

Course Title	DANCE MIDDLE SCHOOL 1A/B	
	DANCE MS 1A/B	
Course Code	190101/02	
Special Notes	Year course. No prerequisite.	
Course Description	The purpose of this course is to promote a balanced dance program that enables students to develop an appreciation of the use of the body as a means of communication and expression. Students will receive instruction in basic dance techniques and choreographic principles as they engage in movement activities designed to develop an understanding of the elements of dance, develop balance, coordination, flexibility, strength and endurance.	
California Content Standards	<p>ARTISTIC PERCEPTION</p> <p>1.1 Demonstrate focus, physical control, coordination, and accurate reproduction in performing locomotor and axial movement.</p> <p>1.2 Incorporate a variety of force/energy qualities into executing a full range of movements.</p> <p>1.3 Identify and use force/energy variations when executing gesture and locomotor and axial movements.</p> <p>1.4 Use the principles of contrast, unity, and variety in phrasing in dance studies and dances.</p> <p>1.5 Describe and analyze movements observed and performed, using appropriate dance vocabulary.</p> <p>CREATIVE EXPRESSION</p> <p>2.1 Invent multiple possibilities to solve a given movement problem and develop the material into a short study. 2.2 Compare and demonstrate the difference between imitating movement and creating original material.</p> <p>2.3 Describe and incorporate dance forms in dance studies. 2.4 Demonstrate the ability to coordinate movement with different musical rhythms and styles (e.g., ABA form, canon). 2.5 Use the elements of dance to create short studies that demonstrate the development of ideas and thematic material.</p> <p>2.6 Demonstrate an awareness of the body as an instrument of expression when rehearsing and performing. 2.7 Revise, memorize, and rehearse dance studies for the purpose of performing for others.</p> <p>2.8 Demonstrate an ability to cooperate and collaborate with a wide range of partners and groups (e.g., imitating, leading/following, mirroring, calling/responding, echoing, sequence building).</p> <p>HISTORICAL AND CULTURAL CONTEXT</p> <p>3.2 Explain the importance and function of dance in students lives.</p> <p>3.3 Explain the various ways people have experienced dance in their daily lives (e.g., Roman entertainments, Asian religious ceremonies, baby naming in Ghana, Latin American celebrations).</p> <p>AESTHETIC VALUING</p> <p>4.1 Apply knowledge of the elements of dance and the craft of choreography to critiquing (spatial design, variety, contrast, clear structure).</p> <p>4.3 Discuss the experience of performing personal work for others.</p> <p>4.4 Distinguish the differences between viewing live and recorded dance performances.</p> <p>CONNECTIONS, RELATIONSHIPS, APPLICATIONS</p> <p>5.1 Describe how other arts disciplines are integrated into dance performances (e.g., music, lighting, set design).</p> <p>5.2 Describe the responsibilities a dancer has in maintaining health-related habits (e.g., balanced nutrition, regular exercise, adequate sleep).</p>	
Instructional Units/Pacing Plan	Instructional Units	Suggested Percentage of Instructional Time
	<p>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.</p> <p>Technique as Practice</p> <ul style="list-style-type: none"> • Warm-Up and Body Awareness • Exploration of Technique Associated with a Variety of Dance 	70

	<p>Styles</p> <ul style="list-style-type: none"> • Body Mechanics • Elements of Dance • Performance Skills <p>Choreographic Principles and Process</p> <ul style="list-style-type: none"> • Elements of Dance 	30
Representative Objectives	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Refine sensory perceptions to process, analyze, and respond to movement as a means of artistic expression • Demonstrate a degree of mastery in performing dance movements and sequences • Expand performance abilities in a variety of movement styles • Use dance terminology to describe and analyze how movements look and feel • Use the elements of dance with awareness when composing dances • Use the choreographic process to expand and refine strategies for development of movement material • Rehearse and revise solos, duets, and group dances for the purpose of performance • Perform stylistically diverse works of dance • Increase body awareness and movement skills 	
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"> • Demonstrate movement skill and body awareness • Perform in a variety of dance styles with stylistic accuracy • Demonstrate skill in expression and interpretation of dance when performing for others • Perform dance sequences that require coordination, agility, balance, strength and flexibility • Demonstrate basic choreographic skill and knowledge in designing dances 	
Suggested Texts & Materials	<p>McCutchen, Brenda Pugh. 1943. <i>Teaching Dance as Art in Education. Human Kinetics.</i></p> <p>Penrod, James and Plastino, Janice Gudde. <i>The Dancer Prepares: Modern Dance for Beginners.</i></p> <p>Cheney, Gay. <i>Basic Concepts in Modern Dance: A Creative Approach.</i></p> <p>Franklin, Eric N. <i>Dance Imagery for Technique and Performance.</i></p> <p>Franklin, Eric N. <i>Conditioning for Dance.</i></p> <p>Sprague, Marty, Helene Scheff, and Susan McGreevy-Nichols. <i>Dance About Anything.</i></p> <p>Pomer, Janice. <i>Dance Composition.</i></p> <p>Sprague, Marty, Helene Scheff, and Susan McGreevy-Nichols. <i>Experiencing Dance: From Student to Dance Artist.</i></p> <p>Other resources and materials (books, journals, DVDs, etc.) appropriate to the genre.</p>	
<p><u>Credentials Required to Teach this Course</u></p> <p>One of the Following:</p> <p>Single Subject Physical Education</p> <p>Subject Matter Authorization in Dance</p>		