

Course Title	MOVEMENT & TECHNOLOGY MIDDLE SCHOOL AB	
Course Abbreviation	MVMT/TECH MS A/B	
Course Code	190131/32	
Special Notes	Year course. Prerequisite: one year of middle school dance or approval of instructor.	
Course Description	This course explores the use of technology in collaboration with dance. Students will engage in movement and compositional activities in conjunction with a variety of technological applications. The course will address the practical side of technology in recording, preserving and creating dance compositions. Students will learn to operate a video/digital camera, transfer data through the internet by computer, create dance movies and documentaries with computer programs, and store created data. The purpose of this course is to inspire new ways of using technology in the fine art of dance.	
California Content Standards	<p>ARTISTIC PERCEPTION <i>Dance</i> 1.4 Analyze gestures and movements viewed in live or recorded professional dance performances and apply that knowledge to dance activities. 1.5 Identify and analyze the variety of ways in which a dancer can move, using space, time, and force/energy vocabulary.</p> <p>CREATIVE EXPRESSION <i>Dance</i> 2.4 Record personal movement patterns and phrases, using a variety of methods (e.g., drawings, graphs, words). 2.5 Demonstrate performance skill in the ability to project energy and express ideas through dance.</p> <p>HISTORICAL AND CULTURAL CONTEXT <i>Dance</i> 3.1 Compare and contrast specific kinds of dances (e.g., work, courtship, ritual, entertainment) that have been performed. 3.2 Explain the variety of roles dance plays among different socioeconomic groups in selected countries (e.g., royalty and peasants).</p> <p>AESTHETIC VALUING <i>Dance</i> 4.2 Explain the advantages and disadvantages of various technologies in the presentation of dance (e.g., video, film, computer, DVD, recorded music).</p> <p>CONNECTIONS, RELATIONSHIPS, APPLICATIONS <i>Dance</i> 5.3 Research and explain how dancers leave their performing careers to enter into alternative careers.</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
	Application of Technological Skills	20
	Choreographic Process	35
	Media Projects	35
	Historical Context (Dance/Media)	10
Representative Objectives	<ul style="list-style-type: none"> To use computer technology, to access and explore a variety of dance styles and traditions, i.e. video-casting. To learn and apply the mechanics of notating dance using the computer. 	

	<ul style="list-style-type: none"> • To learn and apply the basics of computer graphics animation and dance. • To learn and apply the basics of using the computer to choreograph a dance composition. • Investigate and experiment with the most effective way to document dance choreography or historical cultural dance.
Representative Performance Skills	<ul style="list-style-type: none"> • Document a classroom dance class, performance or performance piece using a digital camcorder, and prepare it for podcast through selected computer applications. • Create a web page to market the service of a choreographer or to promote the talents of a dancer or to market a dance studio. • Create a dance animation short film. • Produce a still image dance montage PSA (Public Service Announcement). • Using established criteria provided, assess the aesthetic quality of produced documented historical dance.
Suggested Texts & Materials:	<p>McCutchen, Brenda Pugh. 1943. <i>Teaching Dance as Art in Education. Human Kinetics.</i></p> <p>Other resources and materials (books, journals, DVDs, etc.) appropriate to the genre.</p>
<u>Credentials Required to Teach this Course</u>	
<p>One of the Following:</p> <p>Single Subject Physical Education</p> <p>Subject Matter Authorization in Dance</p>	