

Course Title	CULTURAL DANCE MIDDLE SCHOOL 1A/1B	
Course Abbreviation	CULT DNC MS 1A/1B	
Course Code Number	190601/02	
Special Notes	No prerequisites.	
Course Description	The purpose of this course is to develop an appreciation of the cultural background and recreational value of dance. This course provides an opportunity for students to learn basic skills, basic steps, and different combinations of steps and patterns to a variety of traditional recreational dance forms. They will investigate the role of dance in historical and contemporary cultures. Students build understanding about human diversity - differences and commonalities- through dance.	
California Content Standards	<p>The <i>California Dance Content Standards</i> below (6th grade) identify those standards that students are expected to master upon successful completion of this course.</p> <p>Artistic Perception 1.2 Incorporate a variety of force/energy qualities into executing a full range of movements.</p> <p>Creative Expression 2.4 Demonstrate the ability to coordinate movement with different musical rhythms and styles (e.g., ABA form, canon).</p> <p>Historical and Cultural Context 3.1 Compare and contrast features of dances already performed from different countries.</p> <p>Aesthetic Valuing 4.3 Discuss the experience of performing personal work for others.</p> <p>Connections, Relationships, Applications 5.1 Describe how other arts disciplines are integrated into dance performances (e.g., music, lighting, set design).</p>	
Instructional Units/Pacing Plans	Instructional Units Topics should be presented in an integrated manner where possible. Time spent on each unit is to be based upon the needs of the student and the instructional program.	Suggested Percentage of Instructional Time
	Individual Dance Forms Circle and Line Dance Forms Formation and Set Dance Forms Closed Position Couple Dance Forms	25 25 25 25
Representative Objectives	<p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> • Experience dance from a variety of cultures that represent the four forms of cultural dance (individual, circle and line, formation and set, closed position). • Execute dances that are performed to a variety of rhythms and musical styles that reflect unique, individual cultural groups. • Develop focus through execution and observation on distinctive styling of specific cultures. • Discuss the personal reactions to dancing with a group versus dancing for a group or viewing a group dancing for you. • Plan a presentation of a dance learned in class including considerations for staging, lighting and sound needs. 	
Representative Performance Skills	<p><i>In accordance with their individual capacity, students will grow in the ability to:</i></p> <ul style="list-style-type: none"> • Perform basic cultural dances, such as, Pata Pata, Hora (Israel), Virginia Reel (United States), High Life (Ghana), Mayim, Alunelul, etc. • Perform basic rhythmic patterns with hands and feet. • Identify the cultural origins of various dances. • Identify cultural etiquette from diverse regions. • Use appropriate vocabulary in discussing dance elements and skills. • Identify the similarities and differences among dances of diverse cultures considering the function and aesthetics of dance. 	
Suggested Texts & Materials:	McCutchen, Brenda Pugh. 1943. Teaching Dance as Art in Education. Human Kinetics. Other resources and materials (books, journals, DVDs, etc.) appropriate to the genre.	

	Weikart, Phyllis. Rhythmically Moving. Book and CDs.
<u>Credentials Required to Teach this Course</u> One of the Following: Single Subject Physical Education Subject Matter Authorization in Dance	