

DUKE ELLINGTON SCHOOL OF THE ARTS
DANCE DEPARTMENT
Course Syllabus
“MODERN III/IV”
Arts Block
Instructor - Katherine Smith

COURSE DESCRIPTION

This course is the advanced level of modern dance based on the Horton Technique devised to fortify, stretch and strengthen the body. This class is an intensive approach toward specific movement skills and studies designed by Lester Horton to reshape the body while enhancing an understanding of movement theory, competency of technique skills, and concentration of style and dynamics. In addition, basic fundamentals of the Graham Technique will be introduced and implemented to assist growth and development of an accomplished. Daily participation in all class work is required including; reading and writing assignments/examinations; physical assignments, projects, and examinations; some choreographic/principles/process; attendance of selected performances and master classes/workshops; and open discussions of self expressed observations and opinions, ideas and concepts on dance as an art form. Through this approach, students will begin to actively apply a conscious knowledge of dance as it relates to humanity, tradition and social, philosophical and emotional perspectives.

NATIONAL STANDARDS FOR ARTS EDUCATION IN DANCE

CONTENT STANDARD #1 - Identifying And Demonstrating Movement/Dance Elements And Skills In Performing Dance.

ACHIEVEMENT STANDARD:

- a. accurately demonstrate nonlocomotor/axial movements (such as bend, twist, stretch and swing).
- b. accurately demonstrate eight basic locomotor movements (such as walk, run, hop jump, leap, gallop, slide & skip); traveling forward, backward, sideward, diagonally, & turning.
- c. create shapes low, middle, & high.
- d. demonstrate the ability to define and maintain personal space.
- e. demonstrate movements in straight & curved paths.
- f. demonstrate accuracy in moving to a musical beat & responding to changes in tempo.
- g. demonstrate kinesthetic awareness, concentration, & focus in performing movement skills.
- h. attentively observe & accurately describe the action & movement element in a brief movement study.

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

ACHIEVEMENT STANDARD:

- a. create a sequence with a beginning, middle and end, both with & without a rhythmic accompaniment; identifying each of these parts of the sequence.
- b. improvise, create & perform dances based on their own ideas & concepts from other sources.
- e. demonstrate the ability to work effectively alone & with a partner.
- f. demonstrate the following partner skills: copying, leading & following, mirroring.

CONTENT STANDARD #3 - Understanding Dance As A Way To Create And Communicate Meaning.

ACHIEVEMENT STANDARD:

- 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.
- ** analyze through movement the physical, emotional and social dimensions of characters in a dramatic texts

CONTENT STANDARD #4 - Applying And Demonstrating Critical And Creative Thinking Skills In Dance.

ACHIEVEMENT STANDARD:

- a.. explore, discover, and realize solutions to a given movement problem; choose their favorite solution and discuss the reasons for that choice.
- b. observe two dances and discuss how they are similar and different in terms of one of the elements of (such as space) by observing body shapes, levels and pathways.

CONTENT STANDARD # 6 - Making Connections Between Dance And Healthful Living.

ACHIEVEMENT STANDARD:

- a. identifying at least three personal goals to improve themselves as dancers.
- b. explain how healthy practices (such as nutrition, safety) enhance their ability to dance, citing multiple examples.

CONTENT STANDARD #7 - Making Connections Between Dance And Other Disciplines

ACHIEVEMENT STANDARD:

- a. create a dance project that reveals understanding of a concept or idea from another discipline (such as patterns in science).
- b. respond to a dance using another art form; explain the connections between the dance and their response to it (such as stating how paintings reflect the dance they saw or choreographed).

TEXTS - This class does not have textbook requirements. Handouts from the following texts will be distributed from the following. It is suggested that each student in the Dance Department Program begin to build his/her own personal library w/references specific to the content area.

The Dance Technique of Lester Horton
Marjorie Perces, Ana Marie Forsythe, Cheryl Bell

Dancing
Gerald Jones

The Modern Dance
Selma Jean Cohen

History of the Dance
Richard Kraus, Sarah Chapman
(2nd edition)

Black Dance from 1619 to Today
Lynne Fauley Emery (2nd edition)

Black Tradition In American Dance
Richard A. Long

COURSE REQUIREMENTS / GRADING RUBIC

GRADING SCORE

DAILY APPLICATIONS

30% TOTAL
@ 10% each

A. Grooming/Uniform

1) See Uniform & Grooming Policy in Ellington’s Dance Handbook

B. Attendance/Tardiness

1) Completely Uniformed & groomed for class by roll call.
2) Participation in all classes, Master Classes/Workshops/Seminars Performances, Rehearsals & Auditions

C. Conduct/Behavior/Etiquette

1) Appropriate Conduct & Behavior as it relates to the students’ understanding consequences of their personal cause & effect actions/reactions
2) Understanding & demonstrating traditional etiquettes of dance.
3) Positive approach & attitude

****Non Attendance/ No Participation Results in (0 points) For That Day. Excused Absences, Early Dismissals, Late Arrival to Class Must First Be Officially Cleared & Documented By Ellington’s Office Of Administration Before Department’s Acceptance.**

LITERACY PLAN - All Written Assignments Are To Be Typed And Submitted On The Requested Due Date. Late Assignments Will Be Penalized By A Grade Drop From The Grade Actually Received. Assignments More Than One Day Late Will Not Be Accepted Resulting In A Grade Of “F”.

RUBRIC /REQUIREMENTS

GRADING SCORE

(a) Applies wide range of strategies to comprehend, interpret, & evaluate texts, knowledge of word meanings.
(b) Employs a wide range of strategies to write using conventions style, vocabulary and/or different writing process to effectively and appropriately communicate. (c) Apply knowledge of language/sentence structure, figurative language, & conventions (spelling & punctuation). (d) Demonstrates ability to use a variety of technological & information resources to create & communicate knowledge. (e) Demonstrates reflective, creative & critical thinking skills.

Research
Essays
Journals
Critiques

10 %

Written Exams Are Solely Based On The Units of Technique Studied (History & Terminology)

PHYSICAL APPLICATIONS – Students are to demonstrate their tenacity in their development of body vocabulary, physical execution of movements, body dynamics and nuance characteristics through daily studio technical work, and an evaluation/assessment process.

RUBRIC

GRADING SCORE

(a) Movement Execution

50%

Clarity in body alignment, technique, transitions, coordination, & articulation

(b) Movement Comprehension

Understands terminology, & applies all movement concepts to students' individual body.

(c) Movement Sequence

Designed order of movement demonstrated from beginning to end.

(d) Movement Musicality

Movement to proper counts, movement dynamics, movement fluidity, rhythm & tempo changes.

(e) Movement Presentation

Use of Individual Style, movement quality, energy, facial expression & engage the audience.

Technical Development

10%

1) demonstrate the ability to execute movement sequence from beginning to end w/consistent improvement/development in technical growth.

2) application & retention of verbal & technical corrections.

3) demonstrates initiative to work independently & enhance the value of information received.

Additional Rubrics May Be Used For Other Projects and/or Physical Presentations.

To Be Verbally Informed, Written & Dated/Posted On Bulletin Wall.

Scheduled Dates of Classes, Assignments, Exams, Etc... Are Subject to Change at the Discretion of the Instructor and/or in the Event of Extenuating Circumstances (school Closings, Unscheduled School Activities, Etc...)

ELLINGTON'S DANCE DEPARTMENT UNIFORM & GROOMING POLICY

GIRLS - Black Tank Leotard/Flesh Tone Convertible Tights, Flesh Tone Ballet Shoes.

BOYS - White Tank T-shirt, Black Convertible Tights, White Leather Ballet Shoes, White Crew Socks, Black Dance Belt and Leather Waist Belt.

Hairstyle for Girls: Hair pulled back neatly, away from face in a secure bun w/hairnet.
(except short bush hair cut)

Hairstyle for Boys: Neatly close-cropped hair.

Hairstyles Unacceptable for Girls & Boys:

NO braids, twists, extensions, locs, bantu knots, corn rows, mohawks, sculpted hair, ponytail, hair color, dyes, hennas head wraps and/or scarves. Hair weaves must be able to pull into bun near the crown of the head. Any hair style different from standard grooming policy is not acceptable.

Girls & Boys :Jewelry & Body Adornments:

Absolutely NO- rings, nose rings, lip rings and body adornments, watches, bracelets, necklaces and double or more earrings. Only small studs are permitted for girls (*one in each ear*)

NO nail or toe polish (nails must be no longer than fingertips)

NO make-up permitted

Visible Tattoos must be covered with make-up daily.

(Refer to 2011-2012 Dance Dept. Handbook)

ELECTRONIC DEVICE(S) DECORUM

ALL Electronic Devices (including cell phones, iPods, etc...) Should be Turned Off and Secured in Students' Lockers Before and During Class.

(Refer to 2011-2012 Dance Dept. Handbook)

GRADING SCALE

At the secondary, level, sixth (6th) grade through twelfth (12th) grade, marks/grades of A through F shall be assigned by the teacher to indicate the degree of achievement by the 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.

(Refer to Ellington's 2011-2012 Community Handbook)

Marks/Grades Shall Be As Follows:

A	= 93-100
A-	= 90-92
B+	= 87-89
B	= 83-86
B-	= 80-82
C+	= 77-79
C	= 73-76
C-	= 70-72
D+	= 67-69
D	= 64-66
F	= 63 and below

Grading Scale Continued

I = Incomplete (too little work submitted) Students have until 2 weeks after issuance of report cards to submit assignments and make-up individual physical assignments/exams (physical group projects excluded) Failure to complete work required within the above stated time frame will result in the Incomplete grade converting to an "F" (Failure).

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 parent, principal, student and dance faculty.

(Refer to 2011-2012 Dance Handbook)

**The Medical Excuse Guidelines Shared in the Ellington Community Handbook Relates to Academic Courses/Classes Only, Not Physical Intense Arts Classes Such as Dance.

Ellington's Attendance/Absence & Physician Policies Must be Adhered; Documented & Verified.

(Refer to 2011 -2012 Ellington Community & Dance Dept. Handbook)

ATTENDANCE

Students and parents/care givers are held accountable for reporting all absences within 48 hours of the student's return. All letters must be submitted to the dean of Students or his designee for verification/approval and submitted to course instructor. Students with chronic unexcused attendance, may result in awarding a letter grade of "F."

For each class to which a student is tardy three (3) times, that student will accrue one unexcused absence. Five (5) or more unexcused absences per advisory may result in the student receiving a grade of “FA” (failure due to absence) in that subject. Excessive absences, even for legitimate reasons will have an adverse effect on the work presented and therefore on the grade earned.

Students who are absent for 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 in the Ellington Handbook and at the discretion of the respective teacher. There are no make-ups for group physical projects or other physical lesson plans missed. Make-up for individual physical projects and/or exams will be at the discretion of the instructor upon validity and verification of absence. 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.

TECHNICAL OBJECTIVES - Specific (Targeted) Technical Objectives are Selected from List Provided at the Instructor’s Discretion to Best Facilitate the Physical and Choreography Requirements Based on Students Dance Foundational Needs within the Course Curriculum.

- I. Horton Warm-Up
 - a. flat back/flat back bend
 - b. primitive squats
 - c. plie series
 - d. tendu series w/lunges
 - e. forced arch sequence w/hinges
 - f. laterals
 - g. horizontal & release swings
 - h. swing drop series
 - i. grand plie w/contraction series
 - j. attitude leg swings (45 & 90 degrees)
- II. Horton Fortifications
 - a. Fortification #1 (achilles stretch study)
 - b. Fortification #3 (lateral study)
 - c. Fortification #4 (deep forward lunge study)
 - d. Fortification #5 (hip propulsion)
 - e. Fortification #6 (coccyx/abdominal study)
 - f. Fortification #7
 - g. Fortification #8 (hinge study)
 - h. Fortification #9 (split stretch study)
 - i. Fortification #10 (incorporates front fall)
 - j. Fortification #11 (basic rise & fall)
 - k. Fortification #12
 - l. Fortification #13
 - m. Fortification #14 (dimensional turn preparation)
 - n. Fortification #15 (elevation preparation)
 - o. Fortification #16 (elevation preparation)
 - p. Fortification #17
- III. Horton Preludes
 - a. Prelude #1 (battement/figure 8 study)
 - b. Prelude #3 (high lateral/compass turn study)
 - c. Prelude #4 (elementary balance study)
 - d. Prelude #5
 - e. Prelude #6
 - f.

IV. Other Horton Sequences

- a. Dimensional Tonus
- b. Figure 4 Study
- c. Percussive Stroke Study
- d. Deep Floor Vocabulary
- e. Descents & Ascents
- f. Balance Studies
- g. Turns
- h. Falls
- i. Hinge Studies
- j. Progressions /Elevations

V. Horton Combination(s)