

**MVLA  
2024-25  
COURSE INFORMATION SHEET**

**Course Title:** JAZZ DANCE (Periods 1, 2, 4)

**CTE Pathway Sequence (if applicable):** N/A

**School:** Mountain View High School

**UC/CSU requirement:** Yes/Yes

**Textbook and/or other learning resources:** Students will be provided with information as needed throughout the semester including: texts, glossary of dance terms, videos, etc.

**Course Description/Student Learning Outcomes:**

Jazz Dance is one of the classes that makes up MVHS' student centered dance program, Dance Spectrum. This course is designed for students in 9th through 12th grade. The dance styles learned throughout this course will include hip hop, jazz, ballet, and world dance. These genres are studied and then performed in student choreographed pieces at the end of each semester.

**Course Outline/Units of Study/[CTE Industry Standards](#)(If applicable to your course):**

**WHAT TO EXPECT EACH SEMESTER:**

Unit 1: Vocabulary, Shapes, and Movements in Dance (Recognize/Recall/Analyze/Evaluate)

Students learn and master ballet and jazz dance vocabulary, shapes, and movements that are common amongst many dance styles. At the end of this unit, students should be able to demonstrate and perform each ballet/jazz dance vocabulary word, shape, and movement individually, as well evaluate and critique other students' performances.

Unit 2: Choreography and Performance (Understand/Apply)

Students learn how the vocabulary that they mastered in the previous unit can be combined with other shapes and movements, as well as spatial patterns, timing, and more to become choreography. Students learn a 2-3 minute dance routine, incorporating previously learned vocabulary, that they will ultimately perform for an audience.

Unit 3: Small Group Choreography/Performance (Create)

Students are split into small groups to produce their own dance routine utilizing all skills learned throughout the semester(s). For this final choreography/performance project, students (1) collaborate to design a dance using choreographic devices and dance structures to support an artistic intent, (2) create diverse pathways, levels, and patterns in space during phrases and through transitions between phrases, (3) incorporate syncopation and accent movements related to different tempi, and (4) embody technical dance skills (e.g., functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to retain and execute dance choreography.

**Assessment and Grading ([BP 5121](#) / [AR 5121](#)):** To ensure that every student has an equal opportunity to demonstrate their learning, the course instructors implement aligned grading practices and common assessments with the same frequency.

1. Grading categories and their percentage weights:

Standard 1 – Artistic Perception – 20%

Standard 2 – Creative Expression – 20%; Ensemble Skills – 50%

Standards 3, 4, & 5 – Historical & Cultural Context, Aesthetic Valuing, Connections & Applications – 20%

2. Achievement evidence collected within each grading category:

Standard 1 – Artistic Perception – 20%

Development of motor skills and technical expertise; Comprehension and analysis of dance elements;

Development of dance vocabulary.

- Technique Assessment(s)
- Journal Entries

Standard 2 – Creative Expression – 30%

Creation/invention of dance movements; Application of choreographic principles and processes to creating dance; Communication of meaning in dance; Development of partner and group skills. Participation in live and/or digital performances.

- Final Project(s)

Standard 2 – Ensemble Skills – 50%

Class participation includes changing out of “school clothes” and into “dance clothes” for every class and physically engaging in class. Dancing from the waist up, taking notes, etc. if sitting out of class due to injury, health, or other issues prohibiting full physical participation. Rehearsal work ethic, preparation, listening, adjustments, blending, and professionalism are all part of the grading in a group dance class where individual skills impact group practice and performance.

- Monthly Participation

3. Grading scales:

A+ (97 to 100%)	A (93 to 96.99%)	A- (90 to 92.99%)
B+ (87 to 89.99%)	B (83 to 86.99%)	B- (80 to 82.99%)
C+ (77 to 79.99%)	C (73 to 76.99%)	C- (70 to 72.99%)
D+ (67 to 69.99%)	D (63 to 66.99%)	D- (60 to 62.99%)
F (50 to 59.99%)		

4. Homework/outside of class practices ([AR 6154](#)):

Students are expected to practice newly learned skills and their class’ routines outside of class to assure preparedness when they return to class. Students are expected to attend all mandatory rehearsals for all performances. The rehearsal dates/times are presented to students and their families in the form of a contract in August. [Conflict Forms](#) are available to fill out and submit if a student is unable to attend a rehearsal due to a prior commitment.

Students who apply to be choreographers and are selected will have 1-3 hours of additional outside of class work per week in order to choreograph and plan their class/rehearsal agendas.

5. Excused absence make-up practices ([Education Code 48205\(b\)](#)):

Rehearsal videos and other class materials will be posted on Google Classroom after each class for students to catch up on what they missed. Missing a performance cannot be made up and will require a suitable alternative. This will be determined on a case-by-case basis.

6. Academic integrity violation practices ([LAHS Academic Integrity Policy](#) / [MVHS Academic Integrity Policy](#)):

The practices and responses within this course are consistent with the parameters established by the MVHS Academic Integrity Policy.

7. Late work practices:

The Performing Arts Department believes that all work must be of excellent quality which means that constant improvement is a necessity. Students are expected to practice until they master new skills and/or their part within a dance piece. Late or missing assignments will be marked as ‘Incomplete’ until requirements have been satisfied.

8. Revision practices:

Students will be given multiple opportunities to achieve A-level work on all assignments and assessments.

9. Extra credit practices:

No extra credit will be given in this course.

10. Additional grading practices:

N/A

11. LMS Used:

Google Classroom - Each class period has their own Google Classroom for its students to access/submit assignments, watch/post rehearsal videos, download music for routines, etc. If a student misses a day of class, Google Classroom is the first place they should check for missing assignments and rehearsal videos.

Access Codes:

Period 1: [4hlj6zr](#)

Period 2: [aoqlrlr](#)

Period 4: [ikaxg62](#)

**Instructors' email addresses:**

[lauren.kato@mvla.net](mailto:lauren.kato@mvla.net)

**Additional information:**

[Dance Spectrum Handbook \(24-25\)](#)