

Dance Variety Supplements:

For students who are not involved in Guided Instruction Dance Activities, one of the following supplements or another technique book from a library or other purchase is recommended:

History of Dance An Interactive Arts Approach I-DEA TOP PICK ISBN# 9780736060356

Frank Hatchett's Jazz Dance ISBN# 9780736000253

Social Dance: Steps to Success ISBN# 9780736045056

Multicultural Folk Dance Treasure Chest volumes 1 & 2 DVD w/CD ISBN# 9780736071451

Beginning Ballet Book/Software Package ISBN# 9780736032698

Christy Lane's Complete Guide to Line Dancing Video ISBN# 9781889127279

Christy Lane's Complete Line Dancing Music CD

ISBN# 9781889127286

Christy Lane's Complete Book of Line Dancing

ISBN# 9780736000673

End of Course Assessment:

The student will be required to provide samples of work for this course within a standards-based portfolio as well as complete the following:

Graded Anchor Assignments

The student will complete **four anchor assignments** for this course. Each assignment will correlate with a Dance standard. The student will be given the assignments upon enrollment into the course.

Activity Log

The student will present an activity log indicating that he/she has completed the required amount of activity hours for this course (**90 hours = 1 credit**). **The activities must align with course requirements.**

Course Evaluation:

Anchor assignments including Activity Log – 40% of overall grade

Parent– 60% of overall grade

I-DEA Student Honor Code:

With any form of valid proof of dishonesty with regard to student work or testing, the instructor may elect from a range of actions. Academic dishonesty could lead to a zero grade for the assignment or even failure for the entire course following consultation between the instructor, Secondary Supervisor, and Director.

All students must adhere to the **Honor Code:**

“On my honor, I will maintain the highest possible standards of honesty, integrity and personal responsibility. This means I will not lie, cheat or steal, and as a member of this academic community, I am committed to creating an environment of respect and mutual trust.”

National Dance Standards

Content Standard 1

Identifying and demonstrating movement elements and skills in performing dance

Achievement Standard

Proficient:

- Students demonstrate appropriate skeletal alignment, body-part articulation, strength, flexibility, agility, and coordination in locomotor and nonlocomotor/axial movements
- Students identify and demonstrate longer and more complex steps and patterns from two different dance styles/traditions
- Students demonstrate rhythmic acuity
- Students create and perform combinations and variations in a broad dynamic range
- Students demonstrate projection while performing dance skills
- Students demonstrate the ability to remember extended movement sequences

Advanced:

- Students demonstrate a high level of consistency and reliability in performing technical skills
- Students perform technical skills with artistic expression, demonstrating clarity, musicality, and stylistic nuance
- Students refine technique through self-evaluation and correction

Content Standard 2

Understanding choreographic principles, processes, and structures

Achievement Standard

Proficient:

- Students use improvisation to generate movement for choreography
- Students demonstrate understanding of structures or forms (such as palindrome, theme and variation, rondo, round, contemporary forms selected by the student) through brief dance studies
- Students choreograph a duet demonstrating an understanding of choreographic principles, processes, and structures

Advanced:

- Students demonstrate further development and refinement of the proficient skills to create a small group dance with coherence and aesthetic unity
- Students accurately describe how a choreographer manipulated and developed the basic movement content in a dance

Content Standard 3

Understanding dance as a way to create and communicate meaning

Achievement Standard

Proficient:

- Students formulate and answer questions about how movement choices communicate abstract ideas in dance

- Students demonstrate understanding of how personal experience influences the interpretation of a dance
- Students create a dance that effectively communicates a contemporary social theme

Advanced:

- Students examine ways that a dance creates and conveys meaning by considering the dance from a variety of perspectives
- Students compare and contrast how meaning is communicated in two of their own choreographic works

Content Standard 4

Applying and demonstrating critical and creative thinking skills in dance

Achievement Standard

Proficient:

- Students create a dance and revise it over time, articulating the reasons for their artistic decisions and what was lost and gained by those decisions
- Students establish a set of aesthetic criteria and apply it in evaluating their own work and that of others
- Students formulate and answer their own aesthetic questions (such as, What is it that makes a particular dance that dance? How much can one change that dance before it becomes a different dance?)

Advanced:

- Students discuss how skills developed in dance are applicable to a variety of careers
- Students analyze the style of a choreographer or cultural form; then create a dance in that style (choreographers that could be analyzed include George Balanchine, Alvin Ailey, Laura Dean; cultural forms include bharata natyam, classical ballet)
- Students analyze issues of ethnicity, gender, social/economic class, age and/or physical condition in relation to dance

Content Standard 5

Demonstrating and understanding dance in various cultures and historical periods

Achievement Standard

Proficient:

- Students perform and describe similarities and differences between two contemporary theatrical forms of dance
- Students perform or discuss the traditions and technique of a classical dance form (e.g., Balinese, ballet)
- Students create and answer twenty-five questions about dance and dancers prior to the twentieth century
- Students analyze how dance and dancers are portrayed in contemporary media

Advanced:

- Students create a time line illustrating important dance events in the twentieth century, placing them in their social/historical/cultural/political contexts
- Students compare and contrast the role and significance of dance in two different social/historical/ cultural/political contexts

Content Standard 6

Making connections between dance and healthful living

Achievement Standard

Proficient:

- Students reflect upon their own progress and personal growth during their study of dance
- Students effectively communicate how lifestyle choices affect the dancer
- Students analyze historical and cultural images of the body in dance and compare these to images of the body in contemporary media

Advanced:

- Students discuss challenges facing professional performers in maintaining healthy lifestyles

Content Standard 7

Making connections between dance and other disciplines

Achievement Standard

Proficient:

- Students create an interdisciplinary project based on a theme identified by the student, including dance and two other disciplines
- Students clearly identify commonalities and differences between dance and other disciplines with regard to fundamental concepts such as materials, elements, and ways of communicating meaning
- Students demonstrate/discuss how technology can be used to reinforce, enhance, or alter the dance idea in an interdisciplinary project

Advanced:

- Students compare one choreographic work to one other artwork from the same culture and time period in terms of how those works reflect the artistic/cultural/historical context
- Students create an interdisciplinary project using media technologies (such as video, computer) that presents dance in a new or enhanced form (such as video dance, video/computer-aided live performance, or animation)