

Dance - Dance Around the World Grade 10



Course Description:

Dance Around the World is a personalized performing arts course for grade 10. It is designed to provide students with information and exposure to dance around the world, its role in the lives of the people who live there, and its aesthetic and cultural value. *Dance Around the World* will provide personalization options to every student taking this course through student driven choices regarding assignment submission methodology, additional virtual

resources, and learning from community experts. 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 structures and forms of dance.
- ❖ Describe how movement choices communicate abstract ideas.
- ❖ Explain how personal experience influences dance interpretation.
- ❖ Analyze the role of dance and dancers in relation to their culture and time period.
- ❖ Communicate how varied lifestyle choices affect the dancer.
- ❖ Converse regarding varied forms of dance in different cultures.
- ❖ Explain the significance and method of several dance forms in each country covered in this course.

Details:

School Level: Grades 10

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: Pre-test - Intro
 Week 2: African Dance (Intro)
 Week 3: African Dance (Survey)
 Week 4: African Dance (Lifestyle Choices)
 Week 5: Russian Dance (Intro)
 Week 6: Russian Dance (Survey)
 Week 7: Russian Dance (Lifestyle Choices)
 Week 8: Chinese Dance (Intro)
 Week 9: Chinese Dance (Survey)

Week 10: Chinese Dance (Lifestyle Choices)
 Week 11: German Dance (Intro)
 Week 12: German Dance (Survey)
 Week 13: German Dance (Lifestyle Choices)
 Week 14: Indian Dance (Intro)
 Week 15: Indian Dance (Survey)
 Week 16: Indian Dance (Lifestyle Choices)
 Week 17: Review
 Week 18: Post-test

Spring Course Outline:

Week 1: Pre-test - Intro
 Week 2: Native American Dance (Intro)
 Week 3: Native American Dance (Survey)
 Week 4: Native American Dance (Lifestyle)
 Week 5: Mexican Dance (Intro)

Week 10: Japanese Dance (Lifestyle)
 Week 11: Spanish Dance (Intro)
 Week 12: Spanish Dance (Survey)
 Week 13: Spanish Dance (Lifestyle)
 Week 14: Mongolian Dance (Intro)
 Week 15: Hawaiian Dance (Survey)

<p><i>Week 6: Mexican Dance (Survey)</i> <i>Week 7: Mexican Dance (Lifestyle)</i> <i>Week 8: Japanese Dance (Intro)</i> <i>Week 9: Japanese Dance (Survey)</i></p>	<p><i>Week 16: United States Dance (Lifestyle)</i> <i>Week 17: Review</i> <i>Week 18: Post-test</i></p>
<p>Resources Included: <i>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.</i></p>	<p>Additional Costs: <i>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.</i></p>
<p>Scoring System: <i>This course will receive a credit/no credit grade. A “credit” grade will be based on a score of 60% or better.</i></p>	<p>Time Commitment: <i>Semester sessions are 18-weeks long. We recommend learners set aside one hour per day to complete course content.</i></p>
<p>Technology Requirements: <i>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.</i></p> <p><u>Please review the Niles Virtual School Technology Requirements</u></p>	<p>Required Assessment: <i>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.</i></p>
<p>Instructor Contact Expectations: <i>Students can use email within Canvas to access highly qualified teachers when assistance is needed. The instructor information may provide additional communication options.</i></p>	<p>Academic Support Available: <i>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.</i></p>
<p>Technical Skills Needed: <i>No special skills are required beyond the ability to operate a computer, ability to upload files and use word processing software.</i></p>	<p>Instructor Support System:<i>For technical issues within your course, contact the Teacher of Record for the course.</i></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.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.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. 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.</p>

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.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.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.

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.