



SCHOOL DISTRICT OF THE CHATHAMS CURRICULUM PROFILE

CONTENT AREA: Dance

COURSE/GRADE LEVEL(S): Dance I & Dance II, grades 9-12

High school students range in age from 14 to 18. With this wide range of ages comes a wide range of abilities and interests. Research has clearly shown that students greatly benefit academically, socially, and personally from participation in the Performing Arts. Skills learned through the performing arts will transfer to study skills, communication skills, and cognitive skills useful in every content area of the curriculum. The study of Dance can significantly contribute to the intellectual, physical, creative, and emotional development of a student. Valuable qualities such as commitment to a long-term goal, self-discipline, responsibility, cooperation, and teamwork, as well as self-expression and aesthetic perception are among the lifetime benefits derived by the student.

I. Course Overview

The CHS curricular Dance program invites students to fulfill their creative interests while studying the history and culture of interpretive movement through dance. Students are given the opportunity to perform in a positive and enriching atmosphere of group cooperation. Individual and ensemble performance skills, confidence, critique, and appropriate rehearsal/performance etiquette are stressed. The course covers a wide variety of dance repertoire including (but not limited to) ballet, contemporary, jazz, hip hop, improvisational, multicultural, and social dance forms.

DANCE I (2170) formerly known as *Introduction to Dance*

Grades 9, 10, 11, 12

Half Year: 2.5 credits Prerequisite: None

Dance I introduces students to the basics of Ballet, Contemporary, Jazz, Hip Hop, Improvisational, Multicultural, and Social dance forms, and is offered to any student interested in pursuing dance study; no audition is required for this course. In addition to the performance component of the course, students will also gain knowledge and aesthetic awareness of Dance in its historical, cultural, and social contexts and develop an understanding of the choreographic process through in-class movement assignments. This course will provide students with the skillset to thoughtfully observe and analyze dance through media/live performance, and the realization that Dance contributes to a healthy lifestyle, fosters self-confidence, develops social/collaborative skills, and fosters creativity.

DANCE 2 (????) Grades 9, 10, 11, 12

Half Year: 2.5 credits

Prerequisite: Successful completion of Dance I (formerly called *Introduction to Dance*) and/or department recommendation

Dance 2 builds upon the knowledge and techniques gained in Dance I (formerly called *Introduction to Dance*). Students will acquire a deeper understanding of various genres of dance, explore the history of dance, and learn about a variety of cultures as communicated through movement. This course uses demonstration, discussion, small and large group activities, and performance as methods of learning.

II. NJCCC Standards

- 1.1 The Creative Process** All students will demonstrate an understanding of the elements and principles that govern the creation of Dance.
- 1.2 History of the Arts and Culture** All students will understand the role, development, and influence of the arts throughout history and across cultures.
- 1.3 Performance** All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance.
- 1.4 Aesthetic Responses & Critique Methodologies** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance.
- 9.1 21st Century Life Skills; Critical Thinking and Problem-Solving (A):** All students will demonstrate creative, critical thinking, collaboration and problem solving skills to function successfully as global citizens and workers in diverse ethnic and organizational cultures.
- 9.3 21st Century Life Skills; Career Awareness, Exploration & Preparation (C):** All students will apply knowledge about and engage in the process of career awareness, exploration and preparation in order to navigate the globally competitive work environment of the information age.
- 9.4 21st Century Life Skills; Career and Technical Education (C):** All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

III. Learning Objectives

- The arts play a significant role in human history and culture.
- Analyze choreographic structures demonstrated in self, teacher and peer generated solo and group dances and in dance masterworks.
- Integrate codified movement vocabulary from a variety of dance genres (e.g. chaines, chasse, Pa de bourrée, Assemblée [ballet]; step-ball- change, hitch kick, flat back layout, [jazz]; drop swings, grounded runs, axial turns [modern]...) into an original solo and/or ensemble composition.
- Demonstrate and perform anatomically correct principles of body alignment, pelvic placement, core strength, use of leg rotation, and balance with musicality and movement efficiency when executing basic technique in a variety of dance genres.
- Create and perform a solo and/or ensemble dance incorporating media and/or technology as a significant element of the choreographic structure.
- Create short solo and/or group choreography that utilizes kinesthetic awareness, and effective use of the elements of dance, the choreographic principles and choreographic structure.
- Demonstrate body patterning, strength and flexibility in choreography and performance in a variety of dance genres.
- Demonstrate balance and coordination in choreography and performance in a variety of dance genres.
- Utilize movement vocabulary from a variety of dance genres as the genesis for the invention of new movement vocabulary.
- Demonstrate dance artistry through musicality and stylistic nuance that supports the choreographic clarity and intent with correct technique, body mechanics, and movement efficiency in solo and ensemble performances.
- Use expressive musical phrasing and dynamic control (e.g., affecting effort, weight, space, time) in the creation and performance of dances from varied genres.
- Understand and use unison movement, juxtapose unison groups with solos and duets, juxtapose unison and non-unison groups in original choreography.
- Categorize the attributes of various genres of dance regarding choreographic style, historical significance, craftsmanship, cultural context, and originality and emulate stylistic nuances from diverse dance traditions in the creation and performance of original choreography.
- Use a rubric to define how the significance and meaning may impact perceptions in dance works(e.g., musicality, focus, style, and dynamic range).
- Compare, contrast and define the role of dance creation and performance in a global society. Research and develop an understanding of how dance positively enhances the quality of life from a performers' and audiences' perspective.
- The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.
- Cultural and historical events impact art-making as well as how audiences respond to works of art.
- Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.
- Communication with people from different cultural backgrounds is enhanced by the understanding of different cultural perspectives.

- Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.
- Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers.
- Collaboration and teamwork enable groups to achieve common goals with greater efficiency.
- Leadership abilities develop over time through participation in groups that are engaged in challenging activities.
- Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.
- Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist's concept.
- Artistic styles, trends, movements, and historical responses to various [genres](#) of art evolve over time.
- Criteria for assessing the historical significance, craftsmanship, cultural context, and originality of art are often expressed in qualitative, [discipline-specific arts terminology](#).
- Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art.
- The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.
- Art and art-making reflect and affect the role of technology in a global society.
- Career choices are determined through personal interests and talents.

IV. Essential Questions

- How has dance played an important role in history and culture?
- How do dancers portray the physical, emotional and social aspects of characters?
- How do you recognize and solve problems in dance?
- How do cultural and historical events impact the creation of dance?
- How does dance impact a person's attitude toward learning, personal expression, and connection to the wider world?
- How can communication with people from different cultures enhance our understanding of others' points of view?
- How does learning about other global communities foster creativity and innovation?
- What choices does an actor need to make to create a performance?
- How does a dancer make choices to create a character?
- How does one develop self-awareness and confidence?
- What careers are there in dance and the performing arts?
- What skills are necessary for a career in dance and the performing arts?
- What training is available and necessary for a career in dance and the performing arts?

V. Key Performance and Benchmark Tasks

- Application of Rehearsal and Performance techniques and strategies
- Demonstrate knowledge of dance vocabulary
- Evaluate and reflect on one's own performance and the performances of other students.
- Work independently with partner or group
- Memorize choreography
- Rehearse independently
- Perform solo/small group/full class dance works
- Written and verbal evaluations of peer performances
- Written/oral self-reflections of personal performances
- Guided critique of student performances.
- Demonstrate etiquette in class performances (performer and audience member)
- Criticism and analysis of dance productions

VI. Instructional Materials

TBD depending upon repertoire covered.