

<b>Course Title</b>	<b>DANCE HISTORY SH A/B</b>	
<b>Course Abbreviation</b>	<b>DANC HIST SH A/B</b>	
<b>Course Code</b>	190713/14	
<b>Special Notes</b>	Semester course. No prerequisite.	
<b>Course Description</b>	This course examines the development of social and performance-based dance from its ancient and primitive roots through the Baroque and Renaissance periods. Students will examine the various functions and forms of dance in countries around the world, including the aesthetics of dance, cultural identity through dance, dance as worship, ceremonial dance, dance's role in political power, as well as, its significance in self-expression. Students will also participate in selected dance forms to experience dance in both its creative and social contexts. Assigned readings and the analysis of live and video performances are required.	
<b>California Content Standards</b>	<p><b>ARTISTIC PERCEPTION</b> 1.5 Select specific dance vocabulary to describe movement and dance elements in great detail.</p> <p><b>CREATIVE EXPRESSION</b> 2.3 Notate dances, using a variety of systems (e.g., labanotation, motif writing, personal systems).</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. 3.3 Compare and contrast universal themes and sociopolitical issues in a variety of dances from different cultural contexts and time 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). 4.4 (Proficient) Research and identify dances from different historic periods or cultures and make connections between social change and artistic expression in dance. 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> 5.3 Synthesize information from a variety of health-related resources to maintain physical and emotional health. 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 Plan</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>
	<p>Early Dance History &amp; Ancient Civilizations</p> <p>Ritual, Ceremonial and Religious Dances</p> <p>Social Dance</p> <p>Non-Western Classical Dance</p> <p>Indigenous Dances of the Americas</p> <p>European and American Dance</p> <p>Preservation of Dance</p>	<p>15</p> <p>15</p> <p>15</p> <p>15</p> <p>15</p> <p>15</p> <p>10</p>
<b>Representative Objectives</b>	<p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> <li>• Explain the significance of dance in various cultures and time periods.</li> <li>• Describe the multiple ways that dances have been preserved through time.</li> <li>• Explain how dances developed along with or in response to musical forms.</li> <li>• Compare and contrast the techniques, postures and gestures of non-Western dance cultures and explain the evolution into the 20th century.</li> </ul>	

	<ul style="list-style-type: none"> <li>Perform dances from various countries and time periods demonstrating appropriate posture, form, and stylistic nuances.</li> </ul>
<b>Representative Performance Skills</b>	<ul style="list-style-type: none"> <li>Use dance vocabulary in context to describe, compare and contrast a variety of dances from different cultural contexts and time periods.</li> <li>Research and recreate pre-20<sup>th</sup> century non-western dances and explain how the dances have evolved or stayed intact.</li> <li>Examine dance manias of the past, such as, Tarantella, St. Vitus' Disease and the Dance of Death. Create a Venn diagram to compare and contrast past examples with dance crazes of the 20<sup>th</sup> century.</li> <li>Select an historical folk dance and connect its formation, style, geographic origin and cultural roots to gain understanding of its intent and meaning.</li> <li>Re-create a dance from a specific culture and time period using stylistic nuances, costume, props, instrumental accompaniment, and any other element that will enliven exhibit.</li> </ul>
<b>Suggested Texts &amp; Materials:</b>	<p>McCutchen, Brenda Pugh. 1943. <i>Teaching Dance as Art in Education. Human Kinetics.</i></p> <p>Mazo, Joseph. <i>Prime Movers, The Makers of Modern Dance in America.</i></p> <p>Kassing, Gayle. <i>History of Dance: An Interactive Approach.</i></p> <p>Scott, Edward. <i>Dancing in All Ages - The History of Dance.</i></p> <p>Cohen, Selma Jeanne and Matheson, Katy. <i>Dance As a Theatre Art.</i></p> <p>Layson, Janet. <i>Dance History: An Introduction.</i></p> <p>Nade, Myron Howard. <i>The Dance Experience: Insights into History, Culture and Creativity.</i></p> <p>Dils, Ann and Albright, Ann Cooper. <i>Moving History/Dancing Cultures: A Dance History Reader.</i></p> <p>Other resources and materials (books, journals, DVDs, etc.) appropriate to the genre.</p>
<b><u>Credentials Required to Teach this Course</u></b>	
<p>One of the Following:</p> <p>Single Subject Physical Education</p> <p>Subject Matter Authorization in Dance</p>	