

<b>Course Title</b>	<b>BEGINNING DANCE CHOREOGRAPHY/ PRODUCTION A/B</b>	
<b>Course Abbreviation</b>	<b>BEG DN CH/PR A/B</b>	
<b>Course Code</b>	190113/14	
<b>Special Notes</b>	Year course. No prerequisite.	
<b>Course Description</b>	The purpose of this course is to promote a balanced dance program that enables students to develop an appreciation of the use of the body as a means of communication and expression. Students will receive instruction in basic dance techniques and choreographic principles as they engage in movement activities designed to develop an understanding of the elements of dance, develop balance, coordination, flexibility, strength and endurance.	
<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>  2.2 Identify and apply basic music elements (e.g., rhythm, meter, tempo, timbre) to construct and perform dances.  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>  5.3 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 as Practice <ul style="list-style-type: none"> <li>• Warm-Up and Body Awareness</li> <li>• Exploration of Technique Associated with a Variety of Dance Styles</li> </ul>	70

	<ul style="list-style-type: none"> <li>• Body Mechanics</li> <li>• Elements of Dance</li> <li>• Performance Skills</li> </ul> <p>Choreographic Principles and Process</p> <ul style="list-style-type: none"> <li>• Elements of Dance</li> </ul>	30
<b>Representative Objectives</b>	<p>The student will be able to:</p> <ul style="list-style-type: none"> <li>• Refine sensory perceptions to process, analyze, and respond to movement as a means of artistic expression</li> <li>• Demonstrate a degree of mastery in performing dance movements and sequences</li> <li>• Expand performance abilities in a variety of movement styles</li> <li>• Use dance terminology to describe and analyze how movements look and feel</li> <li>• Use the elements of dance with awareness when composing dances</li> <li>• Use the choreographic process to expand and refine strategies for development of movement material</li> <li>• Rehearse and revise solos, duets, and group dances for the purpose of performance</li> <li>• Perform stylistically diverse works of dance</li> <li>• Increase body awareness and movement skills</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>• Demonstrate movement skill and body awareness</li> <li>• Perform in a variety of dance styles with stylistic accuracy</li> <li>• Demonstrate skill in expression and interpretation of dance when performing for others</li> <li>• Perform dance sequences that require coordination, agility, balance, strength and flexibility</li> <li>• Demonstrate basic choreographic skill and knowledge in designing dances</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>Penrod, James and Plastino, Janice Gudde. <i>The Dancer Prepares: Modern Dance for Beginners.</i></p> <p>Cheney, Gay. <i>Basic Concepts in Modern Dance: A Creative Approach.</i></p> <p>Franklin, Eric N. <i>Dance Imagery for Technique and Performance.</i></p> <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>Other resources and materials (books, journals, DVDs, etc.) appropriate to the genre.</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>		