



# Dance 1

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## Introduction

This Beginning Dance course will allow students to meet the general High School Arts requirement. In this course students will explore the art forms of jazz, contemporary, modern, ballet, lyrical, hip hop and choreography.

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## Course Information

In Class: 35

Lab: 55

Total: 90

## O\*NET Occupations

- 27-2032.00 Choreographers
  - 27-2031.00 Dancers
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## California Arts Standards for Public Schools, Prekindergarten Through Grade Twelve

- **Prof.DA.Cr1a** Explore a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement.
- **Prof.DA.Cr1b** Experiment with the elements of dance to explore personal movement preferences and strengths and select movements that challenge skills and build on strengths in an original dance study or dance.
- **Acc.DA.Cr1** Synthesize content generated from stimulus materials to choreograph dance studies or dances using original or codified movement.
- **Acc.DA.Cr1b** Apply personal movement preferences and strengths with the movement vocabulary of several dance styles or genres to choreograph an original dance study or dance that communicates an artistic intent. Compare personal choices to those made by well-known choreographers.
- **Adv.DA.Cr1a** Synthesize content generated from stimulus material. Experiment and take risks to discover a personal voice to communicate artistic intent.
- **Adv.DA.Cr1b** Expand personal movement preferences and strengths to discover unexpected solutions that communicate the artistic intent of an original dance. Analyze the unexpected solutions and explain why they were effective in expanding artistic intent.
- **Prof.DA:Cr2a** Collaborate to design a dance using choreographic devices and dance structures to support an artistic intent. Explain how the dance structures clarify the artistic intent.
- **Prof.DA:Cr2b** Develop an artistic statement for an original dance study or dance. Discuss how

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the use of movement elements, choreographic devices and dance structures serve to communicate the artistic statement.

- **Acc.DA:Cr2a** Work individually and collaboratively to design and implement a variety of choreographic devices and dance structures to develop original dances. Analyze how the structure and final composition informs the artistic intent.
- **Adv.DA:Cr2a** Demonstrate fluency and personal voice in designing and choreographing original dances. Justify choreographic choices and explain how they are used to intensify artistic intent.
- **Adv.DA:Cr2b** Craft an artistic statement that communicates a personal, aesthetic, cultural, and artistic perspective in a collection of original work.
- **Adv.DA:Cr3a** Clarify the artistic intent of a dance by manipulating and refining choreographic devices, dance structures, and artistic criteria using self-reflection and feedback from others. Document choices made in the revision process and justify how the refinements support artistic intent.
- **Prof.DA:Pr4a** Develop partner and ensemble skills that enable contrast while maintaining a sense of spatial design and relationship (e.g., through lifts, balance, or other means). Use space intentionally during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography.
- **Prof.DA:Pr4b** Use syncopation and accent movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing.
- **Prof.DA:Pr4c** Connect energy and dynamics to movements by applying them in and through all parts of the body. Develop total body awareness so that movement phrases demonstrate variances of energy and dynamics.
- **Acc.DA:Pr4a** Dance alone and with others with spatial intention. Expand partner and ensemble skills to greater ranges and skill level. Execute complex floor and air sequences with others while maintaining and breaking relationships through focus and intentionality.
- **Acc.DA:Pr4b** Perform dance studies and compositions that use time and tempo in unpredictable ways. Use internal rhythms and kinetics as phrasing tools.
- **Acc.DA:Pr4c** Initiate movement phrases by applying energy and dynamics. Vary energy and dynamics over the length of a phrase. Transition smoothly out of one phrase and into the next phrase, paying close attention to its movement initiation and energy.
- **Adv.DA:Pr4a** Modulate and use the broadest range of movement in space for artistic and expressive clarity. Use inward and outward focus to clarify movement and intent. Establish and break relationships with other dancers and audience as appropriate to the dance.
- **Adv.DA:Pr4c** Modulate dynamics to clearly express intent while performing dance phrases and choreography. Perform movement sequences expressively using a broad dynamic range and employ dynamic skills to establish and maintain relationships with other dancers and project to the audience.
- **Prof.DA:Pr5a** Embody technical dance skills (e.g., functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to retain and execute dance choreography.
- **Prof.DA:Pr5b** Develop a plan for healthful practices in dance activities and everyday life including nutrition and injury prevention. Discuss implementation of the plan and how it supports personal performance goals.
- **Prof.DA:Pr5c** Collaborate with peers to establish and implement a rehearsal plan to meet performance goals. Use a variety of strategies to analyze and evaluate performances of self and others (e.g., use video recordings of practice to analyze the difference between the way movements look and how they feel to match performance with visual affect). Articulate performance goals and justify reasons for selecting particular practice strategies.
- **Acc.DA:Pr5c** Plan and execute collaborative and independent practice and rehearsal processes with attention to technique and artistry informed by personal performance goals. Reflect on personal achievements.
- **Adv.DA:Pr5a** Apply mind-body principles to technical dance skills in complex choreography when performing solo, partnering, or dancing in ensemble works in a variety of dance genres and styles. Self-evaluate performances and discuss and analyze performance ability with others.

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- **Adv.DA:Pr5bc** Initiate, plan, and direct rehearsals with attention to technical details and fulfilling artistic expression. Use a range of rehearsal strategies to achieve performance excellence.
- **Acc.DA:Pr6a** Demonstrate leadership qualities (e.g. commitment, dependability, responsibility, and cooperation) when preparing for performances. Model performance etiquette and performance practices during class, rehearsal and performance. Implement performance practices to enhance projection. After the performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies using dance terminology and production terminology.
- **Acc.DA:Pr6b** Work collaboratively to produce a dance concert on a stage or in an alternative performance venue and plan the production elements that would be necessary to fulfill the artistic intent of the dance works.
- **Adv.DA:Pr6a** Demonstrate leadership qualities (e.g. commitment, dependability, responsibility, and cooperation) when preparing for performances. Model performance etiquette and performance practices during class, rehearsal and performance. Enhance performance using a broad repertoire of strategies for dynamic projection. Develop a professional portfolio that documents the rehearsal and performance process with fluency in professional dance terminology and production terminology.
- **Prof.DA:Re7b** Explain how dance communicates aesthetic and cultural values in a variety of genres, styles, or cultural movement practices. Use genre-specific dance terminology.
- **Adv.DA:Re7a** Analyze dance works from a variety of dance genres and styles and explain how recurring patterns of movement and their relationships create well-structured and meaningful choreography.
- **Adv.DA:Re7b** Analyze and compare the movement patterns and their relationships in a variety of genres, styles, or cultural movement practices and explain how their differences impact communication and intent within a cultural context. Use genre-specific dance terminology.
- **Prof.DA:Re8** Select and compare different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, use of body, dance technique, dance structure, and context enhance meaning and support intent using genre-specific dance terminology.
- **Acc.DA:Re8** Analyze and discuss how the elements of dance, dance structure, execution of dance movement principles, and context contribute to artistic expression. Use genre-specific dance terminology.
- **Prof.DA:Re9** Analyze the artistic expression of a dance. Discuss insights using evaluative criteria and genre-specific dance terminology.
- **Acc.DA:Re9** Compare and contrast two or more dances using evaluative criteria to critique artistic expression. Consider societal values and a range of perspectives. Use genre-specific dance terminology.
- **Adv.DA:Re9** Define personal artistic preferences to critique dance. Consider societal and personal values, and a range of artistic expression. Discuss perspectives with peers and justify views.
- **Prof.DA:Cn11** Analyze and discuss dances from selected genres or styles and/or historical time periods and formulate reasons for the similarities and differences between them in relation to the ideas and perspectives of the peoples from which the dances originate.
- **Prof.DA:Cn10a** Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer may impact one's own interpretation. Provide evidence to support one's analysis.
- **Acc.DA:Cn10a** Analyze a dance that is related to content learned in other subjects and research its context. Synthesize information learned and share new ideas about its impact on one's perspective.
- **Adv.DA:Cn10a** Review original choreography developed over time with respect to its content and context and its relationship to personal perspectives. Reflect on and analyze the variables that contributed to changes in one's personal growth.

## Career Technical Education Framework for California Public Schools

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- **AME.KP.2.0.2.3** Interpret verbal and nonverbal communications and respond appropriately.
- **AME.KP.3.0.3.1** Identify personal interests, aptitudes, information, and skills necessary for informed career decision making.
- **AME.KP.4.0.4.2** Employ Web-based communications responsibly and effectively to explore complex systems and issues.
- **AME.KP.5.0.5.2** Solve predictable and unpredictable work-related problems using various types of reasoning (inductive, deductive) as appropriate.
- **AME.KP.6.0.6.6** Maintain a safe and healthful working environment.
- **AME.KP.7.0.7.7** Demonstrate the qualities and behaviors that constitute a positive and professional work demeanor, including appropriate attire for the profession.
- **AME.KP.8.0.8.5** Analyze organizational culture and practices within the workplace environment.
- **AME.KP.9.0.9.1** Define leadership and identify the responsibilities, competencies, and behaviors of successful leaders.
- **AME.KP.10.3** Construct projects and products specific to the Arts, Media, and Entertainment sector requirements and expectations.
- **AME.KP.11.5** Create a portfolio, or similar collection of work, that offers evidence through assessment and evaluation of skills and knowledge competency as contained in the anchor standards, pathway standards, and performance indicators.
- **AME.PS.B.B1.1** Demonstrate movement skills, process sensory information, and describe movement using the professional vocabulary of dance.
- **AME.PS.B.B1.2** Apply highly developed physical coordination and control when performing complex loco motor and axial movement phrases from a variety of genres (e.g., refined body articulation, agility, balance, strength).
- **AME.PS.B.B1.3** Apply a wide range of kinesthetic communication demonstrating clarity of intent and stylistic nuance.
- **AME.PS.B.B1.4** Differentiate dance vocabulary to describe movement and dance in a professional setting.
- **AME.PS.B.B1.5** Create and perform complicated works of dance at a level of professionalism (i.e., a high level of refinement).
- **AME.PS.B.B1.6** Perform in multiple professional dance genres integrating an advanced level of technical skill and clear intent.
- **AME.PS.B.B1.7** Deconstruct formal and informal (improvisational) performances of theater, dance, and music, both live and electronic, and evaluate using appropriate artistic vocabulary.
- **AME.PS.B.B4.1** Specify applications of VPA Creative Expression Standards for Dance at the proficient level.
- **AME.PS.B.B4.3** Apply basic music elements (rhythm, meter, tempo, timbre) to construct and perform dances for a variety of professional settings.
- **AME.PS.B.B4.4** Create a dance that utilizes an established dance style or genre in response to an industry-specific prompt.
- **AME.PS.B.B4.5** Perform works by various dance artists communicating the original intent of the work while employing personal artistic intent and interpretation.
- **AME.PS.B.B4.6** Perform combinations, in response to audition requirements, in a variety of professional dance genres that demonstrate proficiency relative to industry expectations.
- **AME.PS.B.B4.7** Create a diverse body of work in dance, which demonstrates originality, unity, clarity of intent, and a dynamic range of movement appropriate to a variety of professional applications.
- **AME.PS.B.B4.8** Create a performance piece using dance structures, musical forms, theatrical elements, and technology for a specific professional application.
- **AME.PS.B.B4.9** Perform original works that employ personal artistic intent and respond to industry-specific criteria.
- **AME.PS.B.B7.2** Analyze the historical and cultural perspective of the dancer in the professional setting.
- **AME.PS.B.B8.1** Critique discipline-specific professional works using the language and terminology specific to the discipline.
- **AME.PS.B.B8.2** Use selected criteria to compare, contrast, and assess various professional

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- performance forms.
  - **AME.PS.B.B8.3** Analyze the aesthetic principles that apply in a professional work designed for live performance, film, video, or live broadcast.
  - **AME.PS.B.B9.1** Examine the training, education, and experience needed to pursue discipline-specific performance options.
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## Course Competencies / Objectives

This Beginning Dance course will allow students to meet the general High School Arts requirement. In this course students will explore the art forms of jazz, contemporary, modern, ballet, lyrical, hip hop and choreography. Bi-weekly skills check and in-class performances will test students' progress. Students will learn to collaborate with their peers when creating choreography and build confidence while performing in small groups in front of a live audience. By understanding the history of dance and learning about different choreographers, students will be able to create their own opinion of what dance means to them.

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## Units in this Course

### Unit 1: Ballet

**Note:** All units include historical and cultural context as well as the development of proper alignment and technique in each genre.

**Ballet** Students will learn ballet positions and terminology. The different styles of ballet and famous ballet choreographers and companies will be explored. Ballet documentaries on companies and choreographers will help the students get a better outlook on ballet beyond the classroom.

### Hours

10 in class  
10 lab  
0 out of class  
20 total

**Assessment Type :** model,presentation

**Introduction : Main Content :**

Student will utilize what they learn in this unit to choreograph and perform as small piece for their peers.

Students will create a ballet adagio in small groups and be prepared to perform in front of their peers.

### Resources

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### Unit 2: Jazz

**Note:** All units include historical and cultural context as well as the development of proper alignment and

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technique in each genre.

**Jazz (Standard 1: Artistic Perception)** begins with a basic study of Alvin Ailey and Katherine Dunham through video and lecture emphasizing African influences.

### Hours

5 in class  
10 lab  
0 out of class  
15 total

**Assessment Type :** presentation,model

**Introduction : Main Content :**

Student will utilize what they learn in this unit to choreograph and perform as small piece for their peers.

Students will create and perform, for the class, a short piece of choreography integrating the jazz dance terms and key elements of the genre.

### Resources

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## Unit 3: Modern

**Note:** All units include historical and cultural context as well as the development of proper alignment and technique in each genre.

**Modern:** We will explore the different styles and teachings of these modern choreographers through watching documentaries and reading articles. Students will be able to think outside the box and create movement sequences according to a style of the given modern choreographer.

1. Parallel work
2. Spiral (torso)
3. Floor work
4. Flexed feet vs. pointed/stretched feet
5. Pirouette (in parallel) – spin on one leg
6. Extension (called “scale” in gymnastics; like a ballet arabesque)
7. Leaps
8. Fall and recovery
9. Contraction
10. Extensions
11. Grapevine

### Hours

5 in class  
10 lab  
0 out of class  
15 total

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**Assessment Type :** presentation

**Introduction : Main Content :**

Student will utilize what they learn in this unit to choreograph and perform as small piece for their peers.

Students will create and perform, for the class, a short piece of choreography using a poem to help inspire movement. Students will be given a modern choreographer and create a mini biography poster which includes pictures and descriptions.

**Resources**

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## Unit 4: Hip Hop

Note: All units include historical and cultural context as well as the development of proper alignment and technique in each genre.

**Hip Hop**

1. Key Element: low to ground
2. Kick-cross-weight change
3. Low leg sweeps (as in "coffee grinders")
4. Break dancing
5. Popping/Locking (which can be done with arms and/or legs)
6. Moonwalk
7. Freezes

**Hours**

5 in class  
10 lab  
0 out of class  
15 total

**Assessment Type :** presentation

**Introduction : Main Content :**

Student will utilize what they learn in this unit to choreograph and perform as small piece for their peers.

Students will learn and perform, for the class, a short piece of choreography integrating the hip hop terms, key elements of the genre, as well as a short choreographic sequence taught by the instructor.

**Resources**

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## Unit 5: World Dance/Social Dance

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Note: All units include historical and cultural context as well as the development of proper alignment and technique in each genre.

### World Dance/Social Dance (

1. Task: Students will be introduced to cultural dances from around the world acquiring knowledge of, and building understanding of, human diversity.
2. Task: Students will research, discuss, and demonstrate understanding of cultural appropriation vs. cultural appreciation
3. Task: Students will trace the historical development of dance forms.
4. Task: Investigate the role of dance in historical and contemporary cultures.
5. Task: Refine the stylistic performance of dances from a diverse sample of time periods.

### Hours

5 in class  
5 lab  
0 out of class  
10 total

Assessment Type : presentation

Introduction : Main Content :

Student will utilize what they learn in this unit to choreograph and perform as small piece for their peers.

Students will (using video or internet) watch a varied selection of cultural dances, then refine and perform one of the cultural dances for the class.

### Resources

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## Unit 6: Choreography

### Choreography

1. Multisensory integration
2. Elements of movement/dance and Choreographic principles:
  - a. time [accent, speed, duration, rhythm]
  - b. space [direction, focus, level, shape, dimension, pathways]
  - c. force [energy, flow]
3. Task: Memorize their peers', instructor's, and their own choreography.
4. Task: Create dance works from a variety of prompts.
5. Task: Analyze and describe the many ways dance conveys meaning.
6. Task: Listen to a variety of music and improvise movement based on meaning.
7. Task: Use established and clear criteria for evaluating one's own work and the work of others.
8. Task: Students develop the skills set to create their choreography and perform it outside of class time.



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### Hours

5 in class  
10 lab  
0 out of class  
15 total

**Assessment Type :** model,demonstrations

#### **Introduction : Main Content :**

Student will utilize what they learn in this unit to choreograph and perform as small piece for their peers.

At the end of each instructional unit, students will create and perform a dance in the genre studied. Additionally, they will teach others in the class their choreography.

### Resources

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## End-of-Semester/End-of-Course Assessment

**Assessment Type :** observations,journals,demonstrations,

### Introduction

#### **End-of-Semester/End of Course Assessment**

At the end of each semester students will see a dance performance at a local High School or college. They will write a two-page dance critique on the overall dance technique, lighting, costumes, style, music, etc.

At the end of Semester 1,students will collaborate in small groups and choreograph their own dances choosing the genres of Jazz, Modern, or Contemporary. Students will learn to work together during the creation process and use problem solving skills when a disagreement occurs. At the end of this assignment students will perform their dance in front of the class. Students will reflect on the progression of creating their dances and their overall performance.

At the end of Semester 2, students will perform in their own dance performance on stage with a live audience. Students will perform from the genres that were taught in class. Students will reflect on the progression of learning their dances and their overall performance.

### Main Content

At the end of each semester students will see a dance performance at a local High School. They will write a 2-page dance critique on the overall dance technique, lighting, costumes, style, music, etc.

At the end of semester1 students will collaborate in small groups and choreograph their own dances choosing the genres of Jazz, Modern, or Contemporary. Students will learn to work together during the creation process and use problem solving skills when a disagreement occurs. At the end of this assignment students will perform their dance in front of the class. Students will reflect on the progression

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of creating their dances and their overall performance.

At the end of semester 2 students will perform in their own dance performance on stage with a live audience. Students will perform from the genres that were taught in class. Students will reflect on the progression of learning their dances and their overall performance.

## **Resources**