



RIVERSIDE BROOKFIELD HIGH SCHOOL DANCE SYLLABUS

Dance I, Dance II, Hip Hop Dance, Honors Repertory Dance Ensemble

TEACHER

Ms. Madelyn Dall (dallm@rbhs208.net)

COURSE DESCRIPTIONS

Dance I (Frosh-Senior)

Improve your balance, flexibility, agility and overall coordination by taking a dance class that focuses on these important areas of fitness. This class is designed for both the dancer and non-dancer who enjoy not only the artistic and creative side of dance, but also the fitness component. Students will study jazz, hip hop, modern, ballet, and some musical theater and fitness trends such as pilates, aerial yoga and Zumba. Dancers will have the opportunity to choreograph in small groups with an option to present their work to an audience. No prior dance experience is required and this class may be repeated.

Dance II (Frosh-Senior)

Designed for students with previous dance training or Dance 1, this course concentrates on contemporary dance technique and choreography while continuing to improve student coordination, flexibility, balance, dance skill and overall fitness. The physical and mental discipline of dance provides the students an opportunity to be creative problem solvers, to organize thoughts and skills and to work effectively in cooperative learning groups while performing the art of dance. Dancers will continue to further develop their technique while continuing to focus on dance fitness trends similar to those of Dance 1. This class may be repeated.

Hip Hop Dance (Soph-Senior)

Cultural studies of Hip Hop meet wellness and dance in this exciting class. This class is designed for non-experienced Hip Hop dancers and those with Hip Hop knowledge. Improve your balance, flexibility, agility and overall coordination by taking a dance class that focuses on these important areas of fitness. Students engage with the history and evolution of hip hop dance, its related art forms, and concepts of wellness within Hip Hop culture all the while learning how to Break, Pop, Lock, and Step along with the break beats of classic and modern Hip-Hop.

Honors Repertory Dance Ensemble (Soph-Senior)

RDE is a one-year co-curricular course designed for the advanced level student who wishes to perform and produce dance. Students in this class will rehearse for semester performances, study contemporary modern dance skills and techniques, learn new choreography and experience the various roles of producing a dance concert. Repertory Dance Ensemble will perform and rehearse outside of the scheduled school day. Performance requirements for the ensemble will be fulfilled through the fine arts department. Adherence to the strictest rehearsal and performance standards will be required to maintain membership in this group. This class may be repeated and registration is through an audition-only process.

RBHS DANCE DEPT. DOMAINS AND NATIONAL ARTS STANDARDS (<http://nationalartsstandards.org>)

CREATING

- **Anchor Standard #1:** Generate and conceptualize artistic ideas and work
- **Anchor Standard #2:** Organize and develop artistic ideas and work
- **Anchor Standard #3:** Refine and complete artistic work

PERFORMING/PRESENTING/PRODUCTION

- **Anchor Standard #4:** Select, analyze, and interpret artistic work for presentation
- **Anchor Standard #5:** Develop and refine artistic technique and work for presentation
- **Anchor Standard #6:** Convey meaning through the presentation of artistic work

RESPONDING

- **Anchor Standard #7:** Perceive and analyze artistic work
- **Anchor Standard #8:** Interpret intent and meaning in artistic work
- **Anchor Standard #9:** Apply criteria to evaluate artistic work



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CONNECT

- **Anchor Standard #10:** Synthesize and relate knowledge and personal experiences to make art
- **Anchor Standard #11:** Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

ENDURING UNDERSTANDINGS

- Artists communicate sensibility and meaning through visual and performing arts
- Artists manipulate their medium(s) to construct meaning
- An artist's ability to listen and interpret affects their ability to understand the art form
- A level of proficiency is necessary to communicate an artist's intent
- An artist's use of skills and techniques is a continual, repetitive learning process
- Artists present finished products or performance
- The critique process can lead to heightened awareness of aesthetics
- Critiques promote the use of art vocabulary
- The critique process is a valuable analysis of what takes place intuitively

ESSENTIAL QUESTIONS

- How do form, content and context express and influence meaning?
- How do elements and principles facilitate the creative process?
- How do you skill and technique enable the creative process?
- How do we use critique to inform our art?

CLASS REQUIREMENTS AND EXPECTATIONS

- Check dry erase board in concession area and inside dance studio for daily announcements and activities
- Daily participation, proper dance attire, long hair tied back, and on time to class
- Positive attitude, effort and cooperation
- Expect to be photographed and videotaped periodically during the semester
- Complete written reflection and assessments

ELECTRONIC DEVICES, DIGITAL MOBILE DEVICE GUIDELINES

To maintain a focused learning environment, all cell phones and personal electronic devices must be powered down and stored out of sight during class time. Personal devices are only allowed in common areas during non-class time. Violations of these expectations will result in disciplinary actions as outlined in the student handbook. We aim to help students develop responsible digital habits for academic success.

CLASS ATTIRE

- **Top:** Black tank top for RDE members, blue RB PE shirt for all other classes. Black RDE jacket may be worn over tanks for members and/or any RB Dancewear (Orchasis, RDE etc.)
- **Bottom:** Leggings, Yoga pants, Fitted joggers, Capris, or reasonably length shorts
 - NO sweatpants or baggy/loose pants except for **Hip Hop Dance students**. NO short shorts.
- **Feet:** Bare feet or socks. Dance shoes are optional. Athletic shoes are required for outdoor settings and Hip Hop classes
- Avoid wearing long earrings, necklaces, and various other jewelry that may get caught
- Hair must be tied back and/or pulled away from the dancer's face

**Need to purchase items for dance? See Ms. Dall for inquiries*

DRESSING ROOMS AND DANCE LOCKERS

1. Each student will have their own dance locker located in the downstairs locker rooms or Dance Hall Dressing Rooms (RDE ONLY)
2. **ALL LOCKS MUST BE A BLUE PHYSICAL EDUCATION LOCK.** Please talk to Ms. Dall if you need to purchase a new/replacement lock.
3. Students must leave all personal belongings in the dressing room: clothing, shoes, backpacks, purses,



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phones, iPads, miscellaneous electronic devices, jewelry, etc.

4. **ALL VALUABLES ARE TO BE LOCKED IN YOUR DANCE LOCKER DURING CLASS TIME. **THIS IS THE DANCER'S PERSONAL RESPONSIBILITY****

CLASS UNITS AND TOPICS (includes, but not limited to)

Dance I	Dance II	Hip Hop	HRDE
Ballet	Ballet	Hip Hop Fundamentals	Various Dance Techniques (contempo, jazz, ballet, etc.)
Jazz	Jazz	80's Dance Styles	Music Design and Editing
Modern/Contemporary	Modern/Contemporary	90's Dance Styles	Site Specific Work
Musical Theatre	Musical Theatre	00's Dance Styles	Anatomy for Dancers
Hip Hop	Hip Hop	Breakdancing	Conditioning for Dancers
Tap	Tap	Social Media and Hip Hop	Improvisation
Choreography	Choreography	Choreography	Choreography Projects
Beginning Aerial Yoga	Aerial Yoga		
Beginning Aerial Dance	Aerial Dance		
In-Class Performance	Concert Dance Performance	Concert Dance Performance	Concert Dance Performance S1- Showcase S2- Spring Concert

WRITTEN WORK (includes, but not limited to)

- Feedback Google Forms
- Short Unit/Reflection papers
- Dance and Yoga Terminology quizzes
- Image and video submissions and analysis

GRADING POLICY

**Grading will not be based on skill compared to other peers with more/less experience or ability*

***Final grades will NOT be rounded up*

- **Class Participation – 50%**
 - Attendance and Timeliness
 - Attitude and Effort (including Improvement)
 - Participation
 - Proper attire (All black dance attire only & hair tied back)
- **Assessments– 20%**
 - Reflections and Written Assignments
 - Quizzes
 - Video Submissions
- **Choreography and Performance – 20%**
 - Individual and Small Group Assignments (both live and through video)
 - Group Projects
 - Performance Combos (Live and Video)
- **Reflection Paper and Capstone Choreography/Research Project - 10%**



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ATTENDANCE POLICY

If a student is absent from class for any reason other than an excused or school sponsored absence, the student will lose all 2 points on that given day. We have a make-up policy that should be communicated between the teacher and student where the student could earn points back.

MEDICAL POLICY

- ✓ Students
 - o Turn all doctor's medical notes into the Nurses Office. Email medicals to Ms. Behrendt or Ms. Crockett
- ✓ Medical Time Frame
 - o Doctor's note – Students do not lose points for them.
 - A medical written for 10 days or less means the teacher has the option to keep the student or allow them to report to the Library once approved.
 - If the medical is for longer than 10 days, the student is marked excused in Skyward, but must return to class by date listed on the medical and should check into the Library each day they are medically excused.
 - If the medical is until further notice, the nurse will find out the date of the next doctor's appointment and record it on the medical. The student is to return the day after the date, for activity or receive a new medical issued by the nurse
 - o Parent Notes (Email)
 - Parent emails due to physical injury or restrictions may excuse the student from physical participation for up to 2 days. Any longer than two days and a doctor's note is requested

ACADEMIC HONESTY AND INTEGRITY STATEMENT

At Riverside Brookfield High School, staff, students, and their parents/guardians are expected to promote and support an environment that fosters integrity and honorable conduct. Honest evaluation of each student's progress demands honest work by each learner. Academic dishonesty is strictly prohibited. Each course/teacher can provide more specific examples of what is prohibited in class but in general, any attempt by the student to use disallowed materials while completing an assessment or assignment, substituting the product of another, in whole or in part, as the student's own work, theft, possession, sharing, or unauthorized use of any test materials.

Any form of academic dishonesty as defined by the teacher or department will be referred to the Department Chair. Consequences for academic dishonesty shall be determined by the instructor of the course and department chair and may include both academic or behavioral consequences. In addition, if a student consistently misses scheduled assessments, the teacher will contact home to discuss the situation as this can lead to an unfair advantage and impacts the teacher's ability to give prompt and timely feedback to the student.

AI STATEMENT

The world of generative AI (such as ChatGPT, Google's Bard, Chatsonic, or JasperChat) is quickly becoming more accessible and will undoubtedly impact teaching and learning in numerous ways. While there are opportunities for new methods of student engagement in critical thinking, writing, and analysis, there are shortcomings to the tools themselves as well as academic integrity issues that instructors and students alike need to be aware of and consider before using the technology.

While the use of generative AI is not itself a violation of academic integrity, the unauthorized use of generative AI to create content that is submitted as one's own work is considered plagiarism and a violation of RB's Academic Integrity Policy. Having the tool to create content and then submitting it as your original work is the same as copying and submitting existing work without attribution, and subject to the same processes and sanctions as any other violation of academic integrity and unacceptable behavior. Staff and students alike need to understand the tool more fully before using it. ChatGPT, for example, has uneven factual accuracy, and is not a reliable source of



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accurate information. It was given an enormous amount of available digital content from which it identifies patterns, and naturally produces quite uneven results.

To avoid plagiarism and continue to grow as an academic, it is important for students to know how to attribute words and ideas to their proper source.

CONTACT MS. DALL

I am available by email (dallm@rbhs208.net), Monday through Friday from 7:55 AM until 3:05 PM. I will do my best to get back to you within 24 hours, not including weekends. **Please include what class period you/your child are in when you email me.**