements and combinations:

Teacher will demonstrate genre specific movements and students will practice. Teacher will offer corrective feedback and prepare students for practical and application of vocabulary and terminology.

5. Practical:

Independently students will perform movements or short routines (across-the-floor locomotion combinations) and apply the techniques that they have learned in that particular genre such as piles, tendu, passe, battement, degage, eleve, saute, port de bras, chassa, pivot, chains, jete, passe saute, pas de bourree, jazz walks, kick ball change, grapevine, waltz, etc.

6. Written:

Students will be quizzed throughout the unit on genre specific vocabulary and terminology, human anatomy and biomechanics, and historical and cultural content. Students will address the dance content standards in the form of exit slips (quick 2 sentence responses) throughout the unit. Students will reflect on their practical and journal their responses.

Standard lessons will be formatted as follows:

1. Introduction

2. Warm-up:

Students will practice the proper way to stretch and strengthen one's body to improve flexibility, develop motor skills and movement patterns, support balance, and increase strength.

3. Guided Practice of lesson and/or Practical

4. Cool-Down:

Students will practice basic fitness principles such as the proper way to stretch specific muscles to reduce soreness and injury. As well as safely decrease heart rate after cardiovascular exercising.

5. Closure/Exit Slips

B. Assessments Methods and Tools

There will be five primary methods of assessment in Beginning Dance.

1. Attendance and Participation

2. Informal Observations

3. Practical Assessments:

At the end of each unit, students will proficiently perform the short routine in small groups without the teacher.

4. Written Assessments:

Throughout the year, students will be quizzed and evaluated on the following:

A. Genre Specific Vocabulary and terminology

B. Human Anatomy

C. Genre Specific Historical and Cultural Content

D. Content standards criteria (exit slip questions/discussions)

E. Critique of live dance performance

F. Create, modify, and implement a 1 month fitness plan.

G. Presentations (dance related topics)

5. Choreography performance and reflection

Students will create and perform their own dance choreography at the end of the year.

The students will utilize movement styles and techniques they have learned throughout the course in their performance. The students will be presented a list or required elements, music criteria, time length for dance, benchmark and performance requirements, and rubric. These dances will be performed for their peers and a small audience. Students will reflect on their performance and submit a short answer response and self-evaluation. Students will also be evaluated on their rehearsals skills, dedication, and etiquette.

C. Key Assignments:

1. Practical

2. Vocabulary and terminology

3. Human Anatomy quiz

4. Critique of live dance performance

5. 1 month fitness plan

6. Choreography performance and reflection

7. Exit slips in journal

8. Presentations (dance related topics)

7. CONTENT STANDARDS:

1. Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.

1.1 Demonstrate advanced knowledge and skills in two or more dance activities, selecting one or more from each of the following categories:

Category 1: Ballet, Folk, Jazz

Category 2: Modern, Sodal, Square

1.2 Identify the characteristics and critical elements of a highly skilled performance in dance activities and demonstrate them.

1.3 Apply previously learned movement concepts to the learning and development of the motor skills required for successful participation in dance activities.

1.4 Identify and apply the principles of biomechanics necessary for the safe and successful performance of dance activities.

1.5 List the safety equipment and facilities required for participation in dance activities; describe and demonstrate the use of such equipment and facilities.

1.6 Demonstrate independent learning of movement skills in dance activities.

2. Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

2.1 Meet physical fitness standards that exceed those of a scientifically based health-related fitness assessment.

2.2 Participate in dance activities that improve or maintain personal levels of health-related physical fitness.

2.3 Analyze the effects of dance activities on a personal physical fitness program and personal levels of health-related physical fitness.

2.4 Improve or maintain one's physical fitness by adjusting physical activity levels according to the principles of exercise.

2.5 Explain the relationship between participation in dance activities and health.

2.6 Demonstrate the ability to develop criteria and analyze factors to consider in the purchase of products and programs related to dance activities.

2.7 Develop and implement a month-long personal physical fitness plan that includes dance activities.

3. Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

3.1 Compare and contrast the effective leadership skills used in dance activities and those used in other physical activities

3.2 Develop personal goals to improve performance in dance activities

SUPPLEMENTAL COURSE DESCRIPTION

Course 3, Physical Education Elective

1. **COURSE DESCRIPTION:**

Beginning dance is an introductory course for students to study the fundamental genres of dance and fitness. This course is designed for all students with or without prior dance experience. Different genres of dance and physical activity will be studied including but not limited to ballet, hip hop, modern and contemporary, jazz, lyrical, cultural and social dances, as well as yoga and Zumba.

Throughout the course students will learn historical and cultural content, fitness concepts such as warm-up and stretching techniques, human anatomy and biomechanics, injury prevention and care, nutrition and health concepts, 1 month fitness plan, dance and theatre vocabulary and terminology, rhythm and timing, and proper dance technique and kinesthetic principles.

The course will allow students to create and perform their own dance choreography at the end of the year.

2. **HOURS/CREDIT:**

- A. Year long
- B. Five credits per semester
- C. Physical education elective credit

3. **REQUIREMENTS TO GET INTO THE COURSE:**

High School seniors and juniors that have passed physical education course 1 and course 2.

4. **PRE-REQUISITES:**

Successful completion of physical education course 1 and course 2 with a minimum "D" grade or instructor approval.

5. **MATERIALS:**

- A. None

6. **CURRICULUM:**

A. UNITS

Each unit will be structured as follows:

- 1. History and context of genre:
Students will recognize dance in the past and present cultures throughout the world.
- 2. Safety concerns:
Students will be able to explain equipment and facility safety for dancers. Students will practice injury care and prevention by implementing basic hygiene and grooming

routines, assessing injuries and taking the proper steps to allow healing. Understanding the importance of heart rate, target heart rate, and maximum heart rate.

3. Human anatomy and biomechanics:
Students will be able to identify bones and muscles. Students will be able to understand and explain the biomechanics of dance such as momentum, acceleration, gravity, center of mass, rotation.
4. Guided practice of genre specific movements and combinations:
Teacher will demonstrate genre specific movements and students will practice. Teacher will offer corrective feedback and prepare students for practical and application of vocabulary and terminology.
5. Practical:
Independently students will perform movements or short routines (across-the-floor locomotion combinations) and apply the techniques that they have learned in that particular genre such as plies, tendu, passe, battement, degage, eleve, saute, port de bras, chasse, pivot, chaine, jete, passe saute, pas de bourree, jazz walks, kick ball change, grapevine, waltz, etc.
6. Written:
Students will be quizzed throughout the unit on genre specific vocabulary and terminology, human anatomy and biomechanics, and historical and cultural content. Students will address the dance content standards in the form of exit slips (quick 2 sentence responses) throughout the unit. Students will reflect on their practical and journal their responses.

Standard lessons will be formatted as follows:

1. Introduction
2. Warm-up:
Students will practice the proper way to stretch and strengthen one's body to improve flexibility, develop motor skills and movement patterns, support balance, and increase strength.
3. Guided Practice of lesson and/or Practical
4. Cool-Down:
Students will practice basic fitness principles such as the proper way to stretch specific muscles to reduce soreness and injury. As well as safely decrease heart rate after cardiovascular exercising.
5. Closure/Exit Slips

B. Assessments Methods and Tools

There will be five primary methods of assessment in Beginning Dance.

1. Attendance and Participation
2. Informal Observations
3. Practical Assessments:

At the end of each unit, students will proficiently perform the short routine in small groups without the teacher.

4. **Written Assessments:**

Throughout the year, students will be quizzed and evaluated on the following:

- A. Genre Specific Vocabulary and terminology
- B. Human Anatomy
- C. Genre Specific Historical and Cultural Content
- D. Content standards criteria (exit slip questions/discussions)
- E. Critique of live dance performance
- F. Create, modify, and implement a 1 month fitness plan.
- G. Presentations (dance related topics)

5. **Choreography performance and reflection**

Students will create and perform their own dance choreography at the end of the year. The students will utilize movement styles and techniques they have learned throughout the course in their performance. The students will be presented a list of required elements, music criteria, time length for dance, benchmark and performance requirements, and rubric. These dances will be performed for their peers and a small audience. Students will reflect on their performance and submit a short answer response and self-evaluation. Students will also be evaluated on their rehearsals skills, dedication, and etiquette.

C. Key Assignments:

1. Practical
2. Vocabulary and terminology
3. Human Anatomy quiz
4. Critique of live dance performance
5. 1 month fitness plan
6. Choreography performance and reflection
7. Exit slips in journal
8. Presentations (dance related topics)

D. Instructional Methods and Framework:

1. **Direct Instruction-**

The primary strategy employed for teaching Beginning Dance is direct instruction. Students need time to imitate and practice the dance technique that is being studied in order to develop proficiency. Direct instruction allows students an opportunity to learn how to execute the movement correctly. Repetition in movement is necessary to develop strength, balance, flexibility, kinesthetic awareness, and muscle memory. This helps to build a foundation of self-confidence so that the students feel comfortable with the movement and will have success in his or her performance.

2. **Visual Aids and Differentiated Instruction-**

Text, lecture, video clips and excerpts, demonstration, and practice enriches the curriculum by fostering the different modalities of learning.

3. Scaffolding (K-W-L-chart)

Tapping into prior knowledge. Comparing and contrasting the different styles of dance and the needed equipment or resources.

4. Graphic Organizers

Students can use graphic organizers to make connections between similar movements, choreography, and historical facts.

5. Group Work

Students are encouraged to work in groups when learning new material and when learning new choreography. Collaboration is important part of the creative process.

6. Pair Work

Students can work in pairs when learning new material to increase understanding and clarity. Partner activity is important when exploring biomechanics such as center of gravity and transfer of weight.

7. Checking for Understanding

Pair share

Discussing a newly learned concept with a peer

Exit Slips

Written work that summarizes what was learned or addresses a specific question or other needs.

Informal Observations

Teacher will observe students for understanding, accuracy, and participation.

7. CONTENT STANDARDS:

1. Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.

1.1 Demonstrate advanced knowledge and skills in two or more dance activities, selecting one or more from each of the following categories:

Category 1: Ballet, Folk, Jazz

Category 2: Modern, Social, Square

1.2 Identify the characteristics and critical elements of a highly skilled performance in dance activities and demonstrate them.

1.3 Apply previously learned movement concepts to the learning and development of the motor skills required for successful participation in dance activities.

1.4 Identify and apply the principles of biomechanics necessary for the safe and successful performance of dance activities.

1.5 List the safety equipment and facilities required for participation in dance activities; describe and demonstrate the use of such equipment and facilities.

1.6 Demonstrate independent learning of movement skills in dance activities.

2. Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.

2.1 Meet physical fitness standards that exceed those of a scientifically based health-related fitness assessment.

- 2.2 Participate in dance activities that improve or maintain personal levels of health-related physical fitness.
- 2.3 Analyze the effects of dance activities on a personal physical fitness program and personal levels of health-related physical fitness.
- 2.4 Improve or maintain one's physical fitness by adjusting physical activity levels according to the principles of exercise.
- 2.5 Explain the relationship between participation in dance activities and health.
- 2.6 Demonstrate the ability to develop criteria and analyze factors to consider in the purchase of products and programs related to dance activities.
- 2.7 Develop and implement a month-long personal physical fitness plan that includes dance activities.

3. Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

- 3.1 Compare and contrast the effective leadership skills used in dance activities and those used in other physical activities
- 3.2 Develop personal goals to improve performance in dance activities
- 3.3 Identify and analyze dance activities that enhance personal enjoyment.
- 3.4 Evaluate the risks and safety factors that may affect participation in dance activities throughout a life time.

Social Interaction

- 3.5 Explain how to select and modify dance activities to allow for participation by younger children, the elderly, and individuals with specific needs.
- 3.6 Analyze the role of social interaction in the successful participation in and enjoyment of dance activities.

Group Dynamics

- 3.7 Accept and perform planned and spontaneous leadership assignments and roles in dance activities.
- 3.8 Analyze the role that cooperation and leadership play in dance activities.
- 3.9 Engage in dance activities both in school and outside school.