



High School course for ½ unit of arts credit

Introduction to Dance was developed in alignment with the New York City Department of Education's Blueprint for Teaching and Learning in the Arts: Dance, Grades PreK-12. The Blueprint is the New York City Department of Education's curriculum framework for instruction and notes indicators for student achievement in dance at various benchmark grades (2nd, 5th, 8th, and 12th). The Blueprint is directly aligned with the NY State Learning Standards for the Arts.

The **Introduction to Dance** course will allow students to meet a portion of the general high school arts requirement. This course of study provides an overview of the five strands of the Dance Blueprint: Dance Making, Dance Literacy, Making Connections, Working with Community and Cultural Resources, and Exploring Careers and Lifelong Learning. An emphasis on the Dance Making strand is scaffolded through the five modules to make this a physically experiential course in dance skills and techniques, improvisation, and choreography. Students begin by exploring how dance communicates meaning and connects to health and well-being. They understand themselves as dancers through learning how to take a dance class, then move on to sound body mechanics and how they apply to basic dance elements and principles. These are the foundations of dance styles and techniques. Students apply these principles to exploring their own expressive capabilities and communicating with others through the non-verbal medium of the dance art form.

Throughout the course, students will learn the origins and history of dance, and explore and perform a range of dance styles from among the following: Traditional Folkloric Dance; Social Dance; Classical Ballet; Historical Dance; Modern Dance; and Theatre Dance/Tap/Jazz. These genres will be taught within a framework of skills and composition building, and in historical and cultural context. Students will learn how to critique professional and student dance productions, reflect on and discuss dance's connection to their lives and others' cultures, identify particular dance careers, and work with dance professionals who visit the school and/or whose performances they attend. They will participate in a daily dance warm-up, learn about the skeletal, muscular and cardiovascular systems and their response to dance movements, and study the nutritional elements and their effects on short-and long-term physical performance. A range of dance practices that promote fitness, stress management, emotional wellness, and prevention and treatment of dance injuries will be introduced. The course will provide baseline dance content, knowledge and skills that allow the student to follow additional advanced coursework.

Developers:

Course Syllabus Writers: Diana Domoracki-Kisto, Dance Educator, I.S. 61; Patricia Dye, Dance Educator, Science Skills Center High School; Joan Finkelstein, Director of Dance Programs, NYC Department of Education; Course Sampler B contributed by Nicole Napolitano, Dance Educator, Curtis High School.

Advisors:

Jody Gottfried Arnhold, Co-Chair, NYC Dance Blueprint Committee, Founding Director, 92nd Street Y Dance Education Laboratory; Randi Sloan, Dance Educator, The Dalton School; Alice Tierstein, Dance Educator, The Fieldston School.

Reviewed by:

Susan R. Koff, Ed. D, Director, Dance Education Program, NYU Steinhardt



Scope and Sequence

For a course of study based upon the proposed syllabus, list the units for the course, in the approximate order that they will be offered. For each unit, indicate the major learner outcome(s), the related learning standard(s) and commencement-level performance indicator(s), and the amount of time allocated to the unit. Duplicate this page if additional space is needed.

Title of course of study: Introduction to Dance			
Unit	Major Learner Outcomes	Arts Standards and Performance Indicators	Time Allocation
I. Introduction: Learning About Self and Others Through the Art of Dance – Physical, Cultural and Aesthetic Identity	Students will: <ul style="list-style-type: none"> Identify what dance means to them personally, and begin to learn about themselves as dancers through daily physical and reflective practice. Develop an appreciation for the range of dance in various cultures and historical periods through videotape, viewing live performance, research and discussion. Learn the structure of a dance class warm-up based upon sound anatomical and physiological principles. Identify the major muscles and bones used in various body mechanics. Develop a working knowledge of fundamental dance elements, principles of technique, and compositional forms. Discover personal joy in movement. 	Standards: 1,2,3, and 4 <ul style="list-style-type: none"> Expand their perception of dance. Gain verbal, written and practical fluency in dance concepts. Analyze the effect of dance on strength, endurance, aerobic conditioning, flexibility, and physical/mental self-control. Identify and state the differences between theatrical, ritual and social dances. Dance with physical and expressive commitment. 	3 weeks/ 4 classes per week



Title of course of study: Introduction to Dance cont.

Unit	Major Learner Outcomes	Arts Standards and Performance Indicators	Time Allocation
II. Exploring Basic Dance Styles: Genre#1 (Creative Modern Dance, Traditional Folkloric Dance or Social Dance)	Students will: <ul style="list-style-type: none"> Continue to develop coordination and build physical strength in dance technique through daily warm-ups. Explore and perform a specific genre in an in-depth study, including complex steps and patterns and contextual meanings. Develop working concepts and skills for dance improvisation and composition. Develop movement phrases, and examine various spatial groupings and patterns. Use dynamics, tempo/ rhythm changes, gesture, dramatic or abstract themes, aural into kinesthetic patterns. Increase and diversify dance vocabulary. Discover and create community through dance participation with peers. 	Standards: 1, 2, and 3 <ul style="list-style-type: none"> Demonstrate a variety of style-specific skills. Apply an understanding of choreographic principles and structures when learning, developing, and performing dances. Demonstrate the ability to self-correct in response to suggestions. Use dance vocabulary and concepts when discussing dances and dance making. Develop personal technical goals to improve dance skills. 	4 weeks/ 4 classes per week



Title of course of study: Introduction to Dance cont.

Unit	Major Learner Outcomes	Arts Standards and Performance Indicators	Time Allocation
II. Exploring Basic Dance Styles: Genre#1 (Creative Modern Dance, Traditional Folkloric Dance or Social Dance)	Students will: <ul style="list-style-type: none"> Continue to develop coordination and build physical strength in dance technique through daily warm-ups. Explore and perform a specific genre in an in-depth study, including complex steps and patterns and contextual meanings. Develop working concepts and skills for dance improvisation and composition. Develop movement phrases, and examine various spatial groupings and patterns. Use dynamics, tempo/ rhythm changes, gesture, dramatic or abstract themes, aural into kinesthetic patterns. Increase and diversify dance vocabulary. Discover and create community through dance participation with peers. 	Standards: 1, 2, and 3 <ul style="list-style-type: none"> Demonstrate a variety of style-specific skills. Apply an understanding of choreographic principles and structures when learning, developing, and performing dances. Demonstrate the ability to self-correct in response to suggestions. Use dance vocabulary and concepts when discussing dances and dance making. Develop personal technical goals to improve dance skills. 	4 weeks/ 4 classes per week



Title of course of study: Introduction to Dance cont.

Unit	Major Learner Outcomes	Arts Standards and Performance Indicators	Time Allocation
IV. Developing Dance Compositions and Choreography through Dance Literacy	Students will: <ul style="list-style-type: none"> Continue to participate in technique warm-ups incorporating elements of Units II and III with increased confidence and skill. Work in a variety of improvisational structures to expand movement vocabulary. Develop concepts for choreography. Create solo or group work independently or with peers, with a clear structure and intent. Learn and use motif symbols to create/clarify dance compositions. Use original movements informed by the techniques, genres and styles studied. Understand and juxtapose unison and non-unison movements. Use various choreographic structures and devices (ABA, theme and variation, canon), drama, and emotional sub-text in creating dance studies. In discussion and writing, apply specific terms from the genres studied, and both theatrical and kinesiology terms to describe dance compositions. 	Standards 1, 2, and 3 <ul style="list-style-type: none"> Teach and demonstrate for peers. Create improvisational problems for class exploration. Develop a repertoire of their own choreography and other works. Engage in all aspects of performance and production, demonstrating understanding of stage procedures and conventions. Demonstrate the ability to self-correct without suggestion. Respond to dance verbally and in writing based upon a variety of criteria, supported by observations, dance references, and personal experiences. Exhibit attentive audience learning behaviors when viewing the work of other students or professional works. Learn and create choreography through partnerships with professional dance artists. Become familiar with a range of schools, studios, programs and theaters that offer dance classes, films, lectures and performances. 	4 weeks/ 4 classes per week



Title of course of study: Introduction to Dance cont.

Unit	Major Learner Outcomes	Arts Standards and Performance Indicators	Time Allocation
V. Dance Performance Projects: Sharing, Critiquing, and Evaluating	Students will <ul style="list-style-type: none"> • Participate in dance technique study with confidence and a secure working knowledge of the routines and goals of the dance class. • Develop comfort with the procedures and demands of performing in at least one of a variety of venues: classroom and in-school events, local community centers, regional festivals, health institutions, etc. • Synthesize performance projects with any of the “Making Connections” strand components from NYC Dance Blueprint: <ul style="list-style-type: none"> o research, compare, contrast dance topics/ biographies o connect dance to theater, visual art, or music o make a videotape or CD-ROM dance presentation o connect to health fields • Identify individual preferences in dance, critique and evaluate peers and self using constructive protocols supported by well-articulated criteria, analyze personal strengths and weaknesses as dancers and choreographers, define goals for further dance study. 	Standards 1, 2, 3, and 4 Demonstrate performance skills and conceptual understanding in a variety of dance forms. <ul style="list-style-type: none"> • Know and demonstrate a range of movement elements and skills and basic dance steps, positions and patterns. • Dance a range of forms from free improvisation to structured choreography. • Demonstrate familiarity with historical and current dance artists, lending perspective to critical responses to dance performance. • Engage in interdisciplinary collaborations and/or interactive computer programs to extend dance expression. • Make comparisons of the nature and principles of dance to other arts. • Be able to discuss and maintain healthful practices in dance. • Take full advantage of the cultural resources of New York City for dance study, performance and enjoyment. 	3 weeks/ 4 classes per week



Course Sampler

For a major learner outcome in one of the units Section II, list three specific objectives for students. For each objective, identify instructional strategies, materials/equipment/facilities, and evaluation techniques that will be used to achieve it. This section should assist a person not familiar with the course to see how the syllabus will be translated into the classroom.

Title of Unit: Exploring Basic Dance Styles – Course Sampler A

Genre #1, Social Dance - South African Gum Boot Dance

Major Learner Outcome: Students will gain performance skills in a social dance form, analyze social dance in relation to culture and history, and create their own social dance performance study using choreographic concepts

Based on a unit by Patricia Dye, Science Skills Center High School

Subject Objectives	Instructional Strategies	Materials/Facilities/ Equipment	Evaluation (of Student Achievement)
<p>Student Objective #1 -</p> <ul style="list-style-type: none"> Students will learn a structured social dance sequence, explore and understand a culture through its social dance, and develop rhythmic and movement skills. 	<p>Students will:</p> <ul style="list-style-type: none"> Discuss the questions: What are the defining characteristics of social dances? How are they connected to culture? How is Gum Boot Dance connected to South African culture? Apply warm-up sequences to stretch and strengthen muscles, induce neuromuscular coordination in moving to music. Learn a sequence of 5 to 7 elements from the South African Gum Boot Dance (mark time, basic, dig, Gastronomies, barrel turns, kicks etc.). Review stage positions on chalkboard and handouts; rehearse and write out dance segments. Learn the music (rhythms) and song that connect the dance segments at the beginning, middle, and end. 	<p>Students will:</p> <ul style="list-style-type: none"> A dance room with an open space for moving and performing in Drum sticks for students to participate in the musical segment of the dance Giant post- it with color makers Chalk or Eraser Board Video dance footage Timberland boots or sneakers with bells 	<p>Students will be evaluated based upon:</p> <ul style="list-style-type: none"> Ability to perform the various sequences in a given order. Ability to work cooperatively and in rhythmic coordination with a partner or group. Degree of student's progress in fitness (strength, tone and stamina) Ability to discuss the history, geography, language and music of South Africa in relation to the origins of the Gum Boot dance.



Subject Objectives	Instructional Strategies	Materials/Facilities/ Equipment	Evaluation (of Student Achievement)
<p>Student Objective #2 -</p> <ul style="list-style-type: none"> Students will develop dance skills that can be transferred to other styles as they learn and perform social dance sequences. 	<ul style="list-style-type: none"> Students will learn an effective, posturally efficient and healthy body warm-up for vigorous dancing. Students will perform a variety of locomotor movements in many spatial pathways. Students will identify and compare how plie, releve', jete, and isolation steps from ballet and modern are found in social dance, and can knowingly use interchangeable vocabulary. 	<ul style="list-style-type: none"> A dance room with an open space or moving and performing in. Giant post- it with color makers Chalk or Eraser Board A variety of folk/dance DVD VHS and CDs. 	<p>Students will be evaluated based upon:</p> <ul style="list-style-type: none"> Consistency of participation and commitment. Degree of progress in developing a variety of dance skills. Ability to perform movement sequences in various spatial pathways. Ability to identify various basic dance steps by their correct terms verbally and in writing, and where they appear in the Gum Boot Dance and other dances.
<p>Student Objective #3 -</p> <ul style="list-style-type: none"> Students will create a social dance study by manipulating a series of new and traditional figures and phrases of learned social dances, using choreographic devices and structures that are common to all dance styles; they will evaluate their own and others' dances. 	<ul style="list-style-type: none"> Students will learn choreographic devices and structures of reordering, rondo, ABA, and theme and variation to manipulate the known social and folk dance moves and sequences. Students will study the artistic African/Modern dance works of Chuck Davis and analyze how this choreographer has creatively altered traditional social dances. Students will collaborate in small groups to combine, alter, reorder, manipulate and improvise from "IWISA Music and Dance Group". Students will perform studies, then critique and analyze results for aesthetic value. Discussion: What makes a dance effective? In what ways can specific dance skills and forms be used by choreographers? 	<ul style="list-style-type: none"> A dance room with an open space for moving and performing in. Sound system with CD player. Giant post- it with color makers Chalk or Eraser Board. Brooklyn Academy of Music's Dance Africa event of June 19-21, 1998: footage titled "African Roots in American soil: Male Rites of Passage." A variety of social and traditional dances of Africa on DVD, VHS and CD. 	<ul style="list-style-type: none"> Students will be evaluated based upon; Ability to combine several steps, locomotor and non-locomotor movements. Degree to which the idea or theme of their dance is clear and works well. Degree to which partner and group skills are effectively applied. Degree to which choreographic forms and devices are evident in studies. Ability to discuss aesthetic issues and express preferences based on clearly articulated criteria.



Title of Unit II: Exploring Basic Dance Styles – Course Sampler B

Genre #1, Traditional Folkloric Dance: “Real Madrid” American Square Dance

Major Learner Outcome: Students will gain performance skills in a traditional folk dance, analyze folk dance in relation to social/historical/cultural context, and gain basic dance skills and choreographic concepts that can be applied to further dance study

Based on a unit by Nicole Napolitano, Curtis H.S. Staten Island, NY

Subject Objectives	Instructional Strategies	Materials/Facilities/ Equipment	Evaluation (of Student Achievement)
<p>Student Objective #1-</p> <ul style="list-style-type: none"> Students will learn a sequence of typical figures of American square dancing, and arrive at a consensus about the definition of folk dance. 	<ul style="list-style-type: none"> Students explore the question of what is Square Dance? What is American Folk Dance? What are the defining characteristics of a folk dance? Are all folk dances social dances? Why or why not? Students practice a body warm-up to stretch and strengthen muscles, induce neuromuscular coordination of moving to music. Students learn a sequence of seven figures from square dance (grand square, allemande, grand right and left, promenade, etc.). Students review floor patterns on a chalkboard; they study, practice physically, and write the patterns. Students learn the introduction, middle, and break section of the “Real Madrid” dance. 	<ul style="list-style-type: none"> A dance room with an open space for moving and performing in. Sound system with CD player. Chalk or Eraser Board. CDs; Madonna-Don't Tell Me #6 Square Dancing the American Way track #1/6 	<p>Students will be evaluated based upon;</p> <ul style="list-style-type: none"> Ability to perform the various square dance sequences in a given order and in set floor patterns. Ability to work is cooperatively and in rhythmic coordination with a partner or group. Ability to discuss the characteristics and functions of folk dances. Ability to identify and name square dance figures using correct terminology.



Genre #1, Traditional Folkloric Dance: “Real Madrid” American Square Dance cont.

Subject Objectives	Instructional Strategies	Materials/Facilities/Equipment	Evaluation (of Student Achievement)
<p>Student Objective #2-</p> <ul style="list-style-type: none"> Students will develop dance skills that can be transferred to other styles as they learn and perform folk dance sequences. 	<ul style="list-style-type: none"> Students learn an effective, posturally efficient and healthy body warm-up for vigorous dancing. Students understand and perform a variety of locomotor movements in many spatial pathways. Students identify and compare how plie, sauté, jete, chasse steps from ballet are found in folk and square dance, and can knowingly use interchangeable vocabulary. 	<ul style="list-style-type: none"> A dance room with an open space for moving and performing in. Sound system with CD player. Chalk or Eraser Board. CDs; Madonna-Don't Tell Me #6 Square Dancing the American Way track #1/6 A variety of folk/dance CDs. 	<p>Students will be evaluated based upon:</p> <ul style="list-style-type: none"> Consistency of participation and commitment. Degree of progress in developing a variety of dance skills. Ability to perform movement sequences in various spatial pathways. Ability to identify a variety of basic dance steps by their correct terms verbally and in writing, and articulate where they appear in “Real Madrid” and other dances.
<p>Student Objective #3-</p> <ul style="list-style-type: none"> Students will create a folk dance study by manipulating a series of traditional figures and phrases of learned folk and square dances, using choreographic devices and structures common to all dance styles; they will evaluate their own and others' dances. 	<ul style="list-style-type: none"> Students learn choreographic devices of reordering, rondo, ABA, and theme and variation to manipulate the learned square and folk dance steps and sequences. Students study the artistic modern dance work of Mark Morris and analyze how this choreographer has creatively altered traditional folk dances. Students collaborate in small groups to combine, alter, reorder, manipulate and improvise from the “Real Madrid” square dance. Students will perform studies, then critique and analyze results for aesthetic value. Discussion: What makes a dance effective? In what ways can specific dance skills and forms be used by choreographers? 	<ul style="list-style-type: none"> A dance room with an open space for moving and performing in. Sound system with CD player. Chalk or Eraser Board. CDs; Madonna-Don't Tell Me #6 Square Dancing the American Way track #1/6 A variety of folk/dance CDs. 	<p>Students will be evaluated based upon:</p> <ul style="list-style-type: none"> Ability to combine several steps, locomotor and non-locomotor movements. Degree to which idea or theme of dance is clear and works well. Degree to which partner and group skills are effectively applied. Degree to which choreographic form and devices are evident. Ability to discuss aesthetic issues and express preferences based on clearly articulated criteria.



Evaluation

Evaluation of Student Achievement

Various techniques that will be used to evaluate student achievement throughout the course (e.g., periodic exams, projects, psychomotor testing, etc.):

Teacher Assessment:

- Daily observation of student work during dance classes, rehearsals, in various class project work.
- Review of written student work and notebooks.
- Periodic oral, written, and performance skills quizzes and tests.
- Performance assessments; movement exams, recording dance tasks and performances.
- Using teacher-generated rubric standards.
- Engaging in dialogue with a teacher and peer critiquing session.

Student Self Assessment:

- Reflective journal writings.
- Student-generated rubric for describing and assessing dance performance/presentation.

Peer to Peer Assessment:

- Students observe and discuss each other's work.
- Students apply self or group generated rubrics for describing and assessing presentations.

Outline of the proposed final examination/student assessment on the course:

Written exam breakdown

- Part 1: 20 to 25 multiple choice testing theory and content of the 5 units, Part 2: 5-10 short answer questions covering theory and content, Part 3: critical response essay on dance topic covered in course.

Performance exam:

- Part 4 of written exam, and a culminating event of Unit V, Dance Performance Projects: A performance assessment of presentation of choreography, composition, dance reconstruction, demonstration. The performance project will be assessed using a rubric generated by the teacher, reflecting concepts covered in class discussions. It will be provided to the students before they commence work on their project.