

Course Title	DANCE MIDDLE SCHOOL 2A/B	
	DANCE MS 2A/B	
Course Code	190103/04	
Special Notes	Year course. Prerequisite: Dance MS 1A/B or teacher approval.	
Course Description	The purpose of this course is to promote a balanced dance program that enables students to develop an appreciation of and skill in the use of the body as a means of communication and expression. Students will receive instruction in both dance techniques and choreographic principles that builds on skills developed in Dance 1A/B. They will engage in dance activities designed to increase movement skills (balance, coordination, agility, flexibility, strength and endurance); develop their ability to effectively utilize the elements of dance in performance and the choreographic process; and develop their expressive performance skills.	
California Content Standards	<p>ARTISTIC PERCEPTION</p> <p>1.1 Demonstrate increased focus, physical control, coordination, skill, and accurate reproduction in performing locomotor and axial movement.</p> <p>1.2 Demonstrate increased ability and skill to sustain longer and more complex movement sequences for expression in a variety of dance styles.</p> <p>1.3 Demonstrate risk taking in generating bigger and stronger movements through space in rehearsal and performance.</p> <p>1.4 Identify and use a wider range of space, time, and force/energy to manipulate locomotor and axial movements.</p> <p>CREATIVE EXPRESSION</p> <p>2.1 Create, memorize, and perform improvised movement sequences, dance studies, and choreography with dynamic range and fulfillment. 2.2 Demonstrate the ability to use personal discovery and invention through improvisation and choreography.</p> <p>2.3 Demonstrate the ability to use dance elements to develop dance phrases reflecting various musical rhythms, styles, and dynamics. 2.4 Demonstrate skill in using ideas and themes to develop simple dance forms (e.g., rondo, ABA form).</p> <p>2.5 Demonstrate performance skill in the ability to interpret and communicate through dance. 2.6 Collaborate with others in preparing a dance presentation for an audience (short informal dance, lecture/demo, evening concert).</p> <p>2.7 Demonstrate increased originality in using partner or group relationships to define spatial floor patterns, shape designs, and entrances and exits.</p> <p>HISTORICAL AND CULTURAL CONTEXT</p> <p>3.3 Explain how dance functions among people of different age groups, including their own.</p> <p>AESTHETIC VALUING</p> <p>4.1 Demonstrate understanding of the elements of dance and the craft of choreography when critiquing two kinds of dance (e.g., solo, duet).</p> <p>4.2 Identify assessment criteria used for outstanding performances in different styles of dance (e.g., theatre, social, ceremonial).</p> <p>4.3 Explain and analyze the impact of live or recorded music on dance performances. (Recorded music is consistent. Live music can be altered).</p> <p>4.4 Explain how different venues influence the experience and impact of dancing (e.g., a studio setting, traditional stage, theater in the round).</p> <p>CONNECTIONS, RELATIONSHIPS, APPLICATIONS</p> <p>5.1 Identify and use different sources to generate ideas for dance compositions (e.g., poetry, photographs, political/social issues).</p> <p>5.2 Describe how dancing builds physical and emotional well-being (e.g., positive body imaging, physical goals, creative goals, focus/concentration).</p>	
Instructional Units/Pacing Plan	<p>Instructional Units</p> <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>	Suggested Percentage of Instructional Time
	<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 Styles • Body Mechanics • Elements of Dance 	60

	<ul style="list-style-type: none">• Performance Skills Choreographic Principles and Process <ul style="list-style-type: none">• Elements of Dance• Generating Movement Ideas• Creative Thinking Skills• Principles of Design• Form and Structure	40
Representative Objectives	The student will be able to: <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 performing 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	<i>In accordance with their individual capacity, students will grow in the ability to:</i> <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 proficiency in the choreographic process	
Suggested Texts & Materials	McCutchen, Brenda Pugh. 1943. <i>Teaching Dance as Art in Education. Human Kinetics.</i> Penrod, James and Plastino, Janice Gudde. <i>The Dancer Prepares: Modern Dance for Beginners.</i> Cheney, Gay. <i>Basic Concepts in Modern Dance: A Creative Approach.</i> Franklin, Eric N. <i>Dance Imagery for Technique and Performance.</i> Franklin, Eric N. <i>Conditioning for Dance.</i> Sprague, Marty, Helene Scheff, and Susan McGreevy-Nichols. <i>Dance About Anything.</i> Pomer, Janice. <i>Dance Composition.</i> Sprague, Marty, Helene Scheff, and Susan McGreevy-Nichols. <i>Experiencing Dance: From Student to Dance Artist.</i> Other resources and materials (books, journals, DVDs, etc.) appropriate to the genre.	
<u>Credentials Required to Teach this Course</u>		
One of the Following:		
Single Subject Physical Education		
Subject Matter Authorization in Dance		