

Course Title	CULTURAL DANCE 1A/1B	
Course Abbreviation	CULT DAN SH 1A/1B	
Course Code Number	190615/16	
Special Notes	No prerequisites.	
Course Description	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.	
California Content Standards	<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>Artistic Perception</p> <p>1.1 Demonstrate refined physical coordination when performing movement phrases (e.g., alignment, agility, balance, strength).</p> <p>1.3 Perform in multiple dance genres (e.g., modern, ballet, jazz, tap, traditional/recreational).</p> <p>Creative Expression</p> <p>2.2 Identify and apply basic music elements (e.g., rhythm, meter, tempo, timbre) to construct and perform dances.</p> <p>2.5 Teach movement patterns and phrases to peers.</p> <p>Historical and Cultural Context</p> <p>3.1 Identify and perform folk/traditional, social, and theatrical dances with appropriate style and nuances.</p> <p>3.21 Describe ways in which folk/ traditional, social, and theatrical dances reflect their specific cultural context.</p> <p>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>Aesthetic Valuing</p> <p>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>Connections, Relationships, Applications</p> <p>5.4 Explain how participation in dance develops creative skills for lifelong learning and well-being that are interpersonal and intrapersonal.</p>	
Instructional Units/Pacing Plans	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
	Individual Dance Forms Circle and Line Dance Forms Formation and Set Dance Forms Closed Position Couple Dance Forms	25 25 25 25
Representative Objectives	<p><i>The student will be able to:</i></p> <ul style="list-style-type: none"> • Experience dance from a variety of cultures that represent the four forms of cultural dance (individual, circle and line, formation and set, closed position). • Execute dances that are performed to a variety of rhythms and musical styles that reflect unique, individual cultural groups. • Develop focus through execution and observation on distinctive styling of specific cultures. • Discuss the personal reactions to dancing with a group versus dancing for a group or viewing a group dancing for you. • Plan a presentation of a dance learned in class including considerations for staging, lighting and sound needs. 	
Representative Performance	<p><i>In accordance with their individual capacity, students will grow in the ability to:</i></p> <ul style="list-style-type: none"> • Perform basic cultural dances, such as, Pata Pata, Hora (Israel), Virginia Reel (United States), High Life (Ghana), Mayim, Alunelul, etc. 	

Skills	<ul style="list-style-type: none"> • Perform basic rhythmic patterns with hands and feet. • Identify the cultural origins of various dances. • Identify cultural etiquette from diverse regions. • Use appropriate vocabulary in discussing dance elements and skills. • Identify the similarities and differences among dances of diverse cultures considering the function and aesthetics of dance.
Suggested Texts & Materials:	<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><u>Credentials Required to Teach this Course</u></p> <p>One of the Following:</p> <p>Single Subject Physical Education</p> <p>Subject Matter Authorization in Dance</p>	