

**Duke Ellington School of the Arts**  
**Dance Department**  
**Course Syllabus**  
**“DANCE HISTORY”**  
**Period 6**  
**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<br/>(individual &amp;/or group)</i>                                  | <i>15%</i> |
| <i>e.) 3 essays per advisory (homework)</i>   | <i>15%</i> |
| <i>f.) A combination of classroom participation<br/>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 (6<sup>th</sup>) grade through twelfth (12<sup>th</sup>) 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).*

DCPS/Ellington's Attendance/Absence Policies Must be Adhered: Documented and Verified. (Refer to Ellington 2018-2019 Community Handbook)

***M = Medical (Illness/Injury)***

Once an injury has been verified by a physician and the student is deemed unable to participate for a minimum of two weeks &/or more, the students' medical recommendation must be submitted and documented with the dance department who will then refer it to administration. As a support plan, an assignment with detailed specifications of the expectations for each student's engagement with the content of study may be given.

***Support Plan*** - Students receiving a grade "C-" or below will receive a dance department student support plan to be completed with a member of the dance faculty and returned with parent/guardian signature as verification of receipt.

**DCPS Attendance Impact**

- 5 unexcused absences in a quarter for a single course results in a grade reduction (example: C+ would be reduced to C)
- 10 unexcused absences in quarter for a single course results in "FA" (failure due to absence)
- 30 unexcused absence in a year for a single course results in a "F"

***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/tests (if applicable) according to guidelines of Attendance Policies and Procedures established and mandated in the Ellington Community Handbook and at the discretion of the respective teacher.***

***Late written assignments due to absence must be accompanied by letter of excuse with approval from attendance counselor.***

***Late written assignments without verification 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.***

***There are No Make-Ups or Substitute Assignments for Physical Based Projects; group and/or individual.***

## **COURSE CALENDER**

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

**1st Advisory:**

***Origins and Foundations: Dance Throughout the World***

**Weeks One - Four**

### **Origins**

***Outline of course and introduction to the nature of the Dance.***

***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***

***Towards a definition of Dance***

***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 (20<sup>th</sup> 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**

**2<sup>nd</sup> 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 19<sup>th</sup> 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**