

# YOSEMITE REGIONAL OCCUPATIONAL PROGRAM

## INTRODUCTION TO DANCE AND CHOREOGRAPHY

CBEDS Code: 5720

### **Course description:**

This course is an introductory class for the student who has had little or no training in dance. Students learn ballet, jazz, tap and modern dance techniques. Through the introduction of these techniques, students begin to have a working vocabulary of movement that helps them progress into choreography. Students are provided opportunities to perform and create original choreography, music and costumes.

### **Classroom Physical Environment:**

The classroom setting for the Dance/Choreography has adequate space which allows the students and instructor to practice, perform, choreograph and rehearse. Equipment and supplies available to the students will include VCR, TV, music editing equipment (computer workstation), and sound equipment.

*Recommended Prerequisites:* None

DURATION: 180 + 40 (CC) hours

CREDIT: 10 credits

**Instructional Content**

Instruction will include:

**Student Outcomes**

At the end of instruction, the student will be able to:

**Hours**CL=Classroom  
CC=Comm. Class.

<b>1. GENERAL EXPECTATIONS</b>	<b>Goal: To develop and expand students' dance technique.</b>	<b>Anchor/CR</b>	<b>CTE</b>	<b>CL</b>	<b>CC</b>
<b>1.1 Basic dance technique.</b> 1. Techniques to develop a students basic dance skills.	A. Student will be able to demonstrate basic dance techniques.	1.0 11.1 11.2  CR 2	B4.1		
<b>1.2. Choreography.</b> 1. Analyze the basic principle of choreography. 2. Analyzing personal experiences for choreography and creativity. 3. Acquiring manipulative and organizational skills in the use of choreography.	<b>Goal: To develop &amp; expand students' knowledge of choreography.</b> A. Demonstrate the skills and steps to effectively choreograph an original routine. B. Recognize the importance of personal experiences and respect the originality in their own choreography and in the creativity of others. C. Develop manipulative and organizational skills in using choreography effectively to translate ideas, feelings and values.	11.0  CR 2	B4.7 B4.9 B2.6		
<b>1.3 Historical &amp; Cultural Developments In Dance.</b> 1. Examine a variety of performances and accomplishments in dance history. 2. Analyze the role of dance in different cultures. 3. Developing students' understanding of their own creative abilities and artistic heritage. 4. Understanding, clarifying, and comparing styles of dance.	<b>Goal: To assist students in acquiring knowledge of historical &amp; cultural developments in dance.</b> A. Demonstrate a knowledge and understanding of performances and accomplishments in dance history. B. Display an understanding that dance plays a role in every culture. C. Gain an understanding of their creative abilities & their artistic heritage within the context of a comprehensive worldview. D. Clarify their own style of dance and learn to appreciate differences in the styles of others.	CR 1	B3.1-B3.3 B7.2 B7.4 B4.5		
<b>1.4 Digital Music Editing.</b> 1. Develop an understanding of the process of digitally editing music. 2. Discuss the differences and changes in music storage and editing.	<b>Goal: To provide students with the skills necessary to digitally edit and create original pieces of music.</b> A. Students will demonstrate an understanding and use computer technology to edit and create music. B. Students will understand the progression of technology as it relates to music storage and editing.	4.0 10.3 CR 4	B5.4 B5.5 B5.6		
<b>2. SPECIFIC EXPECTATIONS</b> <b>2.1 Introduction to Music</b> 1. Counting different types of music. 2. Rhythm 3. Parts of music – intro, verse, chorus, break, etc.	<b>Goal: To provide students an overview of music, including counting, identifying rhythm and parts of music.</b> A. Demonstrate the ability to identify counts in music. B. Identify the even and/or odd beat in music. C. Identify parts of music using correct terminology.	10.1  CR 2	B5.3 B2.2 B1.7	10	

**Instructional Content**  
Instruction will include:

**Student Outcomes**  
At the end of instruction, the student will be able to:

**Hours**  
CL=Classroom  
CC=Comm. Class.

<p><b>2.2 Ballet Technique</b></p> <ol style="list-style-type: none"> <li>1. Ballet warm-up.</li> <li>2. Barre work.</li> <li>3. Center work and combinations.</li> <li>4. Ballet vocabulary.</li> </ol>	<p><b>Goal: To provide students an introduction to basic ballet techniques and terminology.</b></p> <ol style="list-style-type: none"> <li>A. Demonstrate basic ballet warm-up.</li> <li>B. Demonstrate basic barre work.</li> <li>C. Demonstrate basic ballet center work and combinations.</li> <li>D. Demonstrate knowledge of correct ballet terminology.</li> </ol>	<p>11.5</p> <p>CR</p> <p>2</p>	<p>B1.2</p> <p>B4.6</p> <p>B4.1</p> <p>B1.1</p> <p>B1.4</p>	<p>25</p>	
<p><b>2.3 Jazz Technique</b></p> <ol style="list-style-type: none"> <li>1. Jazz warm-up</li> <li>2. Center work.</li> <li>3. Across the floor.</li> <li>4. Progressions and combinations.</li> <li>5. Jazz vocabulary.</li> </ol>	<p><b>Goal: To provide students an introduction to basic jazz technique and terminology.</b></p> <ol style="list-style-type: none"> <li>A. Demonstrate basic jazz warm-up.</li> <li>B. Demonstrate basic jazz center work.</li> <li>C. Demonstrate basic across the floor work.</li> <li>D. Demonstrate progressions and combinations.</li> <li>E. Demonstrate knowledge of correct jazz terminology.</li> </ol>	<p><b>Anchor/CR</b></p> <p>11.5</p> <p>CR</p> <p>2</p>	<p><b>CTE</b></p> <p>B1.2</p> <p>B4.6</p> <p>B4.1</p> <p>B1.1</p> <p>B1.4</p>	<p><b>CL</b></p> <p>30</p>	<p><b>CC</b></p>
<p><b>2.4 Tap Technique</b></p> <ol style="list-style-type: none"> <li>1. Tap warm-up</li> <li>2. Center work.</li> <li>3. Across the floor.</li> <li>4. Tap combinations</li> <li>5. Tap vocabulary</li> </ol>	<p><b>Goal: To provide students an introduction to basic tap technique and terminology.</b></p> <ol style="list-style-type: none"> <li>A. Demonstrate basic tap warm-up.</li> <li>B. Demonstrate basic tap center work.</li> <li>C. Demonstrate basic across the floor work.</li> <li>D. Demonstrate basic tap combinations.</li> <li>E. Demonstrate knowledge of correct tap terminology.</li> </ol>	<p>11.5</p> <p>CR</p> <p>2</p>	<p>B1.2</p> <p>B4.6</p> <p>B4.1</p> <p>B1.1</p> <p>B1.4</p>	<p>10</p>	
<p><b>2.5 Injury prevention and proper nutrition of the body as it relates to dance.</b></p> <ol style="list-style-type: none"> <li>1. Anatomy and muscles.</li> <li>2. Diet and nutrition for training and performing.</li> <li>3. Eating disorders.</li> </ol>	<p><b>Goal: To provide students an understanding of injury prevention and nutrition.</b></p> <ol style="list-style-type: none"> <li>A. Understand basic anatomy and muscles as it relates to dance.</li> <li>B. Understand nutrition needs.</li> <li>C. Understand the signs and have a general awareness of eating disorders.</li> </ol>	<p>10.5</p> <p>6.5</p> <p>CR</p> <p>1</p>		<p>10</p>	
<p><b>2.6 Music Editing</b></p> <ol style="list-style-type: none"> <li>1. Computer software process for digitally editing music.</li> <li>2. Steps to edit music – rip, burn and edit.</li> </ol>	<p><b>Goal: To provide students with an understanding of digitally editing music.</b></p> <ol style="list-style-type: none"> <li>A. Demonstrate the ability to use computer software.</li> <li>B. Successfully demonstrate the steps to create a piece of digitally edited music.</li> </ol>	<p>4.1</p> <p>10.3</p> <p>CR</p> <p>4</p>	<p>B5.5</p> <p>B5.6</p> <p>B5.4</p>	<p>25</p>	<p>10</p>
<p><b>2.7 Choreography</b></p> <ol style="list-style-type: none"> <li>1. Formations.</li> <li>2. Effective use of music.</li> <li>3. Level changes.</li> <li>4. Transitions.</li> <li>5. Staging.</li> </ol>	<p><b>Goal: To provide students an understanding of parts of choreography.</b></p> <ol style="list-style-type: none"> <li>A. Demonstrate an understanding of formations by providing paper copies of all changes.</li> <li>B. Understand the use of music by demonstrating counts and changes on paper.</li> <li>C. Demonstrate the use of level changes for visual effect in a routine.</li> <li>D. Demonstrate the use of transitions at effective times using music.</li> <li>E. Demonstrate staging of a routine that is visually and musically appropriate.</li> </ol>	<p>11.5</p> <p>CR</p> <p>2</p>	<p>B4.8</p> <p>B4.7</p> <p>B4.6</p> <p>B1.1</p> <p>B1.5</p> <p>B1.2</p> <p>B4.1</p> <p>B4.3</p>	<p>30</p>	

**Instructional Content**

Instruction will include:

**Student Outcomes**

At the end of instruction, the student will be able to:

**Hours**

CL=Classroom  
CC=Comm. Class.

		Anchor/CR	CTE	CL	CC
<p><b>2.8 Costuming</b></p> <ol style="list-style-type: none"> <li>1. Designing costumes including clothing and footwear.</li> <li>2. Hair design.</li> <li>3. Stage make-up creation and application.</li> </ol>	<p><b>Goal: To provide students the opportunity to create original costumes.</b></p> <ol style="list-style-type: none"> <li>A. Design an original costume as a sketch or pattern appropriate for a specific routine.</li> <li>B. Design an original hair design that may include a hat, hairpiece, color, etc. that is appropriate for a specific routine.</li> <li>C. Demonstrate use of appropriate stage make-up for a specific routine.</li> </ol>	<p>10.3</p> <p>CR 2</p>	<p>B6.2</p> <p>B3.2</p> <p>B6.6</p>	<p>10</p>	
<p><b>2.9 Performance</b></p> <ol style="list-style-type: none"> <li>1. Setting the mood in a performance.</li> <li>2. Showing attitude in a performance.</li> <li>3. Creating emotion in performance.</li> <li>4. Capturing the audience in a performance.</li> </ol>	<p><b>Goal: To provide students an understanding of important components of a performance.</b></p> <ol style="list-style-type: none"> <li>A. Demonstrate appropriate use of mood in a performance.</li> <li>B. Demonstrate the effectiveness of attitude in performance at appropriate times.</li> <li>C. Demonstrate the effectiveness of creating emotion in a performance.</li> <li>D. Differentiate between an audience that is engaged and an audience that is unengaged by observing a performance.</li> </ol>	<p>11.5</p> <p>9.7</p> <p>CR 2</p>	<p>B4.1</p> <p>B4.9</p> <p>B6.4</p> <p>B6.3</p> <p>B6.1</p> <p>B6.6</p> <p>B3.2</p>	<p>10</p>	<p>10</p>
<p><b>2.10 History of dance.</b></p> <ol style="list-style-type: none"> <li>1. Discuss choreographers.</li> <li>2. View and discuss performances of all types including; ballet, jazz, tap and modern.</li> <li>3. Discuss dance as it relates to various cultures.</li> </ol>	<p><b>Goal: To provide students with a basic understanding of dance history.</b></p> <ol style="list-style-type: none"> <li>A. Students will be able to identify specific styles of dance by choreographer.</li> <li>B. Students will be able to recognize different types of performance styles.</li> <li>C. Students will identify and recognize dances of various cultures.</li> </ol>	<p>B3.1</p> <p>B3.3</p> <p>CR 1</p>	<p>B7.2</p> <p>B7.3</p> <p>B7.4</p> <p>B7.5</p> <p>B4.2</p>	<p>10</p>	
<p><b>2.11 Demonstrate rehearsal and performance preparation.</b></p> <ol style="list-style-type: none"> <li>1. Warm-up for a performance.</li> <li>2. Develop a rehearsal schedule.</li> <li>3. Basic stage cues.</li> </ol>	<p><b>Goal: To provide students with rehearsal and performance preparation.</b></p> <ol style="list-style-type: none"> <li>A. Students will demonstrate physical activities involving concentration, body awareness, flexibility,</li> <li>B. Students will create a rehearsal schedule.</li> <li>C. Students will demonstrate the ability to provide basic stage cues.</li> </ol>	<p>11.5</p> <p>CR 2</p>	<p>B6.1</p> <p>B6.6</p> <p>B4.4</p> <p>B4.6</p> <p>B4.8</p> <p>B3.2</p>	<p>10</p>	<p>20</p>