

# Curriculum Outline



**Campbell High School**

Character – Courage – Respect – Responsibility

Course & Level: Dance Exploration

Department: Music

Teacher: Deleault

Grade level: 10-12

## Description of Course:

This course is designed to introduce the student to critical aspects of dance: basic movement terminology, the elements of dance, improvisation and movement, problem solving, the fundamentals of composition and choreography and information about understanding and viewing dance. The class explores various styles and dance idioms.

## One Semester

## School – Wide Expectations:

### Academic

1. Read, write and speak effectively
2. Exhibit critical thinking and problem solving skills
3. Use resources to obtain information and facilitate learning

*The school-wide expectations are incorporated into all courses at Campbell High School. Underlined words in the following text illustrate this alignment between the school-wide expectations and the course*

### Civic/Social

1. Exhibit personal responsibility
2. Work cooperatively in an atmosphere of mutual respect

## Core Competencies as Aligned with State Standards:

**Performance:** Students will dance proficiently at the introductory level in a variety of styles, both alone and with others. (work cooperatively)

NH Curriculum Standard 1: Identify and demonstrate movement elements and skills in performing dance.

**Choreography:** Students will demonstrate an understanding of choreography concepts by identifying these concepts in dance performances, and by utilizing these concepts in dance combinations of their own creation. (critical thinking)

NH Curriculum Standard 2: Identify choreographic principles.

NH Curriculum Standard 4: Apply and demonstrate critical and creative thinking skills in dance.

**Evaluation:** Students will analyze, describe, and evaluate dance performances using correct terminology.

NH Curriculum Standard 4: Apply and demonstrate critical and creative thinking skills in dance. (critical thinking, problem solving, read, write and speak effectively)

**Relation:** Students will demonstrate an understanding of dance in relation to history, culture, other arts, other disciplines, and careers. (critical thinking, problem solving, read, write and speak effectively)

NH Curriculum Standard 5: Recognize and demonstrate dance in various cultures and historical periods.

NH Curriculum Standard 7: Make connections between dance and other disciplines.

NH Curriculum Standard 8: Identify the range of careers in the field of dance.

### **Suggested Texts and Media (Software, A/V, etc.):**

1. Film: *Essential Ballet: Kirov Ballet at Covent Garden and Gala Performance in Red Square*, 1993.
2. Film: *Mad Hot Ballroom*, 2005.
3. Film: *Martha Graham In Performance*, 1961.
4. Film: *42<sup>nd</sup> Street*, 1933.
5. Text: *Creative Dance For All Ages: A Comprehensive Approach*, Anne Green Gilbert, National Dance Association, 1992.
6. Teacher-created worksheets and PowerPoint lectures.

We utilize a variety of instructional resources beyond the identified textbooks and materials throughout the school year to enhance your student's educational experience. Parents/Guardians are welcome to review the available resources throughout the school year by contacting their student's teacher. Alternative assignments may be available upon request. Please contact the classroom teacher for further details.

### **Suggested Instructional Strategies:**

1. **Dance Rehearsal:** Students perform warm-up exercises and dance steps while teacher aids in technical guidance, problem-solving, and striving for improvement toward excellence.
2. **Lecture:** Teacher shares information regarding dance genre history, cultural implications, meanings, etc.
3. **Group Work:** Students work together on choreography projects, with teacher assistance/guidance.
4. **Performance Evaluations:** Students write responses to dance performance exemplars, with teacher feedback.

### **Suggested Assessment Strategies:**

1. Assessments in the performance competency will include daily dance time grades and the final dance performances.
2. Assessments in the choreography competency will include concept notes from several video performances and the final dance performances.
3. Assessments in the evaluation competency will include evaluations from several video performances, as well as evaluations of live performances of peers and professionals.
4. Assessments in the relation competency will include partner projects focused on major dance personalities, comprehensive article assignments, and group projects on alternate dance styles.