



## BENICIA UNIFIED SCHOOL DISTRICT - PROPOSED COURSE OUTLINE

Completed proposals should be submitted to Site Principal by November 15, 2020. Course submissions will also be reviewed by the District Curriculum Council at their December 2020 meeting.

### COURSE INFORMATION

SCHOOL SITE	Benicia High School
SUBJECT AREA	Performing Arts - f, College-Preparatory Elective - g
COURSE TITLE	Dance 3
TRANSCRIPT ABBREVIATION	Dance 3 Honors
COURSE CODE	
LENGTH OF COURSE	One Year
UC HONORS DESIGNATION?	Yes
PREREQUISITES	Audition with teacher selection
CO-REQUISITES	None
INTEGRATED COURSE WITH CTE?	Yes
GRADE LEVEL(S)	10,11,12
BUSD GRADUATION REQUIREMENT?	No

### COURSE DESCRIPTION

COURSE OVERVIEW	The Dance 3 Honors class is for our most advanced and dedicated dancers, selected by audition. This course emphasizes demonstration of advanced technical skills, artistic vision, and interpretation; versatility through the exploration of a diversity of forms (ballet, modern, contemporary, jazz, tap, and more); stage presence and the communication of ideas; and the art of choreography through original student compositions. These works are explored in depth using a variety of resources and culminate in two main-stage productions, one in the fall and one in the spring with informal
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	<p>showings throughout that serve as touch points for critical feedback from faculty, peers, and community members, and aids in the further development of student's choreographic material.</p> <p>Within this rigorous, artistic environment, Dance Honors is a capstone course that provides a challenging curriculum and seeks to prepare students for college level dance programs and a career in the arts. Students are responsible for learning and performing choreographic works, maintaining a rigorous technical foundation, developing skills in dance notation, and researching the various styles of dance, the artist's background, and the larger social/historical/cultural context in which the artist's work is being created. Students will learn from different professionals in the industry and gather information from these diverse artists, but also engage in a dialogue with the artists that examines and broadens their respective points of view. Students in the Honors Advanced Dance class are active learners, participating in their development as artists, intellectuals, and collaborators. Students will continue to explore the elements of self-expression through improvisational work and self-choreographed pieces. Furthermore, the goal of this course is to give the students the opportunity to see and evaluate recorded and live performances, explore and experience the historical and cultural context of dance, and self-assess their own progress throughout the duration of the course. Students will learn how to interpret, analyze, and react to dance.</p>
STANDARDS	<p><b>CTE Standards:</b></p> <p>B1.0 Explore and formulate responses to peer and professional work using the fundamental elements of Theater, Dance, and Music.</p> <ul style="list-style-type: none"> <li>• B1.1 Demonstrate movement skills, process sensory information, and describe movement using the professional vocabulary of dance.</li> <li>• B1.2 Apply 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, strength).</li> <li>• B1.3 Apply a wide range of kinesthetic communication demonstrating clarity of intent and stylistic nuance.</li> <li>• B1.4 Differentiate dance vocabulary to describe movement and dance in a professional setting.</li> <li>• B1.5 Create and perform complicated works of dance at a level of professionalism (i.e., a high level of refinement).</li> <li>• B1.6 Perform in multiple professional dance genres integrating an advanced level of technical skill and clear intent.</li> <li>• B1.7 Deconstruct formal and informal (improvisational) performances of theater, dance, and music, both live and electronic, and evaluate using appropriate artistic vocabulary.</li> </ul> <p><b>Physical Education Standards:</b></p> <p><b>Standard 1:</b> Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.</p> <ul style="list-style-type: none"> <li>• 1.2 Identify the characteristics and critical elements of a highly skilled performance in dance activities and demonstrate them.</li> </ul>

	<p><b>Standard 2:</b> Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.</p> <ul style="list-style-type: none"> <li>2.5 Explain the relationship between participation in dance activities and health.</li> </ul> <p><b>Standard 3:</b> Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.</p> <ul style="list-style-type: none"> <li>3.1 Compare and contrast the effective leadership skills used in dance activities and those used in other physical activities.</li> <li>3.5 Explain how to select and modify dance activities to allow for participation by younger children, the elderly, and individuals with special needs.</li> <li>3.9 Engage in dance activities both in school and outside school.</li> </ul>

**COURSE CONTENT** (add or remove Units below as needed)

UNIT:	DESCRIPTION	ASSIGNMENT/STANDARDS
UNIT 1	Creating a Warm-up	<p>Students will create a 12 minute warm-up combining proper dance technique and fitness principles. After selected readings and research, students will write explanations for their warm-up utilizing appropriate vocabulary for dance and fitness, including type and purpose of each warm-up exercise as well as proper technique and muscles targeted. Students will then teach and lead the class in their warm-up using appropriate dance/fitness/somatic vocabulary, articulating purpose and muscles used. Each student warm-up will be used for the opening of class on alternating days with faculty warm-up over the course of the year.</p> <p>Rationale: Dance students need to fully understand the instrument of their art form, how their body works, and how to make the connection between mind and body to become strong, efficient, and expressive</p>

		<p>performers. Students learn at a deeper level when they articulate and teach what they have learned. Students will synthesize their study of dance by creating a personal warm-up that targets dance technique, breath control, expression, and the elements of fitness.</p> <p>Key Assignments:</p> <p>Complete selected readings on a variety of established theories of fundamental technique, cross training, kinesiology, injury prevention and fitness targeted towards dancers and somatic theories that incorporate mind-body principles.</p> <ul style="list-style-type: none"> <li>- Make intelligent decisions about safely warming up the body.</li> <li>- Use the universally accepted dance and fitness vocabulary and terminology.</li> <li>- Articulate the purpose for each exercise, identify the primary and secondary muscles and explain their reasoning for the development of the warm-up.</li> <li>- Express the proper technique for execution when teaching the warm-up.</li> <li>- Analyze and reflect on the assignment.</li> <li>- Make revisions once the class has given feedback.</li> <li>- Use breath and awareness (mind-body connection) to become strong and expressive dancers.</li> </ul>
UNIT 2	Create a Conceptual Dance Composition	<p>Twenty weekly assignments help students carefully and critically develop a meaningful piece of choreography that uses dance structures, musical forms, theatrical elements, and technology, as well as evaluate their overall process.</p> <p>Each upperclassman will meet weekly with their teacher throughout</p>

		<p>the process to receive critical feedback. The weekly assignments include readings, written exploration of ideas, planning, research creating choreography, student reflection, teaching, rehearsing, lighting, and costume design, as well as articulation and evaluation of their artistic decisions. Students are encouraged to explore universal themes, sociopolitical, or cross-curricular concepts.</p> <p>Rationale: This assignment is the synthesis of all that the student has learned over their years in dance. The assignment gives the student the opportunity to demonstrate artistic understanding and their skill in communicating complex ideas through dance. Most students benefit from being challenged, guided, and mentored through the process of creating a conceptual piece of choreography. The weekly touch point with their teacher enables and facilitates a deeper expression of ideas from the student.</p> <p>Key Assignments:</p> <ul style="list-style-type: none"> <li>- List a minimum of 15 conceptual ideas to explore as a concept for senior dance.</li> <li>-Choose four concepts to determine their depth of knowledge and their understanding through exploratory writing and research. Students are encouraged to choose topics that hold deep meaning for them.</li> <li>-Write a thesis on a final concept that clearly articulates their ideas for the dance.</li> <li>-Review compositional principles and techniques.</li> <li>-Create movement themes reflective of the concept. Develop these themes into longer phrases.</li> <li>-Decide on form and structure to communicate the concept.</li> <li>-Begin choreography without music to ensure the thesis is being fully</li> </ul>
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		<p>considered.</p> <ul style="list-style-type: none"> <li>- “Compose” an original piece for their conceptual dance by editing portions of a variety of selections of music. They may write/compose an original piece of music for live musicians if interested.</li> <li>-Create a written plan for presenting their ideas and teach the dance to their peers. Students will use specific dance vocabulary.</li> <li>-Notate choreography using motive writing/personal systems enhanced by use of weekly video recordings.</li> <li>-Rehearse, refine, work on intention and expression (edit as necessary) and prepare for stage performance.</li> <li>-Complete selected readings on the elements of lighting dance. Create a light plot to illustrate lighting concepts and ideas and collaborate with a lighting designer (theater student).</li> <li>-Design costumes that express the concept of the dance.</li> <li>-Perform for community in spring showcase.</li> <li>-Write 500-1000 word evaluation answering specific questions designed to reflect on all aspects of the senior dance process.</li> </ul>
UNIT 3	Writing and Research	<p>Students will research and write in each of four dance genres (Classical, Modern/Contemporary, Commercial, World Forms).</p> <p>Weekly journal entries will include research to answer assigned questions. Students will be required to think critically about important historical figures in dance, and evaluate, synthesize, and apply what they learn to their individual creative projects. In addition, their entries include photos and links to three performance videos found through</p>

		<p>their research.</p> <p>Rational: Weekly assignments and readings allow students to delve deeper into the history and development of dance to understand the groundbreaking contributions made by important figures to the art form. Students begin to develop a clearer insight of dance in culture, religion, entertainment, and education.</p> <p>Key Assignments:</p> <ul style="list-style-type: none"> <li>-Critical reading and analysis of intercultural contexts.</li> <li>-Weekly historical investigations and written responses which include readings, research, and video viewing of important figures and movements in dance history.</li> <li>-Two written performance reviews (one per semester) of live professional dance companies using the Feldman Model of Criticism.</li> <li>-Bi-weekly reflective journal entries focusing on individual technical, creative work, and monthly goals.</li> </ul>
UNIT 4	Mixed Media and Dance Video Project	<p>Students will create an open-ended mixed media dance video. The project requires dance and video, but must also focus on an additional art form, e.g., photography, acting, costuming, architecture, graphic design, etc.</p> <p>Rationale: This project challenges students to think about dance from a much broader and artistic approach making connections with other art forms. We would encourage our dancers to collaborate with our visual arts department (video production team) to create this project.</p>

		<p>Key Assignments:</p> <ul style="list-style-type: none"> <li>-Conceive a concept for the video, create a storyboard, create the content, cast, rehearse, film, and edit the project.</li> <li>- Complete a detailed plan and reflection/evaluation of the overall process.</li> <li>-Share video with the school community online. Our goal would be to enter a high school film festival by collaborating with our video production team.</li> </ul>
UNIT 5	Dance Solo Project	<p>*Signature Piece (Solo)</p> <p>The signature dance is a solo that communicates to the audience “who” the student is as a dancer and dance performance artist. The solo must be a minimum of two minutes and a maximum of three minutes.</p> <p>Rationale: Throughout high school, dancers work and perform in a variety of groupings, but seldom get the opportunity to perform a solo for an audience outside the classroom. This assignment allows dancers the opportunity to synthesize all they have learned over the course of their dance training into a solo that communicates their personal strengths. In this open-ended project, they are asked to reflect on numerous aspects of their individuality and speak through dance to express their personal movement style as well as define what makes them unique.</p> <p>Key Assignments:</p> <ul style="list-style-type: none"> <li>-Consider personal aspects of their background in the art form, as well as cultural and or</li> </ul>



		<p>sociopolitical beliefs.</p> <p>-Answer a series of questions designed to help students discover what they value about themselves as unique and individual dance artists.</p> <p>-Answer the questions and write a plan describing project intention; how they will present the dance and their reasons for doing so. Present in a small black box venue with an invited audience.</p>
UNIT 6	Concert Work and Peer Collaboration	<p>This unit is the bulk of the course/class work. Students work collaboratively with peers to present dance works for the fall and spring showcases. Through both creative collaborations (students work together to create a dance) and artistic collaborations (students learn from the choreographer and must interpret and communicate ideas) students work on advanced compositional studies moving towards mastery of articulation of movements, elements of choreography, elements of design, form and structure, and expression of ideas through dance. These works may include master class/guest choreography, student works, senior projects, alumni, and faculty choreography.</p> <p>Rationale: The collaboration process teaches students to work together without judgment, to listen and share ideas, and to let go when necessary. The creative collaboration process is one of the most difficult projects of the year and develops strong leadership skills. These advanced Honor students are working toward mastery of both creative collaboration and artistic collaborations with the understanding that they are preparing for a college dance program or professional dance experiences.</p>

		<p>Key Assignments:</p> <ul style="list-style-type: none"> <li>-Create thoughtful and sophisticated choreographic works, beginning with improvisational principles, techniques, and partner work, including contact improvisation. The compositional tools, elements of choreography, and principles of design will be employed.</li> <li>-Consider all aspects of performance possibilities e.g., technology or site-specific work).</li> <li>-Progress from basic sequence and memorization of steps to analyzing, interpreting, communicating, and expressing abstract and conceptual ideas through their performance.</li> <li>-Refine their technique throughout the year, develop their understanding and interpretation of the choreographer's intentions, and focus on clearly adjusting dynamics in a way that expresses the intent of the piece with a dynamic range of expression. Students use dynamic accents for counterpoint and climax to clarify intent and make points of emphasis.</li> </ul>
UNIT 7	Performances	<p>The dancers will present from six to eight works in the fall and spring showcases. These works have been completed over the year through assignments, collaborations, master teachers and class work.</p> <p>Rationale: The concerts and showcases are the product of all the work that is one throughout the year and completes the process from initiation of an idea to performance in front of an audience. It is the movement final where all aspects of dance come together employing real-time critical thinking. The performance is where the student receives</p>

		<p>feedback from the audience and culminates a year of intense, higher-level dance study.</p> <p>Key Assignments:</p> <p>-Rehearse daily for a minimum of six weeks in intense preparation for each concert or showcase.</p> <p>-Increase students' ability to communicate meaning and connection with both dance partners and audience with the focus on weight, clarity of movement, expression, and intention.</p> <p>- The student will show individual choreography set on a group of dancers at informal and formal performances.</p> <p>-1-2-page written reflection of how the performance went and how they felt during their performances.</p>
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## COURSE MATERIALS

Textbook/E-book:				
Title	Author	Publisher	Edition	Website
Writing About Dance	Windy Oliver	Champaign, IL: Human Kinetics	2010	<a href="#">Writing about dance</a>
Dance Composition Basics Enhanced epub	Pamela Anderson Sofras	Champaign, IL: Human Kinetics	2nd Edition	<a href="#">Dance Compositions Basics</a>
Other Materials:				