

# FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

## JAZZ DANCE III

**DATE:** March, 2008

**SCHOOL:** Vista del Lago High School

**COURSE TITLE:** Jazz Dance III

**SUBJECT AREA:** VAPA

**PROPOSED GRADE LEVEL(s):** 10-12

**COURSE LENGTH:** 1 Term/2 Semesters

**GRADING:** A-F

**NUMBER OF CREDITS:** 5/Semester

**PREREQUISITES:** Jazz Dance II

### COURSE DESCRIPTION:

This class is designed for those students who have successfully completed Jazz Dance II. It will consist of a more detailed study of jazz dance steps, styles and choreography with an emphasis on stage presence. Students will complete in-depth studies on specific dance technique (Horton, Dunham, Graham, Giordano) and their contributions to the art of Jazz Dance. Students will perform student choreography in term recital. This course may be used in fulfillment of the Visual and Performing Art Graduation Requirement. This course meets the criteria for the UC and CSUS entrance requirement. *Prerequisite: Jazz Dance II with a "B" or better.*

### GENERAL GOALS AND OBJECTIVES:

- Students will read about, write about, talk about, and reflect upon dance in order to gain fluency, skills and a deeper understanding of the history and future of the art form.
- Students will work independently and collaboratively to create and perform artistically.
- Students will analyze the roles, functions and development of dance through time and its connections to other art disciplines.
- Students will develop creative skills in problem solving, communication and time management.
- Students will learn about career possibilities related to dance.
- Students will build on the modern and jazz technique learned in Jazz/Modern II, including proper warm-up, alignment work, center work, isolations, traveling sequences and improvisations, elements of dance and composition.
- Students will improve body alignment, balance, coordination, flexibility, strength and musicality.
- Students will further develop performance skills such as style, projection, focus, energy, movement quality and concentration.
- Students will further develop their ability to recognize and use the vocabulary of dance criticism.
- Students will develop an awareness of the distinctive styles and contributions of specific dancers and choreographers (Horton, Dunham, Graham, Giordano).
- Students will experience the work of dance artists through the medium of video and live performances.
- Students will learn about pertinent issues in the world of dance as well as injury prevention and health issues related to dancing.

### STUDENT READING COMPONENT:

- Students will be assigned readings from a variety of sources including magazines, textbook, and internet articles.
- Students will be required to follow written instructions on projects.

## **STUDENT WRITING COMPONENT:**

- Students will describe, analyze, critique and write about dance (description, observation, analysis, persuasive).
- Students will reflect on the creative process and problem solving techniques used in dance methods (reflective)
- Students will compare and contrast, as well as analyze the methods of famous choreographers (informative).
- Students will keep an ongoing journal of ideas views and project possibilities.

## **STUDENT ORAL COMPONENT:**

- Students will present oral reports and participate in class/small group discussions about their own work and the work of others.
- Students will present their projects to the class with an explanation of the process and an evaluation of the end result.
- Students will orally respond to artwork and discuss their evaluation of the performer's intent using vocabulary and terms appropriate to dance

## **DETAILED UNITS OF INSTRUCTION:**

**Monday:** Jazz Technique

**Tuesday:** Ballet Technique

**Wednesday:** Non-dress day: dance history, performance critique, written work, anatomy, musical theory

**Thursday:** Jazz Technique

**Friday:** Jazz Conditioning, Choreography/Improvisation

### **Unit One:**

- Dance History: Folk/Traditional Dance
- Elements of Dance: Focus
- Composition Element: Motif
- Anatomy and Issues in Dance: Self -evaluation

### **Unit Two:**

- Dance History: Afro-Caribbean - Horton
- Elements of Dance: Dynamics
- Composition Element: Principles of composition
- Anatomy and Issues in Dance: Partner evaluation

### **Unit Three:**

- Dance History: Modern Dance - Graham
- Elements of Dance: Musical phrasing
- Composition Element: Pulse; Rhythm
- Anatomy and Issues in Dance: Unhealthy choices for dancers; body image

### **Unit Four:**

- Dance History: Modern Jazz Dance - Gordiano
- Elements of Dance: Contrast
- Composition Elements: Design; space; timing; themes
- Anatomy and Issues in Dance: Tackling choreography

### **Unit Five:**

- Dance History: Afro-Cuban Dance - Dunham
- Elements of Dance: Choreography (dance writing)

- Composition Elements: Improvisation
- Anatomy and Issues in Dance: Future in Jazz Dance - What is next?

**THIS COURSE WILL PREPARE STUDENTS FOR THE CAHSEE AND/OR THE FCUSD EXIT EXAMS:**

Language Arts

**LAB FEE, IF REQUIRED:**

To be determined by Instructor

**SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:**

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

- Students will 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, strength).
- Students will perform in multiple dance genres, integrating an advanced level of technical skill and clear intent.
- Students will be able to memorize and perform complicated works of dance at a level of professionalism (i.e. a high level of refinement).
- Students observe dances live and on video and discuss dance movement elements taught through a kinesthetic perspective using proper dance terminology introduced through literature, live speakers and videos.
- Students observe other dance styles from different countries and cultures and are able to translate meanings into dance terminology and concepts taught in class.
- Students demonstrate ability to perform dance movements taught accurately as well as other students' movements with clarity of movement and emotional and/or dramatic content.
- Students create their own compositions using correct dance movement using changes in rhythmic meter and pattern.
- Students create and perform combinations and variations, using the full range of the elements of space, time, and force.

**B. Goals for Creative Expression Component:** Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

- Students will be able to create a diverse body of works of dance each of which demonstrates originality, unity, clarity of intent, and a dynamic range of movement.
- Students will use dance structures, musical forms, theatrical elements, and technology to create original works.
- Students will notate dances using a variety of systems (labanotation, motif writing and personal systems)
- Students will perform a diverse range of works by various dance artists, maintaining the integrity of the work while applying personal artistic expression.
- Students will collaborate with peers in the development of complex choreography in diverse groupings.
- Students will be able to teach to peers a variety of complex movement patterns and phrases.
- Students need to be able to identify their own bodies from a proper nutritional standpoint and be able to adjust the diet in accordance to performance stresses.
- Students need to be able to lead warm-up exercises that are safe and designed for a variety of body types after they have studied and been tested on health and injury prevention for dancers-I.

- Students monitor their own personal growth in their technique through teacher/student conferences and videotape analyzing their movement progression in class.
- Students start to organize improvisational ideas and concepts into choreography of dances that demonstrate clarity, originality, and coherent form.
- Students use and identify the relation of dance to time. They explore various ways to manipulate dance techniques into various meters and rhythms through improvisation.
- Using the aesthetic language of dance, students formulate and answer questions about the way in which specific movement choices communicate abstract ideas through their own choreography and other classmates' choreography.

**C. Goals for Historical and Cultural Context Component:** Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.

- Students will identify, analyze and perform folk/traditional, social and theatrical dances with technically and appropriate stylistic nuances.
- Students will analyze the role dancers and choreographers playing the interpretation of dances in various historical and cultural settings.
- Students will compare and contrast universal themes and sociopolitical issues in a variety of dances from different cultural context and time periods.
- Students will explain how dancers and choreographers reflect roles, work and values in selected cultures, countries, and historical periods.
- Guest artists are brought in to the classroom to show dances as well as educate students on costumes and meaning behind dance pieces choreographed.
- Students observe and discuss the effects of technology in the dance world today by viewing live performances and videos of new techniques being incorporated with dance.

**D. Aesthetic Valuing Component:** Students critically assess and derive meaning from works of dance, performance of dancers and original works according to the elements of dance and aesthetic qualities.

- Students critique dance works to improve choreographic structure and artistic presence.
- Students use selected criteria to compare, contrast, and assess various dance forms.
- Students analyze evolving personal preferences about dance styles and choreographic forms to identify change and development in personal choices.
- Students research and assess how specific dance works change because of the impact of historic and cultural influences on their interpretations.
- Students evaluate how aesthetic principles apply to choreography designed for technological media.
- Students are to create a dance and revise it over time, be able to articulate the reasons for changing their choreography, and analyze the developments from those decisions.

**E. Connections, Relationships, Applications:** Student 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. They also learn about careers in and related to dance.

- Students demonstrate effective knowledge and skills in using audiovisual equipment and technology creating, recording and producing dance.
- Students compare the study and practice of dance techniques to motion, time, and physical principles from scientific disciplines.
- Students synthesize information from a variety of health-related resources to maintain physical and emotional health.
- Students determine the appropriate training, experience and education needed to pursue a variety of dance and dance-related careers.

## **DISTRICT ESLR'S TO BE ADDRESSED:**

### **Students will be:**

**Self-Directed Learners:** Able to apply their knowledge of dance and movement to solve open-ended projects. Students will be able to revise and reflect on their ideas and solutions and explore career options related to dance.

**Effective Communicators:** Able to successfully communicate ideas and emotions through an understanding of the elements of dance. Students will utilize knowledge of historic styles and important choreographers to discuss solutions and critique student work. Students will present portfolios and develop presentations.

**Quality Producers/Performers:** Able to demonstrate the creative ability and technical to organize improvisational ideas and concepts into choreography of dances that demonstrate clarity, originality, and coherent form.

**Constructive Thinkers:** Using acquired technical skills to creatively solve problems and reflect upon the characteristics and merits of their work and the work of others.

**Collaborative Workers:** Able to work together to create solutions for group projects. Students will participate in group critiques of student performances. Students will participate in class discussions on aesthetics.

**Responsible Citizens:** Who maintain classroom equipment and materials. Students will be responsible for supporting peers and commenting appropriately on their work.