

Course Title	CHOREOGRAPHIC PROCESS SENIOR HIGH A/B	
Course Abbreviation	CHORPROC SH A/B	
Course Code	190119/20	
Special Notes	Year course. Prerequisite: Prior experience in dance technique and/or improvisation. OR approval of instructor.	
Course Description	The focus of this course is to explore and refine the creative process in dance through the spontaneous experiences of improvisation and movement exploration, as well as, the structured skills and tools of composition and choreography. Students will engage in problem solving experiences that involve individual and group work. Students will develop an in-depth understanding of production and choreographic principles, and implement those skills to create dances based on a theme, significant event, something of personal significance or an abstraction of some idea or pedestrian activity. Student work will be showcased in various venues, such as, studio performances and the concert stage.	
California Content Standards	<p>The proficient 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 1.4 Demonstrate clarity of intent while applying kinesthetic principles for all dance elements. 1.5 Apply knowledge of dance vocabulary to distinguish how movement looks physically in space, time, and force/energy.</p> <p>Creative Expression 2.2 Identify and apply basic music elements (e.g., rhythm, meter, tempo, timbre) to construct and perform dances. 2.4 Perform original works that employ artistic intent and communicate effectively.</p> <p>Historical and Cultural Context 3.4 Explain how dancers from various cultures and historical periods reflect diversity and values (e.g., ethnicity, gender, body types, and religious intent).</p> <p>Aesthetic Valuing 4.3 Defend personal preferences about dance styles and choreographic forms, using criteria-based assessment.</p> <p>Connections, Relationship, Applications 5.4 Explain how participation in dance develops creative skills for lifelong learning and well-being that are interpersonal and intrapersonal.</p>	
Instructional Units/Pacing Plan	Instructional Units 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.	Suggested Percentage of Instructional Time
	Dance Improvisation Dance Technique Exploration of Dance Elements Composing Dance Phrases Choreographic Principles Performing Dance Compositions	20 15 15 15 20 15
Representative Objectives	<p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> • Explore and experiment with movement as part of the creative process. • Use originality and develop individual style through dance improvisation. • Improvise to find expressive movement with which to create dances. • Improvise to sharpen perception. • Use dance elements, abstract imagery, and, environmental and sensory stimuli as the impetus for composing dances. • Distinguish between imitation and originality. • Problem solve in dance through spontaneous movement. • Perform original movement motifs, phrases, and dance compositions for others in informal and performance settings. • Apply compositional tools to structure dances. • Select and organize movement into dance coherent phrases and compositions. 	

	<ul style="list-style-type: none"> • Apply aesthetic criteria to evaluate choreography and performance.
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"> • Distinguish how movement looks physically in space, time, and force/energy. • Apply basic music elements to construct dances. • Perform original dance works. • Use dance to communicate an idea, theme or concept effectively. • Use a wide variety of sources for inspiration in creating dance compositions. • Defend personal preferences about dance styles and choreographic forms. • Use criteria-based assessment. • Explain how participation in dance develops creative skills for lifelong learning.
Recommended Resource Materials	<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></p> <p>Lavender, Larry. <i>Dancers Talking Dance.</i></p> <p>Minton, Sandra. <i>Choreography, A Basic Approach Using Improvisation.</i></p> <p>Schneer, Georgette. <i>Movement Improvisation.</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>	