

<b>Course Title</b>	<b>CULTURAL DANCE MIDDLE SCHOOL 2A/1B</b>	
<b>Course Abbreviation</b>	<b>CULT DNC MS 2A/1B</b>	
<b>Course Code Number</b>	190607/08	
<b>Special Notes</b>	No prerequisites.	
<b>Course Description</b>	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.	
<b>California Content Standards</b>	<p>The <i>California Dance Content Standards</i> below (6<sup>th</sup> grade) identify those standards that students are expected to master upon successful completion of this course.</p> <p><b>Artistic Perception</b></p> <p>1.1 Demonstrate increased ability and skill to apply the elements of space, time, and force/energy in producing a wide range of dance sequences.</p> <p>1.2 Demonstrate capacity for centering/shifting body weight and tension/release in performing movement for artistic intent.</p> <p>1.5 Identify and analyze the variety of ways in which a dancer can move, using space, time, and force/energy vocabulary.</p> <p><b>Creative Expression</b></p> <p>2.1 Create, memorize, and perform dance studies, demonstrating technical expertise and artistic expression.</p> <p>2.2 Expand and refine a personal repertoire of dance movement vocabulary.</p> <p>2.3 Apply basic music elements to the making and performance of dances (e.g., rhythm, meter, accents).</p> <p>2.5 Demonstrate performance skill in the ability to project energy and express ideas through dance.</p> <p><b>Historical and Cultural Context</b></p> <p>3.1 Compare and contrast specific kinds of dances (e.g., work, courtship, ritual, entertainment) that have been performed.</p> <p>3.2 Explain the variety of roles dance plays among different socioeconomic groups in selected countries (e.g., royalty and peasants).</p> <p><b>Aesthetic Valuing</b></p> <p>4.1 Identify preferences for choreography and discuss those preferences, using the elements of dance.</p> <p><b>Connections, Relationship, Application</b></p> <p>5.1 Identify and compare how learning habits acquired from dance can be applied to the study of other school subjects (e.g., memorizing, researching, practicing).</p> <p>5.2 Describe how dancing builds positive mental, physical, and health-related practices (e.g., discipline, stress management, anatomic awareness).</p>	
<b>Instructional Units/Pacing Plans</b>	<b>Instructional Units</b> 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.	<b>Suggested Percentage of Instructional Time</b>
	Individual Dance Forms Circle and Line Dance Forms Formation and Set Dance Forms Closed Position Couple Dance Forms	25 25 25 25
<b>Representative Objectives</b>	<p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>• Experience dance from a variety of cultures that represent the four forms of cultural dance (individual, circle and line, formation and set, closed position).</li> <li>• Execute dances that are performed to a variety of rhythms and musical styles that reflect unique, individual cultural groups.</li> <li>• Develop focus through execution and observation on distinctive styling of specific cultures.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Discuss the personal reactions to dancing with a group versus dancing for a group or viewing a group dancing for you.</li> <li>• Plan a presentation of a dance learned in class including considerations for staging, lighting and sound needs.</li> </ul>
<b>Representative Performance Skills</b>	<p><i>In accordance with their individual capacity, students will grow in the ability to:</i></p> <ul style="list-style-type: none"> <li>• Perform cultural dances from many countries with both technical and stylistic accuracy.</li> <li>• Perform rhythmic patterns with hands and feet.</li> <li>• Identify the cultural origins of various dances.</li> <li>• Identify cultural etiquette from diverse regions.</li> <li>• Use appropriate vocabulary in discussing dance elements and skills.</li> <li>• Identify the similarities and differences among dances of diverse cultures considering the function and aesthetics of dance.</li> </ul>
<b>Suggested Texts &amp; Materials:</b>	<p>McCutchen, Brenda Pugh. 1943. Teaching Dance as Art in Education. Human Kinetics.</p> <p>Other resources and materials (books, journals, DVDs, etc.) appropriate to the genre.</p> <p>Weikart, Phyllis. Rhythmically Moving. Book and CDs.</p>
<p><b><u>Credentials Required to Teach this Course</u></b></p> <p>One of the Following:</p> <p>Single Subject Physical Education</p> <p>Subject Matter Authorization in Dance</p>	