

Course Title: Dance IV Course Sequence: Follows Dance III Credit: 1	
Strand and Content/Processes	Vignette
<p>Perception: Dance IV trains the total dancer by integrating students' technique, perception, artistic interpretation, and cultural/historical analysis. Students attain greater awareness and control of their bodies, a keener ability to "read" performances, stronger interpretive skills (including dynamic qualities), and the understanding of dance as creative expression in cultural/historical context. This final level of class work challenges students to become leaders, independent thinkers, and role models for younger students.</p>	<p>Marion Simon designs an assignment for her Dance IV students to challenge and expand their understanding of the discipline of dance and how it compares with other art forms. First, Ms. Simon asks each of her students to describe art, music, theatre, and dance in writing. She asks the class to discuss the ability of each discipline to communicate thoughts, feelings, ideas, concepts, and narratives.</p> <p>After the class generates some initial ideas about the characteristics of each fine arts discipline, they individually research themes that have historically been addressed in dance. Each student writes an essay in which he or she determines which subjects are best suited to be explored through movement. Ms. Simon asks her students to examine at least two major dances in their repertoire and to discuss in detail the thematic content of each. She encourages them to critique the appropriateness of each dance's content, to cite illustrations in each dance that are excellent examples of communicating through movement, and to point out themes that prove extraordinarily difficult to examine through movement.</p> <p>Ms. Simon uses the student essays as the basis for class discussions.</p>
<p>Creative Expression/Performance: Dance IV students continue intensive, individualized training in their areas of specialization and may do additional work in outside genres. Each student develops a personal conditioning program in accordance with the technical requirements of her or his genre and level of training. Program design should be discussed with the instructor and peers. Dance IV focuses on developing students' leadership and independent thinking skills. Students take turns leading warm-up, barre, and floor exercises. Preparation for special performance events gives students additional responsibilities in areas such as costume, props, and makeup. Students are expected to be highly proficient in their areas of specialization and competent in related areas. Proficiency includes technical facility, emotional expression, and the communication of ideas to an audience. Students may prepare performance notes for dance presentations by describing a dance, its history, and other relevant information.</p>	
<p>Historical/Cultural Heritage: In independent study, students may research and create projects illustrating the historical/cultural influences on specific genres. Attention may be focused on the description of contributions made by dancers, choreographers, and patrons and on the impact of these contributions on succeeding work. Original thinking based on research is encouraged. The format of presentations may vary and should be pre-approved by the teacher. Students may choose a traditional dance to study and create an original piece representative of its tradition.</p>	
<p>Response/Evaluation: Self-assessment and teacher and peer critique of original and choreographed work aids students in refining performances. The health and physical training of the dancer should be considered and incorporated into assessment. Development of assessment criteria continues to influence how students view their own, their classmates', and professional performances. Students who plan to continue in dance assemble resumes and portfolios to seek outside performance, training, and study opportunities.</p>	