

<b>Course Title</b>	MODERN DANCE SENIOR HIGH 2A/2B	
<b>Course Abbreviation</b>	MOD DANC SH 2 A/2B	
<b>Course Code</b>	No index entries found.	
<b>Special Notes</b>	Year course. Prerequisite: Modern Dance I or approval of instructor.	
<b>Course Description</b>	This course further explores modern dance technique and vocabulary. Students receive instruction in advanced modern technique designed to develop balance, coordination, flexibility, strength and endurance, as well as, theoretical intent, in the various styles of modern dance, i.e., Graham, Humphrey/Weidman, Limon, Cunningham, etc. Special emphasis will be placed on dynamic alignment, sensing and activating weight in the body, body awareness, increasing the student's ease and range of motion, and personal expression. Technique and vocabulary will then be applied to movement explorations in sequences and phrases that are both non-locomotor and locomotor.	
<b>California Content Standards</b>	<p><b>ARTISTIC PERCEPTION</b>  1.1 Demonstrate refined physical coordination when performing movement phrases (e.g., alignment, agility, balance, strength).  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><b>CREATIVE EXPRESSION</b>  2.5 Perform works by various dance artists communicating the original intent of the work while employing personal artistic intent and interpretation.  2.7 Demonstrate originality in using partner or group relationships to define spatial patterns and the use of overall performing space.</p> <p><b>HISTORICAL AND CULTURAL CONTEXT</b>  3.2 Describe ways in which folk/traditional, social, and theatrical dances reflect their specific cultural context.  3.3 Explain how the works of dance by major choreographers communicate universal themes and sociopolitical issues in their historical/cultural contexts (e.g., seventeenth-century Italy, eighteenth-century France, the women's suffrage movement, dance in the French courts, Chinese cultural revolution).  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><b>AESTHETIC VALUING</b>  4.2 Apply criteria-based assessments appropriate to various dance forms (e.g., concert jazz, street, liturgical).  4.3 Defend personal preferences about dance styles and choreographic forms, using criteria-based assessment.  4.4 Research and identify dances from different historic periods or cultures and make connections between social change and artistic expression in dance.</p> <p><b>CONNECTIONS, RELATIONSHIPS, APPLICATIONS</b>  5.2 Apply concepts from anatomy, physiology, and physics to the study and practice of dance techniques.  5.3 Explain how dancing presents opportunities and challenges to maintain physical and emotional health and how to apply that information to current training and lifelong habits.</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>
	Technique <ul style="list-style-type: none"> <li>Meaning and Function</li> </ul>	10



	<p>Franklin, Eric N. <i>Conditioning for Dance</i>.</p> <p>Sprague, Marty, Helene Scheff, and Susan McGreevy-Nichols. <i>Dance About Anything</i>.</p> <p>Pomer, Janice. <i>Dance Composition</i>.</p> <p>Sprague, Marty, Helene Scheff, and Susan McGreevy-Nichols. <i>Experiencing Dance: From Student to Dance Artist</i>.</p> <p><i>Other resources and materials (books, journals, DVDs, etc.) appropriate to the genre.</i></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>	