

<b>Course Title</b>	<b>CULTURAL DANCE 2A/1B</b>	
<b>Course Abbreviation</b>	<b>CULT DAN SH 2A/1B</b>	
<b>Course Code Number</b>	190617/18	
<b>Special Notes</b>	No prerequisites.	
<b>Course Description</b>	The purpose of this course is to develop an appreciation of the cultural background and recreational value of dance. This course provides an opportunity for students to learn basic skills, basic steps, and different combinations of steps and patterns to a variety of traditional recreational dance forms. They will investigate the role of dance in historical and contemporary cultures. Students build understanding about human diversity - differences and commonalities- through dance.	
<b>California Content Standards</b>	<p>The <i>California Dance Content Standards</i> below identify those standards that students are expected to master upon successful completion of this course.</p> <p><b>Artistic Perception</b>            Demonstrate highly developed physical coordination and control when performing complex locomotor and axial movement phrases from a variety of genres (e.g., refined body articulation, agility, balance, strength).            1.2 Perform in multiple dance genres, integrating an advanced level of technical skill and clear intent.            1.3 Memorize and perform complicated works of dance at a level of professionalism (i.e., a high level of refinement).            1.4 Apply a wide range of kinesthetic communication, demonstrating clarity of intent and stylistic nuance.</p> <p><b>Creative Expression</b>            2.6 Teach to peers a variety of complex movement patterns and phrases.</p> <p><b>Historical and Cultural Context</b>            3.1 Identify, analyze, and perform folk/traditional, social, and theatrical dances with technically and appropriate stylistic nuances.            3.2 Analyze the role dancers and choreographers play in the interpretation of dances in various historical and cultural settings.            3.3 Compare and contrast universal themes and sociopolitical issues in a variety of dances from different cultural contexts and time periods.            3.4 Explain how dancers and choreographers reflect roles, work, and values in selected cultures, countries, and historical periods.</p> <p><b>Aesthetic Valuing</b>            4.2 Use selected criteria to compare, contrast, and assess various dance forms (e.g., concert jazz, street, liturgical). 4.3 Analyze evolving personal preferences about dance styles and choreographic forms to identify change and development in personal choices.            4.4 Research and assess how specific dance works change because of the impact of historic and cultural influences on their interpretations (e.g., because of the loss of lives in war, Fancy Dancing, once performed only by men, is now also performed by women).</p> <p><b>Connections, Relationships, Applications</b>            5.4 Determine the appropriate training, experience, and education needed to pursue a variety of dance and dance-related careers.</p>	
<b>Instructional Units/Pacing Plans</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>
	Individual Dance Forms Circle and Line Dance Forms Formation and Set Dance Forms Closed Position Couple Dance Forms	25 25 25 25
<b>Representative Objectives</b>	<p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>• Experience dance from a variety of cultures that represent the four forms of cultural dance (individual, circle and line, formation and set, closed position).</li> <li>• Execute dances that are performed to a variety of rhythms and musical styles that reflect unique, individual cultural groups.</li> </ul>	

	<ul style="list-style-type: none"> <li>• Develop focus through execution and observation on distinctive styling of specific cultures.</li> <li>• Discuss the personal reactions to dancing with a group versus dancing for a group or viewing a group dancing for you.</li> <li>• Plan a presentation of a dance learned in class including considerations for staging, lighting and sound needs.</li> </ul>
<b>Representative Performance Skills</b>	<p><i>In accordance with their individual capacity, students will grow in the ability to:</i></p> <ul style="list-style-type: none"> <li>• Perform more complex cultural dances from many countries, ie, Balkans</li> <li>• Perform complex rhythmic patterns with hands and feet.</li> <li>• Identify the cultural origins of various dances.</li> <li>• Identify cultural etiquette from diverse regions.</li> <li>• Use appropriate vocabulary in discussing dance elements and skills.</li> <li>• Identify the similarities and differences among dances of diverse cultures considering the function and aesthetics of dance.</li> </ul>
<b>Suggested Texts &amp; Materials:</b>	<p>McCutchen, Brenda Pugh. 1943. Teaching Dance as Art in Education. Human Kinetics.</p> <p>Other resources and materials (books, journals, DVDs, etc.) appropriate to the genre.</p> <p>Weikart, Phyllis. Rhythmically Moving. Book and CDs.</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>	