

Course Title	CHOREOGRAPHIC PROCESS 2 SENIOR HIGH A/B	
Course Abbreviation	CHORPROC SH 2A/B	
Course Code Number	190127/28	
Special Notes	Year course. Prerequisite: Choreographic Process SH A/B	
Course Description	<p>The focus of this course is to deepen and refine students' choreographic skills through the continued study of the choreographic process, including movement generation, movement development, and the use of choreographic devices, forms and structures. Students will deepen their understanding of choreographic principles and production, and implement those skills to both create and stage dance works. The course will focus on the use of more advanced forms and structures, the development of longer works, and the creation of a portfolio of works. Student work will be showcased in various venues, including studio performances and the concert stage.</p>	
California Dance Content Standards (High School Advanced)	<p>The advanced high school <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>Artistic Perception</p> <p>1.4 Apply a wide range of kinesthetic communication, demonstrating clarity of intent and stylistic nuance.</p> <p>1.5 Select specific dance vocabulary to describe movement and dance elements in great detail.</p> <p>Creative Expression</p> <p>2.1 Create a diverse body of works of dance, each of which demonstrates originality, unity, clarity of intent, and a dynamic range of movement.</p> <p>2.2 Use dance structures, musical forms, theatrical elements, and technology to create original works.</p> <p>2.3 Notate dances, using a variety of systems (e.g., labanotation, motif writing, personal systems).</p> <p>2.5 Collaborate with peers in the development of complex choreography in diverse groupings (e.g., all male, all female, people standing with people sitting).</p> <p>2.6 Teach to peers a variety of complex movement patterns and phrases.</p> <p>Historical and Cultural Context</p> <p>3.3 Compare and contrast universal themes and sociopolitical issues in a variety of dances from different cultural contexts and time periods.</p> <p>3.4 Explain how dancers and choreographers reflect roles, work, and values in selected cultures, countries, and historical periods.</p> <p>Aesthetic Valuing</p> <p>4.1 Critique dance works to improve choreographic structure and artistic presence.</p> <p>4.3 Analyze evolving personal preferences about dance styles and choreographic forms to identify change and development in personal choices.</p> <p>Connections, Relationship, Applications</p> <p>5.1 Demonstrate effective knowledge and skills in using audiovisual equipment and technology when creating, recording, and producing dance.</p> <p>5.4 Determine the appropriate training, experience, and education needed to pursue a variety of dance and dance-related careers.</p>	
Instructional Topics	<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>	<p>Suggested Percentage of Instructional Time</p>

	<p>Choreographic Studies (Development of Skills in Using the Choreographic Process: Movement Generation and Development, Choreographic Devices, Forms and Structure)</p> <p>Choreographic Projects (Dance Studies, Developed Dance Works)</p> <p>Production</p> <p>Dance and Performance Techniques</p> <p>Historical Connections</p>	<p>20</p> <p>40</p> <p>20</p> <p>10</p> <p>10</p>
Representative Objectives	<p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> • Apply the choreographic process with awareness and intentionality. • Use a wide range of stimuli to generate movement ideas. • Apply problem-solving strategies to a variety of assigned and self-generated movement problems. • Apply the choreographic process using both original movement ideas and codified movement vocabularies. • Use a variety of movement strategies, including improvisation to explore movement ideas. • Use choreographic tools and movement elements to develop movement ideas around a specific choreographic intent. • Incorporate a variety of structures in choreographing dance works, choosing structures that support choreographic intent. • Utilize peer and teacher feedback as well as self-reflection to revise and refine choreographic studies and dance works. • Identify and develop and challenge individual movement preferences in choreographing studies and dance works. • Choreograph for distinct performance venues, including the concert stage and site-specific locations. • Choreograph on self and others. • Choreograph individually and in collaboration. • Perform original and peer choreography for others in informal and formal performance settings. • Apply aesthetic criteria to evaluate choreography and performance. • Apply elements of production to finished dance works, including lighting, costumes, props, sets, etc. • Choose accompaniment for dance works that reflects and furthers the intent of the work. • Create and reflect on a portfolio of dance work. • Apply their knowledge of dance technique and movement skills to their choreography and performance. • Identify iconic choreographers and choreographies. • Experiment with and apply strategies and methodologies gleaned from historically significant choreographers. 	
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"> • Apply the choreographic process to create original dance studies and longer dance works. • Identify and develop significant ideas, themes or concepts through the choreographic process; use dance to communicate ideas, themes or concepts effectively. • Use a wide variety of sources for inspiration in creating dance compositions. • Perform expressively through performance of original dance works and peer choreography. • Make choices that reflect a growing sense of artistry. 	

	<ul style="list-style-type: none"> • Use production elements to support the intent of a dance work. • Work individually and in collaboration with others. • Identify, utilize and challenge individual movement preferences. • Use, create and apply criteria-based assessment. • Reflect on, revise and refine their work. • Give meaningful feedback to others. • Work individually and collaboratively in the choreographic process. • Identify as a choreographer and dance artist through the creation of a choreographic portfolio. • Identify and connect with significant choreographers and movements in choreography.
Resources	<p>Texts:</p> <p>McCutchen, Brenda Pugh. 1943. <i>Teaching Dance as Art in Education. Human Kinetics.</i></p> <p>Humhrey, Doris. <i>The Art of Making Dances.</i> Lavender, Larry. <i>Dancers Talking Dance.</i> Minton, Sandra. <i>Choreography, A Basic Approach Using Improvisation.</i> Schneer, Georgette. <i>Movement Improvisation.</i></p> <p>Other resources and materials (books, journals, DVDs, etc.) appropriate to the genre.</p>
<p>Credentials required to teach this course</p> <p>One of the following:</p> <p>Single Subject Physical Education</p> <p>Subject Matter Authorization in Dance</p>	