

Orange Unified School District  
**DANCE CHOREOGRAPHY AND PRODUCTION**  
Year Course

**GRADE LEVEL:** 9-12

**PREREQUISITES:** Auditions required

**INTRODUCTION TO SUBJECT:**

Dance Choreography and Production is a year-long activity course designed to explore the various styles and forms of dance, such as ballet, tap, jazz, musical theatre, social dance, etc. The exposure to these styles and forms will stimulate creative powers enabling the student to produce works of choreography, culminating in production/performance. Students will draw upon historical dance references to identify with present and future artistic environments. This course provides kinesthetic awareness needed to create and maintain a healthy lifestyle.

**COURSE CONTEXT:**

Dance Choreography and Production is an advanced level course that teaches the student about advanced level performance quality, responsibility, and work ethic, as well as prepare students for college level courses, auditions for dance in the professional world, and a plethora of careers available in the field of dance.

**HISTORY OF COURSE DEVELOPMENT:**

Dance Choreography and Production was developed from master classes that were offered by the Physical Education Department after school. This course is developed for all Orange Unified School District high schools.

**COURSE GOALS AND/OR STUDENT OUTCOMES:**

To provide opportunities for the creative process of the individual.

Provide opportunity for each student to develop an understanding of the use of the body as a means of expression and communication.

Provide advanced techniques from a variety of dance styles based on fundamentals of proper alignment and body movement.

Provide problem-solving situations in which the student will learn to organize ideas into meaningful and artistic form.

Provide group activities, through which students will learn to work with others, develop a sense of personal worth by striving and obtaining goals.

Encourage the student to provide opportunities for performance for school and community which will encourage a greater interest in and appreciation of dance as an art form.

Students investigate the role of dance in historical and contemporary cultures.

Students analyze, interpret, and judge dance in accord with learned aesthetic principles.

## **COURSE OBJECTIVES:**

### **BY THE END OF THE COURSE THE STUDENT WILL BE ABLE TO:**

#### ARTISTIC PERCEPTION

##### **1.0 Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance**

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

- 1.1 Demonstrate highly developed physical coordination and control when performing complex locomotor and axial movement phrases from a variety of genres (e.g., refined body articulation, agility, balance, and strength).
- 1.2 Memorize and perform complicated works of dance at a level of professionalism (i.e., a high level of refinement).
- 1.3 Students use technical skills to express movement that is increasingly clearer and deeper in tone, dramatic intent, and emotional and artistic style.
- 1.4 Student dancers demonstrate deep understanding of the use of space by choreographing a dance work.
- 1.5 Students learn to use movement as a form of communication by using body language to convey emotions, stories, and state of mind.
- 1.6 Understand and utilize specific dance vocabulary to describe and create movement.

#### CREATIVE EXPRESSION

##### **2.0 Creating, Performing, and Participating in Dance**

Students apply choreographic principles, processes, and skills to create and communicate meaning through improvisation, composition, and performance and dance.

- 2.1 Create a diverse body of works of dance.
- 2.2 Use dance structures; musical forms, theatrical elements, and technology to create original works.
- 2.3 Perform a diverse range of works by various dance artists, maintaining the integrity of the work while applying personal artistic expression.
- 2.4 Collaborate with peers in the development of complex choreography.
- 2.5 Teach a variety of complex movement patterns and phrases to peers.
- 2.6 Student dancers demonstrate ability to correct standard techniques to prevent injury.
- 2.7 Student dancers examine the ways in which a dancer form creates and conveys meaning by considering the dance from a variety of cultural perspectives.

### HISTORICAL AND CULTURAL

#### **3.0 Understanding Historical and Cultural Dimensions of Dance**

Students recognize dance in past and present cultures throughout the world.

- 3.1 Identify, analyze and perform folk/traditional, social, and theatrical dances with technical accuracy and appropriate stylistic nuances.
- 3.2 Analyze the role dancers and choreographers play in the interpretation of dances from various historical periods and cultural backgrounds.
- 3.3 Student dancers explore and discuss why and how dance reflects basic beliefs and social changes throughout time.
- 3.4 Students demonstrate an understanding of the history of dance by choreographing a work that reflects a chosen period in time.
- 3.5 Explain how dancers and choreographers reflect roles, work, and values in selected cultures, countries, and historical periods.

### AESTHETIC VALUING

#### **4.0 Responding to, Analyzing, and Making Judgments About Works of Dance**

Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.

- 4.1 Critique dance works to improve choreographic structure and artistic presence.

- 4.2 Use selected criteria to compare, contrast, and assess various dance forms (e.g., concert jazz, street, and liturgical).
- 4.3 Research and assess how specific dance works change because of the impact of historic and cultural influences on their interpretations.

CONNECTIONS, RELATIONSHIPS, APPLICATIONS

**5.0 Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers**

Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication and management of time and resources that contribute to lifelong learning and career skills.

- 5.1 Demonstrate effective knowledge and skills in using audiovisual equipment and technology when creating, recording, and producing dance.
- 5.2 Compare the study and practice of dance techniques to motion time, and physical principles from scientific disciplines (e.g., muscle and bone identification and usage; awareness of matter, space, time and energy/force).
- 5.3 Determine the appropriate training, experience, and education needed to pursue a variety of dance and dance related careers.
- 5.4 Learn the lifelong practice of creative problem solving by facing obstacles (i.e., physical, constructural, emotional, spacial and time constraints).
- 5.5 Understand manipulation of time by playing with rhythms and pacing.

**COURSE OVERVIEW AND APPROXIMATE UNIT TIME ALLOTMENTS**

**FIRST SEMESTER:**

**WEEKS**

- I. Preparation For Various Performances
    - A. Perfecting performance quality by focusing on unity, execution, stage presence and expression
- 6 & Ongoing

	<u>WEEKS</u>
II. Jazz	6
A. Exploring various jazz styles from multiple jazz choreographers, (i.e., Bob Fosse, Hermes Pan, and Michael Kidd, etc.)	
B. Choreographing various dance works to demonstrate an understanding of various jazz styles	
III. Ballet	1 & Ongoing
A. Utilizing ballet technique to strengthen the dancers ability to perform the elements of all dance styles	
B. Using the elements of ballet to reconnect to the dancers center which is essential to all dance forms	
IV. Choreography	5
A. Learn to apply the elements of choreographing to create a work for observation and discussion	
B. Choreograph a work that is story- based with a clear beginning, middle and end	
C. Choreograph a piece that is audience ready	
D. Demonstrate the understanding of the difference between dance for dance sake and dance based in emotion	
V. Dance Conditioning (i.e. ballet, jazz, taps, modern, ethnic, etc.)	Ongoing
A. Stretching, strengthening and preventive conditioning	
B. Focusing on the center of one's body by abdominal strengthening	
C. Floor work and plies to further build and connect to the dancers center	
D. Proper breathing for endurance and circulatory health	
E. Cool down to maintain physical health	
F. Relaxation techniques to maintain physical and mental well being	

## **SECOND SEMESTER**

I. Preparation For Various Performances By Students and Instructor	10 & Ongoing
A. Perfecting performance quality by focusing on unity, execution, stage presence and expression	

	<b><u>WEEKS</u></b>
II. Musical Theater	3
A. Broadening the dancer's horizons by further delving into varying styles of musical theater	
B. Choreographing to various pieces of music from professional musical theater productions	
III. Open Forum	5
A. An opportunity for the instructor and the students to engage in and learn about a chosen style not yet experienced (i.e., tap, modern, ethnic, period dance, etc)	
IV. Dance Conditioning (same as above mentioned section)	Ongoing

**INSTRUCTIONAL METHODS AND STRATEGIES:**

Instructional methods include lecture, demonstration, discussion, group work, student presentations, observation, field trips, guest presentations, videos, films, the Internet, and other technology such as digital and video. Student outcomes include performance-based activity.

**ASSESSMENT METHODS AND/OR TOOLS:**

Assessment methods include auditions, rehearsals, meeting timelines, production and performance quality.

**ASSESSMENT CRITERIA:**

Standards for academic performance are based upon the Content Standards for dance. The instructor establishes evaluation.

**DATE OF CONTENT REVISION:**           November 2001

**DATE OF BOARD APPROVAL:**           February 14, 2002

