**Dance History Course Overview**

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| Organizing Topic | Essential Knowledge & Skills | Related SOL | Sample Assessment Methods | Sample Resources | Time Taught During Semester/Year  |
| Anatomy & Proper Alignment | \*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\*proper way to move in basic jazz and ballet steps: isolations, reaches, contractions, plies, tendues, releves, etc.\* exploration of movement potential using anatomy to create and execute phrases from various forms and styles of dance in history/communities\*assessment of work | APHS:2APHS:14APHS:15APHS:16APHS:17APHS:19APHS:20 APHS:21DA:Cr1.1.8DA:Cr2.1.8DA:Cr3.1.8DA:Pr4.1.8-IDA:Pr5.1.8-IDA:Re8.1.8-I | Completion of Journals – Notations of workReflections of progressProper Movement Checklist Score SheetCore Evaluation Engagement Assessment | Entrance/Exit TicketsProper Movement Checklist | Throughout entire semester of course…will work on use of proper alignment and reference anatomical terms daily when learning, creating or performing dances  |
| Learning, manipulating, and creating historical and social dances throughout time using the 3 main elements of movement | \*students will study the elements of dance (time, space, & energy)\*students will learn, manipulate, and create historical/social movement phases using knowledge of anatomy, 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 \*students will perform collections of studied and created work for the public | APHS:1APHS:2APHS:15APHS:16 & APHS:17DA:Cr1.1.8-IIDA:Cr2.1.8-IIDA:Cr3.1.8-IIDA:Pr4.1.8-IDA:Pr5.1.8-IDA:Pr6.1.1DA:Re.7.1.8-IIDA:Re.8.1.I-IIDA:Re.9.1.I-II | Journal Review Questions pertaining to specific time periods in history on a weekly basisStudent Choreography Evaluation FormPerformance Reflections“Audience Worksheet(s)”Genre/Dance Forms Study Exploration Targets | Journal – Notations of phrasesReflection on workElements of Dance HandoutsVarious Critique Handouts – “Video/Performance Critique”“Student Performance Assessment Form”“Audience Worksheet”, “Evaluation of Class/Rehearsal”Class Participation Rubric (to be completed by teacher) | Read and reflect in journals on 3-4 periods, styles, and/or forms in dance history each week from textbook HISTORY OF DANCE by Gayle KassingLearn, manipulate, create, and reflect on dances from various periods of dance history on a weekly basis(see week by week outline to know when the different times in dance history will be studied) |
| Dance as an art form throughout history | \*students will read about and share knowledge on various decades of and communities from dance history (alone or in a small group)…then choose 1 form/person/period of dance to study and do own research project\*students will write a papers summarizing and making connections regarding that particular period of dance/history\*students will share their paper with the class\*students will learn and create mini-dances using terminology from that particular period of dance history\*students will notate their mini-dances to be turned in with their paper\*students will share their mini-dances with the class\*students will verbally and in written format reflect on each group’s mini-dance performed\*students will also choose a piece of work in dance history, watch it, and write a critique about it | APHS:1APHS:2APHS:3APHS:14APHS:15APHS:16APHS:18APHS:19APHS:20APHS:21DA:Cr1.1.I-IIDA:Cr2.1.I-IIDA:Cr3.1.I-IIDA:Pr4.1.I-IIDA:Pr6.1.IDA:Re.7.1.I-IIDA:Re.9.1.I-IIDA:CN.10.1.I-IIDA:CN11.1.I-II | Weekly Journal Reviews\_\_\_\_\_\_\_\_\_\_ Papers RubricsResearch Presentation RubricDance Research Project Learning Targets | Journals – Notes from readingsNotations for dances learned, manipulated, or createdReflection of danceshowingsHandouts:“Evaluation of Thinking Skills”“Perform Your Final Product and Evaluate Its Success”“Evaluation of Teamwork”“Evaluation of Project Management” | Throughout the semester courseWeekly Journal Reviews to be done on the chapter studied that week from HISTORY OF DANCE by Gayle Kassing(see week by week outline to know when the different times in dance history will be studied)Handouts to be completed as projects process and presentations occurs … |
| 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 reflect on learning | AAHS:1AAHS:2AAHS:3AAHS:13AAHS:14AAHS:15AAHS:19AAHS:20AAHS:21DA:CR1.1.IIDA:Cr3.1.IIDA:Pr4.1.IIDA:Pr5.1.IIDA:Pr6.1.IIDA:Re.7.1.IIDA:Re.8.1.IIDA:Re.9.1.II | None…just for exploratory and creative development purposesCould use…Genre/Dance Form Study Exploration Targets | Journal – Reflect on work Notate ideas for creating dancesTeacher’s books, cards, handouts, etc. on improv activities | 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:13AAHS:14AAHS:15AAHS:16AAHS:17DA:Cr1.1.IDA:Cr2.1.IDA:Cr3.1.IDA:Re8.1.IDA:Re9.1.IDA:Cn10.1.IDA:Cn11.1.I | Portfolio RubricMaking Connections and Communicating in Dance Targets | Portfolio To Do’s PaperFolders…Personal Dance Portfolio PaperPortfolio Reflection Paper | Decorating folders occurs during the 1st week of school…Organizing materials throughout the semester as work is completed…Writing reflections and portfolio scoring happens the last week of school  |