

Dance - Notable Choreographers Grade 9



Course Description:

Notable Dance Choreographers A will explore the lives and works of dance choreographers who have impacted and progressed the art of dance. Beginning in the 18th century, and moving through the present, choreographers who represent varied forms of dance will be included. This course comes with an optional lab experience that can be taken in person with an approved community expert. This course may utilize an optional learning experience with a community expert. Consult our [searchable database](#) of Community Partners for a current list of approved community partners. Registration for Community Partners will take place in Go Sign Me Up. Content for this course will appear in

our learning management system, Canvas.

Prerequisites: None

Course Objectives:

Upon completion of this course, students will be able to....

- ❖ Demonstrate understanding of dance structures.
- ❖ Formulate and answer aesthetic questions.
- ❖ Analyze the role of dance.
- ❖ Establish and apply aesthetic criteria when evaluating choreography.
- ❖ Communicate how movement choices reflect abstract ideas in dance.
- ❖ Explain how personal experience influences dance interpretation.
- ❖ Identify how lifestyle choices affect the dancer.
- ❖ Discuss traditions and techniques of classical dance forms.
- ❖ Identify commonalities and differences between dance and other disciplines.
- ❖ Demonstrate how technology can be used to reinforce, enhance, or alter dance ideas.

Details:

School Level: Grades 9

Standards: Michigan Content Standards

Course Location: Canvas

When Offered: Semester 1 & 2

Content Provider: Niles Virtual School

Instructor Provider: Niles Virtual School

Enrollment Message: Students must have access to a computer and internet connection.

Fall Course Outline:

Week 1: Introduction / Pre Test
Week 2: Filippo Taglioni
Week 3: Marius Petipa
Week 4: Lev Ivanov
Week 5: Agnes de Mille
Week 6: Rostislav Zakharov
Week 7: Jerome Robbins
Week 8: Katherine Dunham
Week 9: Bob Fosse

Week 10: Alvin Ailey
Week 11: George Faison
Week 12: Jerry Mitchell
Week 13: Mia Michaels
Week 14: Andy Blankenbuehler
Week 15: Kate Thomas
Week 16: Savion Glover
Week 17: Review
Week 18: Post Test / Post Evaluation

Spring Course Outline:

Week 1: Introduction / Pre Test
Week 2: Jean Coralli-Jules Perrot

Week 10: Tommy Tune
Week 11: Gregory Hines
Week 12: Debbie Allen

<p>Week 3: Arthur Saint-Leon Week 4: Martha Graham Week 5: George Balanchine Week 6: Ivo Vana-Psota Week 7: Merce Cunningham Week 8: Twyla Tharp Week 9: Paul Taylor</p>	<p>Week 13: Michael Jackson Week 14: Pilobolus Week 15: Lucinda Childs Week 16: Cynthia Oliver Week 17: Review Week 18: Post Test / Post Evaluation</p>
<p>Resources Included: Students are provided access to Canvas course content. Online lesson instruction and activities, opportunities to engage with a certified, online instructor and classmates, when appropriate, and online assessments to measure student performance of course objectives and readiness for subsequent academic pursuits.</p>	<p>Additional Costs: None. Students will access their course content within the Canvas course shell. If students encounter any issues in accessing their online materials from Canvas, they should contact their instructor.</p>
<p>Scoring System: This course will receive a credit/no credit grade. A "credit" grade will be based on a score of 60% or better.</p>	<p>Time Commitment: Semester sessions are 18-weeks long. We recommend learners set aside one hour per day to complete course content.</p>
<p>Technology Requirements: Students will require a computer device with an up-to-date Chrome Web Browser. Niles Virtual School can provide a computer and wifi for students with need and meet qualifications. Please contact the Director.</p> <p>Please review the Niles Virtual School Technology Requirements</p>	<p>Required Assessment: Online assessments consist of formative and summative assessments represented by computer-graded multiple choice, instructor-graded writing assignments including hands-on projects, model building and other forms of authentic assessments.</p>
<p>Instructor Contact Expectations: Students can use email within Canvas to access highly qualified teachers when assistance is needed. The instructor information may provide additional communication options.</p>	<p>Academic Support Available: In addition to access to a highly qualified, Michigan certified teacher, students have access to an appointed mentor. For issues relating to the individual course, students should contact the Teacher of Record for the course.</p>
<p>Technical Skills Needed: No special skills are required beyond the ability to operate a computer, ability to upload files and use word processing software.</p>	<p>Instructor Support System:For technical issues within your course, contact the Teacher of Record for the course.</p>

<p>Fall Michigan Content Standards: Art.D.II.HS.3 - Through brief dances, demonstrate understanding of structures or forms such as palindrome, theme and variation, rondo, round, as well as contemporary forms chosen by the student. Art.D.III.HS.1 - Reflect on and describe how movement choices communicate abstract ideas in dance. Art.D.III.HS.3 - Establish a set of aesthetic criteria and apply it in evaluating their own work and that of others. Art.D.III.HS.4 - Formulate and answer their own aesthetic questions; e.g., what is it that makes a particular dance that dance? How much can one change that dance before it becomes a different dance? Art.D.IV.HS.1 - Explain how personal experience influences the interpretation of a dance. Art.D.IV.HS.3 - Perform or discuss the traditions and techniques of a classical dance form. Art.D.IV.HS.4 - Analyze the role of dance and dancers prior to the twentieth century.</p>

Art.D.V.HS.2 - Effectively communicate how lifestyle choices; e.g., exercise, diet, habits, affect the dancer.

Art.D.V.HS.4 - Clearly identify commonalities and differences between dance and other disciplines with regard to fundamental concepts, such as materials, elements, and ways to communicate meaning.

Art.D.V.HS.5 - Demonstrate and discuss how technology can be used to reinforce, enhance, or alter the dance idea in an interdisciplinary project.

MITECS.CCT.9-12-8 Use features of a course or learning management system such as discussion forums, polls, wikis, dropbox, etc. to access and complete assignments.

Spring Michigan Content Standards:

Art.D.II.HS.3 - Through brief dances, demonstrate understanding of structures or forms such as palindrome, theme and variation, rondo, round, as well as contemporary forms chosen by the student.

Art.D.III.HS.1 - Reflect on and describe how movement choices communicate abstract ideas in dance.

Art.D.III.HS.3 - Establish a set of aesthetic criteria and apply it in evaluating their own work and that of others.

Art.D.III.HS.4 - Formulate and answer their own aesthetic questions; e.g., what is it that makes a particular dance that dance? How much can one change that dance before it becomes a different dance?

Art.D.IV.HS.1 - Explain how personal experience influences the interpretation of a dance.

Art.D.IV.HS.3 - Perform or discuss the traditions and techniques of a classical dance form.

Art.D.IV.HS.4 - Analyze the role of dance and dancers prior to the twentieth century.

Art.D.V.HS.2 - Effectively communicate how lifestyle choices; e.g., exercise, diet, habits, affect the dancer.

Art.D.V.HS.4 - Clearly identify commonalities and differences between dance and other disciplines with regard to fundamental concepts, such as materials, elements, and ways to communicate meaning.

Art.D.V.HS.5 - Demonstrate and discuss how technology can be used to reinforce, enhance, or alter the dance idea in an interdisciplinary project.

MITECS.CCT.9-12-8 Use features of a course or learning management system such as discussion forums, polls, wikis, dropbox, etc. to access and complete assignments.