

<b>Course Title</b>	<b>DANCE COMPOSITION MIDDLE SCHOOL A/B</b>	
<b>Course Abbreviation</b>	<b>DNC COMP MS A/B</b>	
<b>Course Code</b>	190109/10	
<b>Special Notes</b>	Year course. Prerequisite: One year of middle school dance, or teacher approval.	
<b>Course Description</b>	This course builds on basic movement skills in dance with a focus on student-crafted choreography. In this course the student will use the choreographic process and apply choreographic principles to develop movement ideas and themes. The course will focus on both the <i>process</i> of composition and the crafting of the final <i>product</i> , drawing on improvisational movement exercises and choreographic studies. The course will also focus on the development of critical awareness and thinking skills in analyzing and evaluating their own work and the work of others.	
<b>California Content Standards</b>	<p>The seventh grade <i>California Dance Content Standards</i> below identify those standards which will be expected to be mastered by all students who complete the course successfully.</p> <p><b>Artistic Perception</b></p> <p><b>1.4</b> Identify and use a wider range of space, time, and force/energy to manipulate locomotor and axial movements.</p> <p><b>1.5</b> Use appropriate dance vocabulary to describe everyday gestures and other movements observed in viewing live or recorded dance performances. (Descriptions may take the form of a drawing or video/computer documentation.)</p> <p><b>Creative Expression</b></p> <p><b>2.2</b> Demonstrate the ability to use personal discovery and invention through improvisation and choreography.</p> <p><b>2.4</b> Demonstrate skill in using ideas and themes to develop simple dance forms (e.g., rondo, ABA)</p> <p><b>Historical and Cultural Context</b></p> <p><b>3.3</b> Explain how dance functions among people of different age groups, including their own.</p> <p><b>Aesthetic Valuing</b></p> <p><b>4.1</b> Demonstrate understanding of the elements of dance and the craft of choreography when critiquing two kinds of dance (e.g., solo, duet).</p> <p><b>4.4</b> Explain how different venues influence the experience and impact of dancing (e.g., a studio setting, traditional stage, theater in the round).</p> <p><b>Connections, Relationships, Applications</b></p> <p><b>5.1</b> Identify and use different sources to generate ideas for dance compositions (e.g., poetry, photographs, political/social issues).</p> <p><b>5.3</b> Appraise how time management, listening, problem-solving, and teamwork skills used with other dancers in composing and rehearsing a dance can be applied to other group activities.</p>	
<b>Instructional Units/Pacing Plan</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>
	Dance Technique/Movement Skills Choreographic Process: <ul style="list-style-type: none"> <li>• Generation of Movement Ideas (10)</li> <li>• Movement Exploration and Improvisation (30)</li> <li>• Movement Development (Elements; Principles of Design) (20)</li> <li>• Form and Structure (10)</li> <li>• Feedback and Revision (10)</li> </ul> Critical Analysis and Evaluation of Compositions/Choreography	10 70  20
<b>Representative Objectives</b>	The student will be able to: <ul style="list-style-type: none"> <li>• Understand and apply each step of the choreographic process in the creation of coherent solo and group dance studies and compositions.</li> <li>• Perform original dance studies and compositions, both their own and those of others.</li> <li>• Critically evaluate their own work and the work of others.</li> <li>• Apply the organizational and creative skills learned in class to other disciplines</li> </ul>	
<b>Representative Performance Skills</b>	The student will be able to: <ul style="list-style-type: none"> <li>• Generate movement ideas from a variety of sources.</li> <li>• Explore movement as part of the creative process.</li> <li>• Solve given movement problems in a variety of ways.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Development movement ideas into phrases and studies through the application of compositional tools.</li> <li>• Select, organize and structure movements and movement phrases into coherent dance compositions using selected choreographic forms and structures.</li> <li>• Perform original movement studies and dance compositions (their own and those of others ) in informal and formal performance settings.</li> <li>• Revise and refine one's own works to improve artistic integrity and clarify artistic intent.</li> <li>• Work independently and collaboratively in creating dance studies and compositions.</li> <li>• Create solo and group studies and compositions.</li> <li>• Expand their range of movement vocabulary.</li> <li>• Critically evaluate their own and others' dance works.</li> <li>• Apply the organizational and creative skills learned in class to other disciplines.</li> </ul>
<b>Recommended Resource Materials</b>	<p>Texts:</p> <p>McCutchen, Brenda Pugh. 1943. <i>Teaching Dance as Art in Education. Human Kinetics.</i></p> <p>McGreevy-Nichols, Susan, Helene Scheff, and Marty Sprague. <i>Building Dances: A Guide To Putting Movements Together.</i></p> <p>Other resources and materials (books, journals, DVDs, etc.) appropriate to the genre.</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>	