

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

JAZZ DANCE 1

DATE: March 2007

SUBJECT AREA: VAPA/PE: 10-12

PROPOSED GRADE LEVEL (S): 9-12

COURSE LENGTH: 1 Year

GRADING: A-F

NUMBER OF CREDITS: 5 per Semester

PREREQUISITES: None

COURSE DESCRIPTION:

Jazz Dance 1 is an introduction to jazz dance history and technique. Students will gain knowledge in dance terminology and basic jazz dance styles. Students will have the opportunity to enhance their technical skills, learn and engage in historical contributions to jazz dance, its styles and evolution, as well as, opportunities for group choreography and performance. Emphasis will be placed on accuracy and awareness of movement to improve overall skills. For freshman, this course fulfills a VAPA elective. Sophomores may use this course to fulfill their year two physical education requirement.

GENERAL GOALS AND OBJECTIVES:

Course 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 be introduced to basic modern and jazz technique including proper warm-up, alignment work, center work, isolations, traveling sequences, and improvisations.
- Students will improve body alignment, balance, coordination, flexibility, strength, and musicality.
- Students will develop basic performance skills, such as style, projection, focus, energy, movement quality, and concentration.
- Students will develop the 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.
- Students will experience the work of dance artists through the medium of video and live performance.

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:

No textbook required.

Please note: Everyday students will work on dynamic alignment, strength, flexibility, across-the-floors, and sequencing. At least twice a week students will spend a little extra time on strength. While we will work on balance and turning most days, Fridays are specifically reserved for focus work on turning.

Week 1-2

Unit One:

- Dance History: Martha Graham
- Elements of Dance: SPACE (directions, pathways, and levels)
- Composition Element: Augmentation and Accumulation
- Anatomy and Issues in Dance: Nutrition

Week 3-4

Unit Two:

- Dance History: Bob Fosse
- Elements of Dance: SPACE (shapes, personal and relational)
- Composition Element: Diminution, Mirroring, Retrograde
- Anatomy and Issues in dance: Sleep

Week 5-7

Unit Three:

- Dance History: Alvin Ailey
- Elements of Dance: Time (tempo & rhythm)
- Composition Element: Canon/ABA/ABAB
- Anatomy and Issues in Dance (TBA)

Week 8-9

Unit Four:

- History of Dance: Matt Mattox
- Elements of Dance: Time (patterns, music)
- Composition Elements: Inversion
- Anatomy and Issues in Dance: (TBA)

Week 10-11

Unit Five:

- History of Dance: Doris Humphrey
- Elements of Dance: ENERGY (tension, force)
- Composition Elements: ABA, ABAB, Variation
- Anatomy and Issues in Dance: Health

Week 12-14

Unit Six

- Research Paper: Complete and Present
- Combine/Review All Elements of Dance Composition Elements

Week 15-18

- Rehearsals
- Final Performances
- Review and Reflection

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

Language Arts

LAB FEE, IF REQUIRED:

None

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

Visual and Performing Arts Content Standards

A. Artistic Perception

- Through dance, students respond from the center of their bodies to various stimuli, and perform movement sequences of increasing complexity which are taught by the instructor.
- 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 identify and perform long complex phrases and patterns.

- 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. Creative Expression Component:

- 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.
- Students create dances based on contemporary social themes and discuss the relationship of movements, motifs, phrases, and dance compositions to meaning of their works presented in class and/or a small informal setting.
- 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. Historical and Cultural Context Component:

- Students will recreate historical, cultural, and contemporary dance styles and forms after viewing them live and on video.
- 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 analyze the influence of cultural dance styles and forms on historical dance in modern and jazz dance.
- 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 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.
- Students establish a set of aesthetic criteria, based on their own preferences and parameters of established dance criticism, and apply them both verbally and in written form through evaluations of their own and others' work.

Physical Education Content Standards

Standard 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

- Combine and apply movement patterns, from simple to complex.
- Explain the skill-related components of balance, reaction time, agility, coordination, explosive power and speed that enhance performance levels.
- Assess the effect/outcome of a particular performance strategy.
- Evaluate independent learning of movement skills.

Standard 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.

- Participate in moderate to vigorous physical activity at least four days each week.
- Participate in challenging physical fitness activities using the principles of exercise to meet individual needs and interests.

Standard 3: Students assess and maintain a level of physical fitness to improve health and performance.

- Examine and explain the ways in which personal characteristics, performance styles, and preferences for activities may change over a lifetime.
- Evaluate the psychological benefits derived from regular participation in physical activity.
- Explain and analyze the role of individual attitude, motivation, and determination in achieving personal satisfaction from challenging physical activities.
- Evaluate and refine personal goals to improve performance in physical activities.
- Identify leadership skills, perform planned leadership assignments, and assume spontaneous leadership roles.
- Encourage others to be supportive and inclusive of individuals of all ability levels.

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 technique 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.