

# COMMUNITY UNIT SCHOOL DISTRICT 200

## Dance

### High School – Grade: 12

### Intermediate Level – Multiple Semesters

### Elective

- 1. Subject Expectation (State Goal 19)**      **The student will acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.**

<b>Essential Learning 1 (Learning Standard A)</b>	<b>Demonstrate physical competency skills in individual and team sports, creative movement, leisure and work-related activities</b>
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- Critical Content      19.A.5    a. demonstrate the knowledge and skills in performing a creative movement pattern of dance
- students will perform a learned pattern of steps, sequencing, and rhythmic movements in concert with a selection of choreographed music in the various dance classifications
    - ballet
    - jazz
    - tap
    - modern
    - hip/hop
    - swing
    - line
    - social
    - Latin
    - folk
    - cultural

<b>Essential Learning 2 (Learning Standard B)</b>	<b>Analyze various movement concepts and applications</b>
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- Critical Content      19.B.5    a. apply the principles of efficient movement to evaluate personal performance
- demonstrate an appreciation of dance by understanding and applying correct dance interpretative techniques necessary to evaluate the performance of dance classifications
  - apply the principles of the problem solving process by selecting arranging, and designing a creative dance

<b>Essential Learning 3 (Learning Standard C)</b>	<b>Apply the knowledge of correct techniques, positions, and movement patterns during physical activity</b>
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- Critical Content      19.C.5a    a.    select components (e.g., equipment, boundaries, number of players, rules) which promote participation in novel or original physical activities:
- music choice and usage
  - spacing conditions and adaptations
  - individual steps, patterns
  - etiquette and forms of dance

**2. Subject Expectation (State Goal 20)      The student will achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.**

<b>Essential Learning 1 (Learning Standard A)</b>	<b>Know and apply the principles and components of health-related fitness</b>
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- Critical Content      20.A.5    a.    implement an individualized health-related fitness plan which includes the principles of training through dance exercise.
- design and implement an individualized health-related fitness plan; including the components of health-related fitness, associated health benefits and corresponding principles of training including:
    - flexibility training
    - muscle fitness training
    - cardiovascular endurance training
    - weight management strategies
    - lifestyle modifications necessary to change and/or maintain health status and wellness behaviors

<b>Essential Learning 2 (Learning Standard B)</b>	<b>Assess individual fitness levels</b>
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- Critical Content      20.B.5a    a.    collect and interpret health-related fitness data over a period of time with the use of technology
- prepare an individual health-related fitness profile based on wellness assessment protocols obtained through TriFIT Wellness Technologies including:
    - body composition analysis
    - anthropometric measurements
    - strength/endurance muscle assessments
    - flexibility assessment
    - blood pressure screening
    - cardiovascular assessment
  - \* • assess and evaluate health-related fitness data over a period of time by comparison of a pre/post analysis, such as:
    - comparison of cardiovascular max VO2 fitness category between a pre/post test in the 12 min. run; 12 min. bike test; or other CV testing protocol

- comparison of resting, active and recovery heart rates using a Polar Heart Rate Monitor over a training period

**3. Subject Expectation (State Goal 25)      The students will know the language of the arts.**

<b>Essential Learning 1 (Learning Standard A)</b>	<b>Understand the sensory elements, organizational principles and expressive qualities of the arts</b>
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| Critical Content | 25.A.4 | a. analyze and evaluate the effective use of elements, principles and expressive qualities in a composition or performance in dance <ul style="list-style-type: none"> <li>• develop a composition of dance with selected music, creative movement, aesthetic choices and choreography</li> </ul>   |
|                  | 25.A.5 | b. analyze and evaluate student and professional works for how aesthetic qualities are used to convey intent, expressive ideas and/or meaning <ul style="list-style-type: none"> <li>• interpret the various forms of dance composition and be able to list their origin, form, steps, rhythm, and specific musical identities</li> </ul> |

<b>Essential Learning 2 (Learning Standard B)</b>	<b>Understand the similarities, distinctions and connections in and among the arts</b>
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| Critical Content | 25.B.4 | a. analyze and evaluate similar and distinctive characteristics of works in two or more of the arts that share the same historical period or societal context <ul style="list-style-type: none"> <li>• students will be able to identify the sequence and timelines of influential dances in history and cultures.</li> <li>• students will demonstrate an example of a historical period of dance form, music and choreography.</li> </ul> |
|                  | 25.B.5 | b. understand how different art forms combine to create an interdisciplinary work (e.g., musical theatre, opera or cinematography) <ul style="list-style-type: none"> <li>• students will be introduced to the dance forms of tap, ballet and social dance and their relationship to modern theatre, opera or cinematography</li> </ul>   |

**4. Subject Expectation (State Goal 26)      Through creating and performing, the student will understand how works of art are produced.**

<b>Essential Learning 1 (Learning Standard A)</b>	<b>Understand processes, traditional tools and modern technologies used in the arts</b>
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| Critical Content | 26.A.4a | a. analyze how resources, technologies and processes are combined to express meaning in dance and evaluate expressive content, stylistic differences and aspects of production |
|                  | 26.A.5  | b. analyze and evaluate how the choice of media, tools, technologies and processes support and influence the communication of ideas  |

<b>Essential Learning 2 (Learning Standard B)</b>	<b>Apply skills and knowledge necessary to create and perform in one or more of the arts</b>
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| Critical Content | 26.B.4a | a. create and perform a composition communicating clear and focused ideas based on planning, research and complex problem solving related to specific guidelines <ul style="list-style-type: none"> <li>students will teach a dance composition to other students in the class, planning choice of music, steps, patterns and choreography</li> </ul> |
|                  | 26.B.5  | b. create and perform a complex work of dance using a variety of techniques, technologies and resources and independent decision making   |

<b>5. Subject Expectation (State Goal 27)</b>	<b>The students will understand the role of the arts in civilizations, past and present.</b>
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<b>Essential Learning 1 (Learning Standard A)</b>	<b>Analyze how the arts function in history, society and everyday life</b>
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| Critical Content | 27.A.4a | a. evaluate how consumer trends in the arts affect the types and styles of art products <ul style="list-style-type: none"> <li>match dance compositions with the cultural costumes of the times in a dance performance</li> </ul>  |
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|                  | 27.A.5  | b. analyze how careers in the arts are expanding based on new technologies and societal changes <ul style="list-style-type: none"> <li>identify the cultural influences on careers in dance and their effect on music production, dance form and societal customs</li> </ul> |
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<b>Essential Learning 2 (Learning Standard B)</b>	<b>Understand how the arts shape and reflect history, society and everyday life</b>
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| Critical Content | 27.B.4a | a. analyze and classify the distinguishing characteristics of historical and contemporary art works by style, period and culture <ul style="list-style-type: none"> <li>research, design and create a dance of a historical period of time displaying the influences of the people and their culture</li> </ul> |
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|                  | 27.B.5  | b. analyze how the arts shape and reflect ideas, issues or themes in a particular culture or historical period  |