

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
(course offerings will be made available for all schools)

Contact Information

Contact Person: CAMERON NABHAN Phone: 909-799-2300

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Course Information

Course Title: DANCE 2 Transcript Name (15 Max): DANCE 2

Length of course: 1 year Amount of Units: 5 (per semester)
(one semester, two semesters, or one-year course)

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

Teacher Requirements

Credential Required: P.E. or DANCE Additional Training: _____

Department Review Date: _____ Dept. Signature: N/A

Site Administrator Signature: _____

THIS SECTION IS RESERVED FOR DISTRICT USE:

Assigned Reviewer Section

Reviewed by: Jean Joye Date reviewed: 4/23/2025

- 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: Jean Joye

Course Approval Curriculum Committee

Approved by: Jean Joye Unanimous Date approved: 4/23/2025

Date approval/disapproval notification letter sent: _____

Signature: Jean Joye

Board Submission Date: _____ Board Approved Date: _____

Course Title: Dance II

Grade Levels: 10-12

Prerequisite: Successful completion of Dance I and instructor approval or by audition. Please email or speak with Mrs. Groce if you are interested in this class

Course Duration: Full academic year (2 semesters)

Credits: 5 credits per semester.

Course Overview

Dance II is a continuation of the Dance I and 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 two Dance Concerts to fulfill this class. This course is based on the California Dance Standards. Proper dance attire will be needed. May be repeated for credit.

Course Objectives

By the end of this course, students will:

1. Demonstrate intermediate-level proficiency in a variety of dance techniques, including ballet, modern, jazz, contemporary, hip hop, musical theatre and cultural dance forms.
2. Apply the principles of choreography to create and refine original works.
3. Develop an understanding of dance as a historical and cultural art form.
4. Perform with technical accuracy, expressiveness, and confidence in both solo and ensemble pieces.
5. Critique and analyze dance performances using appropriate vocabulary.
6. Understand and implement safe practices for conditioning, injury prevention, and body awareness.

Unit: Review & Refinement of Dance Fundamentals/Technique

CA Dance Standards (1.1-1.5, 2.1-2.4,4.2)

Description: This unit reinforces core dance techniques, terminology, and body alignment. Students refine their posture, balance, and movement execution while reviewing styles learned in Dance 1, such as ballet, jazz, and modern dance.

Key Topics: Students learn and refine proper warm-ups and injury prevention. Core strengthening and flexibility training. Review of positions, footwork, and movement sequences. Students will work to improve musicality and rhythm in dance.

Assessments: A range of assessments both formative and summative will be utilized in this unit. Students will be observed on focus, effort, and application of corrections. Peer and self-assessments on execution and refinement of movements. Short exercises in ballet, jazz, and

modern dance to assess balance, posture, and technique. Instructor feedback and video analysis for self-reflection. Students perform core movements (pliés, tendus, pirouettes, leaps, contractions, etc.). Scored using a rubric on alignment, execution, control, and musicality. Written or oral assessment on dance vocabulary from ballet, jazz, and modern dance. Students analyze their progress, strengths, and areas for improvement. Discuss challenges faced and how they applied instructor feedback.

Unit: Contemporary & Modern Dance Techniques

CA Dance Standards (7.1, 9.1, 10.1, 11.1)

Description: Students explore contemporary and modern dance techniques, focusing on fluidity, emotional expression, and unique movement qualities. Emphasis is placed on floor work, fall-and-recovery techniques, and improvisation.

Key Topics: Discuss and analyze techniques from pioneers like Martha Graham and Alvin Ailey. Introduce concepts that incorporate weight shifts, suspension, and release. Explore partnering and contact improvisation. Develop personal movement style.

Assessments: Students will be assessed on core technical skills such as alignment, fluidity, floor work, and release technique. Students create and perform a short modern or contemporary piece focusing on dynamics, levels, and transitions. Improvisation exercises will evaluate their ability to adapt and respond to movement prompts, exploring weight shifts, momentum, and spatial awareness. Dance reflection journals where students analyze their own progress, identify strengths, and set goals for improvement. Students will write comparative essays that compare modern and contemporary dance, focusing on pioneers (e.g., Martha Graham vs. Pina Bausch). Video analysis where students record and review their own performances, providing written reflections. Peer feedback sessions to give structured feedback on technique, expression, and execution. Oral presentation that discusses an influential choreographer or a key movement concept in modern/contemporary dance.

Unit: Jazz & Commercial Dance Styles

CA Dance Standards (4.1, 5.1, 6.1, 7.1, 8.1, 9.1)

Description: This unit introduces students to various jazz and commercial dance styles used in musical theater, music videos, and pop culture. Students will work on sharp, precise movements and high-energy choreography.

Key Topics: Classic jazz techniques (e.g., flexibility, turns, leaps). Broadway/musical theater dance styles. Commercial hip-hop and fusion styles. Choreographing short performance pieces. Introduction to the dance audition process, mock auditions, headshot and resume submissions.

Assessments: Video Self-Reflections where students record themselves performing a short combination and write about their strengths and areas for improvement. Students perform a jazz or commercial dance routine, graded on precision, energy, musicality, and execution. Collaborate with the photography class to create a professional headshot and dance resume.

Small groups choreograph and perform a routine that blends musical theater, jazz, and pop culture styles. Students research and present on a specific jazz or commercial dance style (e.g., Bob Fosse's influence on musical theater vs. MTV-era commercial dance). Students integrate storytelling and character work into a short jazz-style dance inspired by a musical theater number.

Unit: Choreography & Composition

CA Dance Standards (Anchor Standard 1, 2, 3)

Description: Students explore the creative process behind dance-making. They will develop original choreography, experiment with movement motifs, and work on storytelling through dance. Students will create choreography.

Key Topics: Choreographic structures (canon, theme & variation, ABA form). Dynamics, levels, and spatial awareness in choreography. Collaborative choreography. Writing and critiquing choreography

Unit: Dance for Film & Stage Performance

CA Dance Standards (Anchor Standard 1, 2, 3)

Description: This unit introduces students to dance performance in different mediums. They will study the differences between live stage performances and dance on film, learning about camera angles, staging, and digital media integration.

Key Topics: Stage presence and projection techniques. Dance on camera (angles, editing, and storytelling). Lighting and costume considerations for performance. Filming and presenting a final dance project.

Assessment: Students write a choreographic intent journal where they reflect on how movement translates differently on film versus stage. Camera blocking exercise where students rehearse a short phrase, then adjust it for different camera angles or stage perspectives. Rehearsal feedback sessions where students do peer and self-evaluations on how their performance reads on camera vs. live. Students perform the same choreography twice: once for the stage and once for film. They then analyze the differences in execution and effectiveness. Site-specific dance film project, students choreograph, perform, and edit a short dance film utilizing cinematic elements.

Unit: Performance & Final Showcase

CA Dance Standards (Anchor Standard 1, 2, 3)

Description: Students prepare for their final performance, applying skills learned throughout the course. This unit includes rehearsals, feedback sessions, and reflections on their growth as dancers.

Key Topics: Refining and perfecting performance pieces. Overcoming stage anxiety and enhancing confidence. Costume and makeup preparation. Self-reflection and peer critique

Assessments: Students complete a self-evaluation or peer feedback form on performance quality, clarity of movement, and commitment for rehearsal check-ins. Rubrics will be used with criteria such as: timing, execution, energy, and spatial awareness. Short assessment on remembering choreography, formations, transitions, and cues. Students record themselves and reflect on strengths and areas for improvement using a guided prompt for video reflection journals. Mini-assessments on facial expressions, storytelling, and emotional connection. Final Performance Assessments to evaluate students on technique, execution, musicality, performance quality, commitment, and group cohesion. Providing individual and group feedback. Assess students on their ability to project energy, engage with the audience, and maintain presence throughout. Have students provide constructive feedback on a partner's performance and their own.