

**REDLANDS UNIFIED SCHOOL DISTRICT  
HIGH SCHOOL COURSE APPROVAL REQUEST FORM  
GRADES 9-12**

**THIS SECTION IS TO BE COMPLETED BY A SCHOOL DISTRICT REPRESENTATIVE:**

**School Submitting Information**

School: Citrus Valley High School Department: Performing Arts/PE  
(course offerings will be made available for all schools)

**Contact Information**

Contact Person: J.J. Martinez Phone: 909-799-2300

Email: jeff\_martinez@redlands.k12.ca.us

Summer Contact Person: J.J. Martinez

Phone (home or cell): 909-799-2300 x34104 Email: jeff\_martinez@redlands.k12.ca.us

**Course Information**

Course Title: Dance I Transcript Name (15 Max): Dance I

Length of course: one year Amount of Units: 10  
(one semester, two semesters, or one-year course)

Area of Credit: Fine Arts  
(How will this course satisfy graduation requirements? Math, English, Elective, etc. Will it roll to a secondary credit if any?)

**Teacher Requirements**

Credential Required: Dance credential or CTE dance credential Additional Training: \_\_\_\_\_

Department Review Date: \_\_\_\_\_ Dept. Signature: *Jim Frenger*

Site Administrator Signature: *[Signature]*

**THIS SECTION IS RESERVED FOR DISTRICT USE:**

**Assigned Reviewer Section**

Reviewed by: Julie Swan Date reviewed: 02/23/24

- District section of this form is appropriately completed
- All required attachments are affixed and appropriate
- Site signatures current and appropriate

Recommendation:  Approve  Do Not Approve Signature: *[Signature]*

**Course Approval Curriculum Committee**

Approved by: Unanimous decision Date approved: 03/05/24

Date approval/disapproval notification letter sent: 03/07/24

Signature: *[Signature]*

Board Submission Date: 03/12/24 Board Approved Date: \_\_\_\_\_

## Dance I

### Course Overview

In this course dancers will explore basic and intermediate dance technique, which will be applied to several different styles of dance, including modern, ballet, social dance, hip hop, jazz, musical theatre, contemporary, and cultural dance. The art of choreography will also be explored as well as the understanding of correct terminology, body placement, muscle development, dance history, and flexibility. Students will be required to perform in a Dance Concert to fulfill this class.

### Teacher Credential (one of the following)

Single Subject Dance Credential

CTE Arts, Media, and Entertainment - Dance Credential

### Prerequisites & Co-requisites & Target Population

**No prerequisites or co-requisites.** Must successfully complete both semesters for Fine Arts credit.

**Target population:** All students

### Course Content

- **Unit: Technique (hip hop, ballet, jazz, lyrical/contemporary, tap, fitness, etc.) (CA Dance Standards 1.1-1.5, 5.1, 5.2)**
  - **Description:** Students will participate in technique and skill development. Students will gain an understanding of functional anatomy, placement, body conditioning, and how that relates to maintaining and improving one's technique. Students will set personal goals focused on technique, performance quality, and health and fitness, and will reflect on whether or not they were able to meet those goals at the end of each unit or semester.
  - **Key Assignment:** A range of assessments, both formative and summative in nature, will be utilized in the technique units. With these assessment activities, students learn positive means for offering constructive criticism, peer feedback practices, and how to use a critical eye to examine a dancer or dance performance. These interpersonal communication and critical thinking skills are vital, not only to Dance I, but for all academic content classes. Other forms of assessment utilized will include: skills test scored by the teacher with a rubric, additional self-assessments, and the use of video playback with a personal rubric.
  
- **Unit: Group Choreography Projects (CA Dance Standards 2.1-2.7)**
  - **Description:** In Dance I, students will participate in the creation of small group choreography projects to synthesize their knowledge and produce unique, creative work. Additionally, they will have the opportunity to practice interpersonal communication skills, critical thinking, and problem-solving by navigating the creation of dance choreography. By using tools learned

throughout their year in Dance I, students will work with a group of peers in class to create original choreography that has an emphasis on the elements of dance (time, space, and energy) as well as overall performance quality.

- **Key Assignment:** Students will produce a final choreography project in Dance I that draws on their knowledge of technique, musicality, and the elements of dance (time, space and energy). In this project, students will be asked to create a dance addressing specific criteria found in a rubric (i.e. group, style and music choice must be approved by the teacher, the dance must be 1.5-2 minutes in length, and have 5 formation and pathway changes). Students will be responsible for editing their own music and thoughtfully selecting their costumes for the day of the performance. They also may be asked to produce some type of written reflection about their choreographic process, the dynamics of their group and how they worked together, and what role that individual student played in the creation and production of their dance.
  
- **Unit: Critical Analysis of Dance-Written Critique (CA Dance Standards 4.1-4.5)**
  - **Description:** For this unit, students will view a dance concert and produce a written paper, critically analyzing the dance performance. Students will be asked to view, respond, and make judgements about works of art, choreographic, and stage elements. Based on their knowledge from this class, as well as personal opinions, they will discuss their feelings regarding a piece and how the story relates to their personal lives.
  - **Key Assignment:** After attending a show or watching a performance, students will complete three graphic organizers to assist in the process of writing the final paper. Students will write a 3-4 page paper that critically analyzes three routines (the first routine, the last routine, & a routine of their choice). In the paper, students will focus on creating a thesis that focuses on their analysis of the routines. Students will support their observations and analysis by referring to the style, technique, musicality, props, costumes, lighting, energy, expression, emotion, and storyline of each routine. They will also be asked to reflect on their observations, and what they can personally apply to be successful in their upcoming Spring Dance Concert.
  
- **Unit: Performance in a Dance Concert (CA Dance Standards 1.3, 2.4, 2.5)**
  - **Description:** Dance I will perform in at least one culminating dance experience throughout the school year. Students are exposed to the entire process of creating, performing, and participating in an entire dance production. Students also learn production elements and gain an understanding of technical theatre etiquette.
  - **Key Assignment:** Students will attend technical rehearsals, dress rehearsals, and performances the week of the show. This will be supplemented by a lecture from a technical director and collaboration stage/tech crew. The technical director will discuss general safety, auditorium behavior, performance aspects, audience view point, elements of the theatre space, etc.

- **Unit: Historical, Cultural, & Career (CA Dance Standards 3.1-3.4, 5.3-5.5)**
  - **Description:** Dance I will view and research historical and cultural dance artists and forms. Dancers will participate in class discussion and/or written reflections regarding history, culture, and careers in dance. The class will have several guest speakers present about future pathways related to dance.
  - **Key Assignment:** After beginning assigned to a specific decade, students will research a famous dancer and/or choreographer from that time period. They will write a paper, including a thesis that focuses on their research and findings, the history of their assigned time period (cultural, historical, political events, etc.), and two artistic influences of their person (contributions they made to the dance world). The student will watch videos of, breakdown, and cite one or two popular dances or movement created by their person, and present that material in small groups to their classmates.

### **Course Materials**

Dance Film Clips from different genres