

*Duke Ellington School of the Arts
Dance Department*

“DANCE HISTORY”
Course Syllabus

Instructor – Katherine Smith

COURSE DESCRIPTION

Dance History is a one semester (half credit) course. Students will survey dance from primitive to contemporary times while tracing its role through historical eras. Students will come to an understanding of their own culture and begin to respect dance as a part of the heritage of many cultures from areas around the globe as well as from their own communities. Students will receive and adapt their knowledge within the diversities of dance and society.

NATIONAL STANDARDS FOR ARTS EDUCATION IN DANCE
w/ adjunct goals () and objectives drawn from*
Teaching Dance as Art in Education – Brenda Pugh McCutchen

CONTENT STANDARD #2 – Understanding Choreographic Principles, Processes and Structures.

Achievement Standard:

- a.) create a sequence with a beginning, middle and end, both with and without a rhythmic accompaniment: identify each of these parts of the sequence.*
- b.) improvise, create, and perform dances based on their own ideas and concepts from other sources.*
- c.) use improvisation to discover and invent movement and to solve movement problems.*
- d.) create a dance phrase, accurately repeat it, and then vary it (making changes in the time, space, and/or force/energy).*
- e.) demonstrate the ability to work effectively alone, with a partner or in a group setting.*
- f.) demonstrate the following partner skills; copying, leading, following and mirroring.*

CONTENT STANDARD #3 – Understanding Dance as a Way to Create and Communicate Meaning as Universal Expression across Time and Place.

Achievement Standard:

- a.) observe and discuss how dance is different from other forms of human movement. (such as sports, everyday gestures.)*
- b.) take an active role in a class discussion about interpretations of and reactions to a dance*
- c.) present their own dances to peers and discuss their meanings with competence and confidence.*

CONTENT STANDARD #3 CONTINUED

- *d.) Goal 1.1 - explain how dance reflects, records, and shape history and plays a role in every culture as a universal language.*

CONTENT STANDARD #4 – Applying and Demonstrating Critical and Creative Thinking Skills in Dance.

Achievement Standard:

- a.) *explore, discover, and realize multiple solutions to a given movement problem, choose their favorite solution and discuss the reason for that choice.*
- *b.) *Goal 1.2 – explain or demonstrate cultural and historical similarities and differences among dance styles.*
- *c.) *Goal 1.3 – relate dance’s purposes and functions in different cultures.*

CONTENT STANDARD #5 – Demonstrating and Understanding Dance in Various Cultures and Historical Periods.

Achievement Standard:

- b.) *learn and effectively share a dance from a source in their community; describe the cultural and/or historical context.*
- c.) *accurately answer questions about dance in a particular culture and time period (example, In Colonial America, Why and in what setting did people dance? What did the dances look like?)*

***GOAL 2: - To Recognize the Significance of Dance in Society, Notable Contributors to Dance, and a Body of Significant Dance Works.**

- *a.) *Goal 2.1 – explain the role of the dancer in society as an expressive artist or entertainer, who helps create artistic values and accomplishments of civilization.*
- *b.) *explain the artistic role of dances and choreographers of the past and present.*
- *c.) *Goal 2.3 - identify important dance innovators in past and contemporary cultures.*
- *d.) *identify notable dance performers from selected time periods, styles or cultures who made an impact on the world of dance.*
- *e.) *Goal 2.4 – identify important dance works and their choreographers from different time periods, styles and cultures.*

CONTENT STANDARD #6 – Making Connection Between Dance and Other Disciplines.

Achievement Standard:

- b.) *respond to a dance using another art form, explain the connections between the dance and their response to it (such as stating how a painting or music etc...) can reflect dance.*

GRADING RUBRIC

All Scores are Factored into the Final Grade:

- | | |
|---|------------|
| <i>a.) 2-3 quiz/tests per advisory</i> | <i>20%</i> |
| <i>b.) A mid-term per advisory</i> | <i>20%</i> |
| <i>c.) A final exam per advisory</i> | <i>20%</i> |
| <i>d.) 2-3 in class physical projects per advisory
(individual &/or group)</i> | <i>15%</i> |
| <i>e.) 3 essays per advisory (homework)</i> | <i>15%</i> |
| <i>f.) A combination of classroom participation
and periodic unannounced notebook checks (promote organization)</i> | <i>10%</i> |

Scheduled dates of classes, assignments, exams, projects etc... are Subject to Change at the discretion of the Instructor and/or in the event of extenuating circumstances: school closings, unscheduled school activities, occasional performance/rehearsals etc... All lessons postponed will be re-scheduled within the return of normal school weeks and at the discretion of the instructor.

GRADING SCALE

At the secondary level, sixth (6th) grade through twelfth (12th) grade, marks/grades of A through F shall be assigned by teacher to indicate the degree of achievement by a student of the content standards in each course. Results of the end of course exam will count for no more than 20% of the final grade. Marks (grades) shall be as follows:

A = 93 - 100

A- = 90 - 92

B+ = 87 - 89

B = 83 - 86

B- = 80 - 82

C+ = 79 - 77

C = 73 - 76

C- = 70 - 72

D+ = 67 - 69

D = 64 - 66

F = 63 and below (or 5 unexcused absences, regardless of scores on assignments, tests, projects etc..)

I = Incomplete (too little work submitted) Students have until two weeks after issuance of report cards to submit individual written assignments. Failure to complete work required (at the discretion of instructor) within the above stated time frame will result in the Incomplete grade converting to an "F" (Failure).

Ellington's Attendance/Absence Policies Must be Adhered: Documented and Verified. (Refer to Ellington 2011-2012 Community Handbook)

M = Medical Once an injury has been verified by a physician and the student is deemed unable to participate for a minimum of two weeks and not more than one advisory, a letter grade of C or below will be administered for that period. If the injury is longer than one advisory, the student's tenure at Ellington must be revisited by the parent, principal, student, and dance faculty.

For each class to which a student is tardy three times, that student will accrue one unexcused absence. Five or more unexcused absences per advisory in any class may result in the student receiving a grade of “FA” (failure due to absence) in that subject. Students who are absent for any reason, including performances, field trips, and extracurricular activities are held accountable and responsible to secure and complete all written assignments, written quizzes, and written tests according to guidelines of Attendance Policies and Procedures established and mandated in the Ellington Community Handbook and at the discretion of the respective teacher. There are NO Make-Ups or Substitute Assignments for Physical Based Projects; group and/or individual. Late written assignments will only be accepted one day after due date resulting in the grade being lowered 10 points from grading score actually received on work submitted.

COURSE CALENDER

Note: All Exams, Quizzes, Papers T.B.A as Material is Covered

1st Advisory:

Origins and Foundations: Dance Through out the World

Weeks One – Four

Course Introduction

Group Project #1 – Create Definition of Dance History

Origins

What is Dance?

Understanding Dance

The different views of dance: Philosophical view of Dance as an Art Form;

Social view of Dance; Dance and the Human Movement

Essay Assignment One: Using the various views of dance we have studied, write your own definition of dance, and provide examples of how your definition includes each aspect of Dance discussed in class.

Essay Assignment Two: Using your definition of Dance, explain why it is important or NOT important for a dancer to study Dance History. (Be Honest)

Film: Choreometrics: Dance and Human History

Primitive, Tribal, and Religious Dance

Exam #1: Origins

Foundations

Primeval Dance, and the role of religion

Physical Project #1 – Create a Primitive Dance

Exam #2 – Primitive Origins

Dance in Pre-Christian Civilizations: Egyptian, Hebrew, Greece, Rome.

Dance in the Middle Ages

Mid-Term – Definition, Origin, and Foundations of Dance.

Weeks Five - Seven

Dance in America and the Emergence of the African American Tradition

Theatrical Dance

The Emergence of Black Dance

Written Exam #3 - TBA

**The Role of African Americans, Pioneers, and Innovations in Ballet,
Modern and Contemporary Dance**

Weeks Eight – Nine

The Black Tradition in American Dance:

The role of Music in the Tradition of Black Dance

(Hemsley Winfield, Edna Guy, Florence Mills, Josephine Baker, and others)

Film: The Individual and Tradition (20th century dancers & choreographers)

Written Exam #4 - TBA

Essay Assignment #3 – Biography and profile of key African American figures in the history of Dance.

Film: Stormy Weather (Katherine Dunham)

Physical Project #2 - Identify Choreography and reconstruct excerpt of “Rainbow ‘round my Shoulder” choreography Donald McKayle (TBA)

Final Exam - for First Advisory

2nd Advisory

Weeks One – Five

Ballet (Part One) Early History through the Golden Age

Renaissance Court Dances

The First Ballets

Louis XIV, The Sun King

Film: - Dance at Court

Essay Assignment #1 – Compare/Contrast Movement of Early Ballets to Contemporary Ballets of Today.

Exam #1 – Early History

Romanticism and Ballet, The Golden Age of Ballet, Russian Ballet

Exam #2 – Golden Age

Essay Assignments #2 – A perspective on why Ballet in Russia lost its vitality by the end of the 19th century

Mid-Term - Ballet: History through the Golden Age

Weeks Six - Ten

Age of Innovation in Ballet

Fokine, Diaghileff, Nijinsky, Pavlova and Companies

Ballet and Modern Dance Today

Essay Assignment #3 – A view of Ballet Today

Review for Final Exam - TBA

Final Exam - TBA