

# COURSE OF STUDY GUIDE

## LOWER CAPE MAY REGIONAL SCHOOL DISTRICT

TITLE OF COURSE: \_\_\_\_\_ Dance I \_\_\_\_\_

DEPARTMENT: \_\_\_\_\_ Performing Arts \_\_\_\_\_ DATE REVISED: \_\_\_\_\_ 10/25/2013 \_\_\_\_\_

GRADE: \_\_\_\_\_ 9-12 \_\_\_\_\_

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### I. COURSE ORGANIZATION

Length: \_\_\_\_\_ Semester \_\_\_\_\_

Credits: \_\_\_\_\_ 2.5 \_\_\_\_\_

Periods Per Week: \_\_\_\_\_ 5 \_\_\_\_\_

Weighted: \_\_\_\_\_

Prerequisite: \_\_\_\_\_ none \_\_\_\_\_

### II. COURSE DESCRIPTION

Copy and paste out of book on web page

### III. COURSE MISSION

### IV. DEPARTMENT MISSION

### VI. COURSE LEVEL ASSESSMENTS & BENCH MARKS

- Kinesthetic and Oral  
Example: Students will perform, identify and verbally define terminology words correctly.
- Written  
Example: Students will draw a map of the theater, labeling basic theater terminology and stage directions used throughout the semester.
- Visual  
Example: Students will choreograph their own dance in a small group, using terminology from units covered during the semester for their final project.
- Public Speaking  
Example: Students will give constructive criticism and feed-back to each other after presenting choreography in small groups.

## VII. POSSIBLE ASSESSMENT TASKS

*Written*-Student will write an essay on how they would persuade students to attend their dance concert.

*Oral*-Student will be able to explain or (re)teach given terms to myself or other students.

*Visual/Kinesthetic*-Students will be able to physically demonstrate given terms and choreography.

## VIII. CONTENT/SUGGESTED INSTRUCTIONAL TIME

### Content Pacing Guide & Standards

<b>Unit Title: Ballet 1</b>		
Content	Standards	Time Frame
Course overview and expectations	NJCCCS-Dance	1 class period
Five Ballet positions description and demonstration	1.1.12.A.4, 1.2.12.A.1,	1 class period
Demi plie, grand plie, tendu, degage, pique, port de bras, relevé, retire, passé, working and supporting legs, sickling and turn-out.	1.2.12.A.2, 1.3.12.A.3,	2-3 class periods
Descriptions and demonstrations in center and at the barre.	1.4.12.A.4	
Develop a barre warm-up using terms. Practice and perfect terms in center and moving across the floor.	CCTC-CRP 1,2,3,4,5,6,8,9,11,12	3 class periods
Oral and kinesthetic test on Ballet 1 terms.	CCTC-AR-PRF 1,2,4	1 class period
<b>Unit Title: Ballet 2</b>		
Content	Standards	Time Frame
Sauté, assemble, sissonne, glissade, pas jete, chasse, chaines, pirouette, spotting, arabesque, attitude and grand battement.	NJCCCS-Dance	2-3 class periods
Descriptions and demonstrations in center and at the barre.	1.1.12.A.4, 1.2.12.A.1,	
Continuation with a barre warm-up using terms. Practice and perfect terms in center and moving across the floor.	1.2.12.A.2, 1.3.12.A.3,	
Incorporate terms into a small combination to be used with the test.	1.4.12.A.4	
Oral and kinesthetic test on Ballet 2 terms.	CCTC-CRP 1,2,3,4,5,6,8,9,11,12	5-6 class periods
	CCTC-AR-PRF 1,2,4	1 class period
		1 class period
<b>Unit Title: Jazz 1</b>		
Content	Standards	Time Frame
Contraction, release, isolations, compass turn, pencil turn, flat back, forced arch, ball change, box step/jazz square, pivot step, battement, fan kick, grapevine and pas de bourree. Descriptions and demonstrations in center.	NJCCCS-Dance	2-3 class periods
Develop a jazz warm-up using terms. Practice and perfect terms in center and moving across the floor.	1.1.12.A.4, 1.2.12.A.1,	
Incorporate terms into a small combination to be used with the test.	1.2.12.A.2, 1.3.12.A.3,	
Oral and kinesthetic test on Jazz 1 terms.	1.4.12.A.4	
	CCTC-CRP 1,2,3,4,5,6,8,9,11,12	5-6 class periods
	CCTC-AR-PRF 1,2,4	1 class period
		1 class period
<b>Unit Title: Jazz 2</b>		
Content	Standards	Time Frame
Layout, kick ball change, lunge, paddle turn, shimmy, hitch kick, dolphin, kiver, ripple, snake, worm, barrel turn and barrel jump.	NJCCCS-Dance	2-3 class periods
Descriptions and demonstrations in center.	1.1.12.A.4, 1.2.12.A.1,	
Continuation with jazz warm-up using terms. Practice and	1.2.12.A.2, 1.3.12.A.3,	
	1.4.12.A.4	
		5-6 class periods

perfect terms in center and moving across the floor. Incorporate terms into a small combination to be used with the test. Oral and kinesthetic test on Jazz 2 terms.	CCTC-CRP 1,2,3,4,5,6,8,9,11,12 CCTC-AR-PRF 1,2,4	1 class period  1 class period
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<b>Unit Title: Theater</b>		
Content Descriptions of the terms: the house, up stage, down stage, stage right, stage left, house left and right, wings, legs, house or main curtain, proscenium, apron and scrim. Written test on Theater terms.	Standards	Time Frame 2 class periods  1 class period

<b>Unit Title: Hip-Hop and Breaking</b>		
Content Breaking, top-rock, down-rock, power moves, head spin, freeze, suicides, locking, popping, krumping and hip-hop music. Descriptions and demonstrations in center. Practice and perfect most terms in center. Incorporate terms into a small combination to be used with the test. Oral and kinesthetic test on Hip-Hop and Breaking terms.	Standards NJCCCS-Dance 1.1.12.A.4, 1.2.12.A.1, 1.2.12.A.2, 1.3.12.A.3, 1.4.12.A.4 CCTC-CRP 1,2,3,4,5,6,8,9,11,12 CCTC-AR-PRF 1,2,4	Time Frame 2-3 class periods  5-6 class periods 1 class period  1 class period

## IX. MODIFICATIONS: INCLUSION TECHNIQUES/ENRICHMENTS

Possible instructional techniques may include but may not be limited to the following:

**Resource Center** – A course of study will be modified to accommodate the specific needs of a special education student as outlined in his/her IEP.

**Inclusion** – Peer tutoring, computer software, oral tests, visual organizers, study guides, and cooperative learning activities

**Enrichments** – Field trips, guest speakers, brochure design, simulations, drama, and poetry

Students are provided with a basic text and/or supplemental curricular materials that are used for assigned readings, discussion, and information gathering. Through teacher-directed instructional activities, students are asked to acquire knowledge, develop an understanding of content, apply information to their own lives, analyze data, synthesize material, and make evaluative judgments.

When planning each lesson, teachers select specific objectives, organize material to achieve maximum understanding, make associations, and check for understanding at frequent intervals. Technology materials are used when appropriate. Suggestions for specific assignments and student activities are found in the teacher's resource guide of the approved textbook series.

## X. INTERDISCIPLINARY CONNECTIONS/MULTICULTURAL MATERIALS

*Videos:*

*Illustrations:*

*Art:*

*Music:*

*Other Subjects*

## XI. MATERIALS/TECHNOLOGY

