

Course Title	DANCE MIDDLE SCHOOL A/B	
	DANCE MS 3A/B	
Course Code	190105/06	
Special Notes	Year course. Prerequisite: Dance 2A/B or instructor approval.	
Course Description	The purpose of this course is to promote a balanced dance program that enables students to deepen their appreciation of and skill in the use of the body as a means of communication and expression. Students will receive instruction in both dance techniques and choreographic principles that builds on skills developed in Dance 2A/B. They will engage in dance activities designed to increase and refine movement skills (balance, coordination, agility, flexibility, strength and endurance); deepen their ability to effectively utilize the elements of dance in performance and the choreographic process; and deepen their expressive performance skills.	
California Content Standards	<p>ARTISTIC PERCEPTION</p> <p>1.1 Demonstrate increased ability and skill to apply the elements of space, time, and force/energy in producing a wide range of dance sequences.</p> <p>1.2 Demonstrate capacity for centering/shifting body weight and tension/release in performing movement for artistic intent.</p> <p>1.3 Demonstrate greater technical control in generating bigger and stronger movements through space in rehearsal and performance.</p> <p>1.4 Analyze gestures and movements viewed in live or recorded professional dance performances and apply that knowledge to dance activities.</p> <p>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</p> <p>2.1 Create, memorize, and perform dance studies, demonstrating technical expertise and artistic expression.</p> <p>2.2 Expand and refine a personal repertoire of dance movement vocabulary.</p> <p>2.3 Apply basic music elements to the making and performance of dances (e.g., rhythm, meter, accents).</p> <p>2.4 Record personal movement patterns and phrases, using a variety of methods (e.g., drawings, graphs, words).</p> <p>2.5 Demonstrate performance skill in the ability to project energy and express ideas through dance.</p> <p>2.6 Demonstrate the use of personal images as motivation for individual and group dance performances.</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>3.1 Compare and contrast specific kinds of dances (e.g., work, courtship, ritual, entertainment) that have been performed.</p> <p>AESTHETIC VALUING</p> <p>4.1 Identify preferences for choreography and discuss those preferences, using the elements of dance.</p> <p>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>4.3 Describe and analyze how differences in costumes, lighting, props, and venues can enhance or detract from the meaning of a dance.</p> <p>CONNECTIONS, RELATIONSHIPS, APPLICATIONS</p> <p>5.1 Identify and compare how learning habits acquired from dance can be applied to the study of other school subjects (e.g., memorizing, researching, practicing).</p> <p>5.2 Describe how dancing builds positive mental, physical, and health-related practices (e.g., discipline, stress management, anatomic awareness).</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 as Practice <ul style="list-style-type: none"> • Warm-Up and Body Awareness • Exploration of Technique Associated with a Variety of Dance 	70

	<ul style="list-style-type: none"> • Styles • Body Mechanics • Elements of Dance • Performance Skills <p>Choreographic Principles and Process</p> <ul style="list-style-type: none"> • Elements of Dance • Generating Movement Ideas • Creative Thinking Skills • Principles of Design • Form and Structure 	30
Representative Objectives	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Refine sensory perceptions to process, analyze, and respond to movement as a means of artistic expression • Demonstrate a degree of mastery in performing dance movements and sequences • Expand performance abilities in a variety of movement styles • Use dance terminology to describe and analyze how movements look and feel • Use the elements of dance with awareness when composing performing dances • Use the choreographic process to expand and refine strategies for development of movement material • Rehearse and revise solos, duets, and group dances for the purpose of performance • Perform stylistically diverse works of dance • Increase body awareness and movement skills 	
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"> • Demonstrate movement skill and body awareness • Perform in a variety of dance styles with stylistic accuracy • Demonstrate skill in expression and interpretation of dance when performing for others • Perform dance sequences that require coordination, agility, balance, strength and flexibility • Demonstrate proficiency in the choreographic process 	
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>Other resources and materials (books, journals, DVDs, etc.) appropriate to the genre.</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>		