**Dance Company Course Overview**

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| Organizing Topic | Essential Knowledge & Skills | Related SOL | Sample Assessment Methods | Sample Resources | Time Taught During Semester/  Year |
| Warming Up & Conditioning | \*bones & muscles in body  \*coordination of upper and lower body, right and left  \*balance or maintenance of axis/center while moving  \*how to shift weight  \*execution of movements  \*form strong core muscles for more difficult movements  \*3 physiological reasons for warming up  \*elements of ballet, modern, and jazz technique (refer to terminology handouts given out in technique units)  \* reflections and assessment of work | AAHS:2  AAHS:3  AAHS:13  AAHS:15  AAHS:16  AAHS:17  AAHS:19  AAHS:20  AAHS:21  DA:Cr1.1.III  DA:Cr3.1.III  DA:Pr4.1.I,II,III  DA:Pr5.1.I,II,III  DA:Pr6.1.III  DA:Pr6.1.I,II,III  DA:Re7.1.I,II,III  DA:Re8.1.I,II,III | Journals –  Notations of work  Reflections of progress  Company Technique Tests  Conditioning for Lifelong Wellness Target  Skills Test Learning Targets  Core Evaluation Learning Targets | Entrance/  Exit Tickets  Conditioning Rubrics | 1st marking period or 1st 4-6 weeks of each semester  Conditioning occurs the 1st day of the week each week of the course  The style of warm up chosen to use each day/week/  month depends upon the style of choreography being worked at that time in the semester☺  Technique Tests done after about 2 weeks studying a particular warm up style & its concepts (i.e. ballet = plie, tendue, etc.) |
| Leadership Exploration | \*students will participate in leadership movement activities  \*students will read exerts and handouts and take notes to share with the class about who they are, where they are at, and how they demonstrate they are a leader in company (and let me know if they choose to audition for company captain position) | AAHS:13  AAHS:14  AAHS:15  AAHS:17  AAHS:19  AAHS:20  AAHS:21  DA:Pr5.1.III  DA:Pr6.1.III  DA:CN.10.1.III  DA:CN.11.1.III | Leadership and Dancer/  Instructor Handout  Are You Brainy Quiz  Leadership and Citizenship in Dance Evaluation Targets | Handouts:  “Moves 4 Gestures”  “Being Part of the Team”  “Types & Qualities of Leadership”  Text:  TRAIN YOUR BRAIN  Teacher’s activities for ice breakers, movement exploration, physical challenges, partnering work, etc. | Done within the first 2 weeks of school at the beginning of the year☺ and throughout the school year with different activities like tours, after school programs, etc. |
| Psychology of Dance | \*students will read and take notes on how they are relating to and using psychology (motivation, self confidence, intensity, concentration and imagery; slump, stress, and burnout) to help them in dance class and performance  \*students will implement their notes into their class and performance activities and develop their own PPEP’s  \*students will reflect on their work and progress after each performance | AAHS:1  AAHS:2  AAHS:13  AAHS:14  AAHS:15  AAHS:17  AAHS:19  AAHS:20  AAHS:21  DA:Cr2.1.III  DA:Cr3.1.III  DA:Re8.1.III  DA:Cn11.1.III | None…the ultimate assessments are the performance tests and reflections…  This is to assist the dancer to become a better performer and be able to channel one’s stress, prepare for performance and reflect about his/her work better  …  Could use the Making Connections and Communicating in Dance Targets | Text:  PSYCHOLOGY OF DANCE  …  Accompanying activities  Dance Imagery Journal  PPEP Planner Chart | To be completed during the 2nd or 3rd month of the school year and reflected on/reviewed again the 2nd or 3rd month of the 2nd semester |
| Technique & Dance Terminology | \*observe, execute, and technically clean ballet, modern, jazz terminology taught at the barre and in the center  \*maintain proper alignment, balance, coordination, muscle control, and spatial relations while executing dance phrases  \*demonstrate correct rhythm & tempo for steps/phrases  \*collaborate with others  \*create phrases with terminology & technique studied  \*critique self and others  \*reflect on work | AAHS:2  AAHS:3  AAHS:14  AAHS:15  AAHS:16  AAHS:17 AAHS:19  AAHS:20  AAHS:21  DA:Pr4.1.I-III  DA:Pr5.1.I-III  DA:Re.7.1.I-III  DA:Re.8.1.I-III  DA:Re.9.1.I-III | Technique Tests  Skills Test Learning Target | Terminology Handouts  10 Step Combos  Technique Reflections  Skill Rubric Scale Self Assessments  Assessments of Student’s Conceptual Understanding and Thinking  Journals  Student Goal Setting Sheets | Throughout entire year...  Technique tests with journal reflections given every 2-3 weeks from the start of school until the end  Goal Setting is done at the beginning of each style study (beginning of ballet study, beginning of jazz study…)  Conceptual Assessments given once during each specific style studied (one during ballet warm up and progressions study, one for jazz…) |
| Creating phrases/  choreography | \*students will study the elements of dance (time, space, & energy)  \*students will create movement phases using knowledge of technique, terminology, & the 3 dance elements  \* students will cooperate with others, share ideas, and respond to others verbally & physically  \*students will reflect on work through self, peer, & group critique methods  \*students will perform work for each other and/or the public | AAHS:1  AAHS:2  AAHS:3  AAHS:13  AAHS:14  AAHS:15  AAHS:16  AAHS:17  AAHS:19  AAHS:20  AAHS:21  DA:Pr4.1.II  DA:Pr5.1.II  DA:Pr6.1.II  DA:Re.7.1.III  DA:Re.8.1.III  DA:Re.9.1.III  DA:Cn.10.1.I-III  DA:Cn.11.1.I-III | Choreography Tests &  Performance Reflections  Personalized Inquiry Based Project  Making Connections and Communicating in Dance Targets  Intentional Choreography Learning Target  Performance Evaluation Learning Target  Leadership and Citizenship Target | Journal –  Notations of phrases  Reflection on work  Goal Setting Chart  Training Goals Worksheet  Elements of Dance Handouts  Various Critique Handouts –  “Form 6.5 and 6.7”  “VT Generic Dance Rubric Assessing Skill Development”  “Performing Attitude Personal Profile”  “Performing Attitude Physical Profile”  “Performing Attitude Technical Profile”  Class Participation Rubric (to be completed by teacher)  Video Critique/  Assessment Score Sheet  (self/peer) | Students in company are able to and do begin creating movement phrases for across the floor/center combinations or choreography by the 2nd week of school and continuously do so alone or in partner or small group settings throughout the year depending on the style being studied  Upon beginning each dance, students fill out a goal setting worksheet and use a different critique handout upon evaluation as determined by teacher and amount of class time/  structure each week  Tests and reflections done after each showing (public performance) |
| Research Projects | \*students will choose and read about a specific era, styles, or person in dance history  \*students will write a paper summarizing and making connections regarding that particular period of dance/history  \*students will share their paper with the class  \*students will create a mini-dance using terminology from the particular person/style/ period of dance history chosen to study  \*students will notate their mini-dance to be turned in with their paper  \*students will share their mini-dance with the class  \*students will verbally and in written format reflect on each person’s mini-dance performed and make connections to their project findings | AAHS:1  AAHS:2  AAHS:3  AAHS:13  AAHS:14  AAHS:15  AAHS:16  AAHS:17  AAHS:18  AAHS:19  AAHS:20  DA:Cr1.1.II  DA:Cr2.1.II  DA:Cr3.1.II  DA:Pr4.1.II  DA:Pr6.1.I-III  DA:Re8.1.II  DA:Re9.1.II  DA:CN.10.1.IIDA:CN11.1.II | Research Presentation Rubric  Personalized Inquiry Based Project  Dance Critique Targets  Dance Research Project Learning Targets | Textbooks:  Vary based on each student’s research topic  Journals –  Notes from readings and handouts  Notations for mini-dance  Reflection of mini-dance  Showings | Company dancers will do a research project each semester…  During the 1st or 2nd week of each semester, each student will choose a topic/person to study and choose deadline dates as to when to have research and notes complete, paper and mini-dance complete, and when to present to the class and turn into the teacher |
| Improvisation | \*students will explore the elements of dance (time, space, & energy) with prompts by the teacher  \*students will create movement phases using knowledge of technique & the 3 dance elements  \* students will cooperate with others, share ideas, and respond to others verbally & physically  \*students will reflect on learning | AAHS:1  AAHS:2  AAHS:3  AAHS:13  AAHS:14  AAHS:15  AAHS:19  AAHS:20  AAHS:21  DA:CR1.1.II  DA:Cr3.1.II  DA:Pr4.1.II  DA:Pr5.1.II  DA:Pr6.1.II  DA:Re.7.1.II  DA:Re.8.1.III  DA:Re.9.1.III | Genre/Dance Form Study Exploration Targets | Journal –  Reflect on work  Notate ideas for creating dances  Teacher’s books, cards, handouts, etc. on improv activities  Turn and Talk with Partner Prompts by teacher or for journal entry | Every Friday to start class☺ |
| Making student portfolios | \*Decorate personal folder  \*Organize materials for folder  \*Gathering supporting evidence (chosen and required pieces) of work through the semester  \*Writing personal reflections on each chosen piece of work | AAHS:13  AAHS:14  AAHS:15  AAHS:16  AAHS:17  DA:Cr1.1.III  DA:Cr2.1.III  DA:Cr3.1.III  DA:Re8.1.IIIDA:Re9.1.III  DA:Cn10.1.IIII  DA:Cn11.1.III | Portfolio Scoring Rubric Sheet  Making Connections and Communicating in Dance Targets | Portfolio To Do’s Paper  Folders…  Personal Dance Portfolio Paper  Portfolio Reflection Paper | Decorating folders occurs during the 1st and last weeks of school…  Organizing materials happens throughout the semester as work is completed…  Writing reflections and portfolio scoring happens the last week of school |