

CANTERBURY HIGH SCHOOL
Ottawa-Carleton District School Board
Course Outline

Department	Dance	Course Name	Dance
Course Code	ATB 10K	Grade	9
Credit:	1 credit	Teacher:	Gosselin

Course Overview This course emphasizes the basic movements of one or more world dance forms, and the scientific and safety principles related to dance. Students will create movement vocabulary for dance compositions, express themselves through movement, and investigate the historical and cultural development of dance. They will also learn about creative influences on dancers and choreographers, and the role of criticism in the art of dance. This Arts Canterbury course focuses on classical ballet technique. It is taken in conjunction with ATM (modern dance)

Overall Expectations

Theory

TTV.01X	apply safety principles in the dance environment and in the execution of movement skills
TTV.02X	describe how dance contributes to physical well-being
TTV.03X	define good hygiene and healthy eating habits
TTV.04X	explain the historical and cultural significance of one or more world dance forms
TTV.05X	demonstrate basic movement skills in one or more world dance forms studied, and identify the terminology associated with each

Creation

TCV.01X	identify and explore in basic ways the elements of movement (e.g., flow, space, time), and combine them into sequences
TCV.02X	improvise to vary established patterns and develop an idea or theme
TCV.03X	demonstrate an understanding of fundamental presentation and performance skills
TCV.04X	perform in appropriate settings
TCV.05X	demonstrate knowledge of appropriate conventions relating to classroom presentations, and conventions affecting performers and audience members.

Analysis

TAV.01X	observe and identify a broad spectrum of dance
TAV.02X	describe dance works, using the language of dance criticism
TAV.03X	reflect on their own work and that of others
TAV.04X	exhibit basic library research skills, using current information technologies
TAV.05X	explain how skills developed in dance can be applied in a variety of careers.

Units of study

1. Performance; Style and Technique (70 hours total)

- Demonstrate the basic movement skills in the dance style (Ballet*)
- demonstrate an understanding of fundamental presentation and performance skills (Ballet*)
- perform in settings appropriate for the students and for the pieces being performed (Ballet*)
- demonstrate an understanding of concentration, effective projection and clarity in communication

2. Composition (20 hours total)

- explore and demonstrate their understanding of the basic elements of dance – Body, space, shape, time ,energy and relationship (Ballet*)

- combine the basic elements of the dance style(s) into sequences
- Demonstrate the difference between learning steps and creating a dance work
- Create dance composition using various form and structures

3. Theory: Thinking Analysis (15 hours total)

- Identify basic movement terminology pertaining to ballet
- Demonstrate an understanding of the historical development of ballet
- Develop criteria for discussing a broad spectrum of observed dance
- Describe, using their own observation, a broad spectrum of dance
- Demonstrate an understanding of dance as a mean to physical well being
- Demonstrate an understanding of safe practices in regard to self and others in the classroom and in performance setting
- Identify commonalities among various dance forms

4. Self and Community (5 hours total)

Students will:

- describe how dance contributes to their physical, and social well-being eg. eating disorders, dance related injuries, safety, careers in dance)
- examine the historical and cultural significance of the dance styles being studied
- Understand and demonstrate appropriate behaviour (and dance etiquette*)in class and at dance performances
- Describe the distinctive characteristics of presenting dance in small and large group
- Explain how physical intellectual and artistic skills and knowledge developed in dance can be applied in a variety of career (e.g. Self discipline, confidence with movement)

Teaching Strategies

<ul style="list-style-type: none"> • cooperative learning • trips • lectures field • guest speakers • role playing 	<ul style="list-style-type: none"> • media presentations • independent research assignments • learning centres 	<ul style="list-style-type: none"> • home practice • buddy system • demonstrations • interviews • journal writing
---	---	--

Strategies for Assessment and Evaluation

<ul style="list-style-type: none"> • tests • quizzes • demonstrations • group work • presentations • research 	<ul style="list-style-type: none"> • oral reports • reflection • rubrics • self assessment • peer assessment 	<ul style="list-style-type: none"> • portfolios • conferencing • response journals • summative work • performance
---	---	--

Evaluating Student Achievement

The final grade for each course:

- 70% of the grade will be based on assessment and evaluation conducted throughout the course.
- 30% of the grade will be based on a summative evaluation administered towards the end of the course. The summative evaluation may take the form of the process leading to an

examination (up to 15%) and the day of the exam (up to 10%). Performance task, essay, and/or other methods of evaluation suitable to the course content (up to 10%)

EVALUATION BREAKDOWN FOR ATB,10K

Achievement Category 70% of the course	Strategy	Mark
Application Communication	<p>1. Performance</p> <p>-Practical classes in floor barre and Ballet technique, using appropriate concentration and performance skills</p> <p>Self and Community</p> <p>Demonstrate preparation/readiness (code of behaviour and etiquette) for dance classes, rehearsals and presentation.</p>	45%
Application Communication	<p>2. Composition Presentation/performance</p> <p>-Elements of dance, composition of a phrase: creating a dance using levels, relationship and a score -Present and perform dance in different group forms (e.g. trio, small and large groups). -Written reflection on composition projects and self- assessment.</p>	10%
Knowledge/Understanding& Thinking Inquiry Communication	<p>3. Theory; Thinking Analysis</p> <p>-History projects. The romantic era: Text book, Video and poster. -Health: discussions on ballet safety practice, introduction to back stage technical support. -4 Ballet vocabulary tests. -2 Reviews of dance performances -Portfolio (Sem.1)</p>	15%
Sub Total		70%

Summative Performance 30% of the course	Strategy	Mark
-Application -Knowledge/Understanding -Thinking Inquiry -Communication	<p>-Process of practical exams in Classical ballet exam</p> <p>-Classical ballet exam day</p> <p>-Demonstrate preparation/readiness for exams</p> <p>-Written test and/or composition project</p>	<p>15%</p> <p>5%</p> <p>10%</p>
Sub Total		30%

TOTAL:**100%****Classroom Management Policies**

Dance exams: Practical performance exams in dance take place every year between mid-May and mid-June. Attendance during this time period is mandatory. Students will be provided with specific dance exam dates at the beginning of the course in September.

Food: Food and drink (except water) is not permitted in class.

Homework: Students will be required to prepare for class by rehearsing technique and planning and/or rehearsing performance pieces at home.

Punctuality: Washroom and locker visits are to be made between classes. Students are expected to be changed for participation 5 min. after the start of class.

Lockers: Students may not leave class to go to their lockers. Bring your equipment at the beginning of class

Ettiquette: All students are responsible for providing and maintaining appropriate dancewear, shoes, hair.

Equipment: Text book and binder for active participation are required. Students may sign out sound equipment, the in-focus machine, dance magazines and books from the department library and are responsible for returning them promptly.