**Modern Dance 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 warming up: isolations, reaches, contractions, plies, tendues, releves, etc.  \* assessment of work | AAHS:2  AAHS:3  AAHS:13  AAHS:15  AAHS:16  AAHS:17  AAHS:19  AAHS:20  AAHS:21    DA:Cr1.1.II  DA:Cr3.1.II  DA:Pr4.1.I,II,III  DA:Pr5.1.I,II,III  DA:Pr6.1.II  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    Warm Up Assessment(s)    Conditioning for Lifelong Wellness Targets    Skills Test Learning Targets    Core Evaluation Learning Targets | Entrance/  Exit Tickets    Conditioning Notes to Self Worksheet    Warm Up & Conditioning Notations    Warm Up Pre-Test Worksheet    Warm Up & Technique Reflection | 1st marking period or 1st 4-6 weeks of each semester |
| Technique & Dance Terminology | \*observe, execute, and technically clean modern terminology taught  \*maintain proper alignment, balance, coordination, muscle control, and spatial relations while executing dance vocab/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-II  DA:Re.7.1.I-II  DA:Re.8.1.I-II  DA:Re.9.1.I-II | Terminology Tests    Skills Test Learning Targets | Terminology Handout    10 Step Combos    Warm Up &  Technique Reflection    Dance Phrase Combination Score Sheet    Teaching Combos Rubric    Dance Combination Notation Completion Chart | From week 1 through end of the semester performance...    Terminology tests given after 4-6 weeks of terminology & technique study |
| Creating dances (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 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    Elements of Dance Handouts    Various Critique Handouts –  Form 6.3, etc.    Class Participation Rubric (to be completed by teacher)    Video Critique/  Assessment Score Sheet  (to be done by self/peer) | Throughout each quarter to develop work with devices and structures in dance, connect to skills and knowledge based learning, enhance creativity and problem solving skills |
| Modern Dance History | \*students will choose and read about 1 decade/choreographer of modern dance history (alone or in a small group)  \*students will write a paper summarizing and making connections regarding that particular period/person of dance/history  \*students will share their paper with the class  \*students in small groups will create a mini-dance using terminology from modern curriculum and that particular period of modern dance history  \*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 group’s mini-dance performed | 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.II  DA:CN11.1.II | Rubrics for –  Notations  Paper  Mini-Dance  Reflection    Modern Dance History Written Test    Personalized Inquiry Based Project    Dance Critique Targets    Dance Research Project Learning Targets | Textbook:  The World of Dance by Berger    Modern Dance Historical Handouts/  Packets    Journals –  Notes from readings  Notations for mini-dance  Reflection of mini-dance  showings | During the 3rd quarter or sometime during the beginning of the 2nd semester of the course (depends where the class is with warm ups, technique & progressions, and dances/events) |
| 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 | 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.I-II  DA:Cr2.1.I-II  DA:Cr3.1.I-II  DA:Re8.1.I-II  DA:Re9.1.I-II  DA:Cn10.1.I-II  DA:Cn11.1.I-II | Portfolio Scoring Rubric Sheet    Making Connections and Communicating in Dance Targets | Portfolio To Do’s Paper    Folders…    Personal Dance Portfolio Paper    Portfolio Reflection Paper | 1st week of school…    Organizing materials throughout the semester as work is completed…    Writing reflections and portfolio scoring happens the last week of school |