

# Montclair High School

## Course Syllabus

**Department:** SVPA

**Course:** Advanced Dance Technique

**Level:** 9-12

**Credits:** 5 Visual/Performing Arts or 3.75 Physical Education

### **Course Description:**

Advanced Dance Technique is a fast-paced class for male and female students who demonstrate a mature focus and strong technical ability on movement and dance. Throughout the year, dancers are guided through activities that develop improvisational, partnering, and choreographic skills in preparation for after-school rehearsals. Students will create and critique collaborative movement-based and/or thematic dances for presentation that reflect their personal interests, artistic, and technical abilities. Professional faculty and guest artists work with students to develop formal presentations of the Dance Company of the School of Visual and Performing Arts in the spring.

### **Standards:**

1.1-1.5

### **Anchor Text(s):**

None available. Suggest readings: *Dance Composition Basics* by Pamela Anderson Sofras; *Contact Improvisation* by Cheryl Palant; *Learning About Dance* by Nora Ambrosio; *The Vision of Modern Dance* by Brown, Mindlin and Woodford; *Dancers Talking Dance* by Larry Lavender; *The Intimate Act of Choreography* by Blom and Chaplin; *Moving From Within* by Alma M. Hawkins; *Dynamic Alignment Through Imagery* by Eric Franklin; *Dance Imagery for Technique and Performance* by Eric Franklin; *Fifty Contemporary Choreographers* by Martha Bremser

### **Supplementary Materials:**

Classroom instruction is embellished through the use of videotaped showings pertaining to performances of current professional dance companies, the history of dance, and supplemental training such as yoga and pilates. Selected chapters from related books, articles from *Dance Magazine*, technical clarification sheets of isolated steps and art forms, and information on further study are distributed for review as well.

### **Units of Study:**

For each genre:

- Unit I: Course overview; review of proper class etiquette; introduction to movement concepts and principles, choreographic concepts, technical steps and terms from a beginning to advanced level; placement, alignment, and physiology involved; development of self-assessment skills; execution of intermediate-advanced level combinations and transpose to other side.
- Unit II: Refinement of execution exercises and steps from Unit I; expansion of exercise knowledge, terms, and concepts; application of breath to phrasing; apply group corrections to personal performance; demonstrate, self-monitor, and correct placement and alignment.
- Unit III: Refinement of execution of exercises and steps from previous units; execute combinations of increasing complexity and transpose to other side; expand upon knowledge of movement, concepts, and terms; research two historical figures in dance for classroom presentation.

- Unit IV: Continued refinement of all learned exercises, steps, phrases, and concepts; demonstrate self-reliance and performance attitude/quality in classroom performance; create polished dance in each genre reflecting personal style and movement vocabulary for public performance and analyze content.

### **Proficiencies:**

Upon successful completion of this course, students will:

- Exemplify an appreciation for the discipline and dedication required to be a professional dancer, possess knowledge of currently performing dance companies, and seek out and attend performances.
- Demonstrate acceptable social interaction skills and behaviors as they are applied to proper dance class etiquette.
- Visually identify, physically demonstrate, and verbally describe terms from modern dance technique, ballet, jazz, and yoga terms.
- Demonstrate an understanding of the physiological processes of the human body as they relate to the execution of movement, injury prevention, and treatment.
- Demonstrate increasing knowledge and skill in different techniques through daily execution of movement: refine alignment, placement, and balance, increase upper and lower body strength, flexibility, agility, balance, and clarity.
- Feel comfortable with artistic risk, improvising, and problem solving with personal movement explorations and innovations.
- Solidify a personal movement style, heightened awareness of self, and awareness of the role a dancer plays within groups or companies of dancers.
- Create, contrast, analyze, and critique dances that emphasize both a movement-based and thematic approach to dance making.
- Craft a meaningful dance paring personal insights of human behavior, environment, and/or heritage and culture with explored concepts of dance making.
- Embrace a system of positive and productive self-evaluation and the ability to set personal goals and monitor progress.

### **Evaluation & Assessment:**

Student learning incorporates a variety of methods, strategies and skills. Therefore, in an attempt to accurately evaluate student achievement, various methods of alternative assessments will be employed in the grading of students, including:

- Tests/Quizzes are an assessment of cumulative knowledge and understanding of a unit of study and may include the following: performance-based assessments of applied learning, group composition, written tests designed to identify knowledge of terminology; physical and written activities demonstrating ability to analyze, compare and contrast differing technical steps and dance concepts. **10% of grade**
- Homework enables students to exercise and reinforce their understanding and knowledge of the content and skills taught in class. Homework is assigned on occasion to stimulate further thought and personal growth typically centering around teaching students to visualize themselves in positive terms as a learner with no limitations. **10% of grade in conjunction with tests/quizzes.**
- Class Preparation and Involvement is an integral aspect of the learning process where students demonstrate their on-going understanding of content and concepts taught. It is both a learning and evaluative tool that is a requirement of the course. Students perform a preparatory set of 6-10 exercises and learn/perform phrases on a daily basis. It is required that students dress appropriately

for class (women in black leotard and tights/jazz pants; men in black sweats and white Ts), arrive on time, participate with full energy and maintain a productive, positive attitude on a daily basis. **80% (40/40) of grade.**