

Course Title	MODERN DANCE SENIOR HIGH 2A/2B	
Course Abbreviation	MOD DANC SH 2 A/2B	
Course Code	No index entries found.	
Special Notes	Year course. Prerequisite: Modern Dance I or approval of instructor.	
Course Description	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.	
California Content Standards	<p>ARTISTIC PERCEPTION</p> <p>1.1 Demonstrate refined physical coordination when performing movement phrases (e.g., alignment, agility, balance, strength).</p> <p>1.4 Demonstrate clarity of intent while applying kinesthetic principles for all dance elements.</p> <p>1.5 Apply knowledge of dance vocabulary to distinguish how movement looks physically in space, time, and force/energy).</p> <p>CREATIVE EXPRESSION</p> <p>2.5 Perform works by various dance artists communicating the original intent of the work while employing personal artistic intent and interpretation.</p> <p>2.7 Demonstrate originality in using partner or group relationships to define spatial patterns and the use of overall performing space.</p> <p>HISTORICAL AND CULTURAL CONTEXT</p> <p>3.2 Describe ways in which folk/traditional, social, and theatrical dances reflect their specific cultural context.</p> <p>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).</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>4.2 Apply criteria-based assessments appropriate to various dance forms (e.g., concert jazz, street, liturgical).</p> <p>4.3 Defend personal preferences about dance styles and choreographic forms, using criteria-based assessment.</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>5.2 Apply concepts from anatomy, physiology, and physics to the study and practice of dance techniques.</p> <p>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>	
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
	Technique <ul style="list-style-type: none"> Meaning and Function 	10

	<ul style="list-style-type: none"> • Warm-Up • Physical Analysis Technique as Practice <ul style="list-style-type: none"> • Barre Work • Center Work • Floor Work • Axial Fundamentals • Locomotor Fundamentals • Variations of Locomotor Fundamentals – Spatial Sequence The Creative Potential of Technique <ul style="list-style-type: none"> • Rhythm, • Dynamics • Design 	<p>70</p> <p>20</p>
Representative Objectives	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Use dance vocabulary specific to the various forms, styles and periods of modern (e.g. The Early Period, The 1930's, The Post-War Period and Post Modern Dance in addition to general dance vocabulary that relates to each instructional unit.) • Use and apply vocabulary specific to various technique styles (e.g. Duncan, Humphrey, Graham, Limon, Cunningham and Horton). • Explore through short dance sequences and improvisation the modern dance of each style and period taught within the units. • Understand the philosophy and theory of different modern dance techniques to enable them to begin the process of developing their own particular technique style that reflects their personal expressiveness through modern dance. • Analyze the different modern dance techniques learned and apply a specific style, form or period to support their physical and choreographic or expressive needs. • Integrate core academic subjects with modern dance technique to better incorporate dance with their everyday lifestyle providing them with a well balanced platform to make clear and productive decisions, harmonious relationships and enhanced critical thinking. 	
Representative Performance Skills	<p><i>In accordance with their individual capacity, students will grow in the ability to:</i></p> <ul style="list-style-type: none"> • Design a dance sequence that applies their understanding of various choreographers' use of the torso to demonstrate their technical approach of modern dance expressivity. • Use the specialized language of modern dance vocabulary and vocabulary specific to particular techniques in discussion, journals, written reports and tests, self and peer assessments, and criteria charts. • Combine ideas, concepts, and information in new ways; make connections between various codified techniques and their own developing understanding of modern dance technique. • Evaluated the quality (durability, design) of personally developed modern dance exercises, which are inspired by traditional styles learned in class (e.g. Duncan, Graham, Humphrey, Limon, Horton, etc.). • Analyze the functional and expressiveness of Humphrey's Fall and Recovery. 	
Suggested Texts & Materials	<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><i>Other resources and materials (books, journals, DVDs, etc.) appropriate to the genre.</i></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>	