

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:

Participation = 10%

- a. Classroom participation/active role in discussion
- b. Arriving to class on time
- c. Dance attire & Grooming
- d. Periodic Notebook checks (promotes organization)
- e. Classroom Etiquette

Practice & Application = 50%

- a. 2-3 in class physical projects per advisory (*individual &/or group*)
- b. In class assignments (physical & written)
- c. Content projects (*individual &/or group*)

Assessments = 40%

- a.) 2-3 quiz/tests per advisory (*including pop quizzes*)
- b.) A mid-term per advisory
- c.) A final exam per advisory
- d.) Project base presentations

***Students may receive additional assignments and modifications as it relates to content of Unit
Study to enhance and/or ensure learning, understanding and knowledge***

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).

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. **Student's non-compliance &/or completion of support plan will continue to jeopardize grade. Administration & Parent will be notified by instructor in a timely manner for resolve.**

DCPS Attendance Impact

Student grading and promotion can be impacted by an accrual of unexcused absences as follows:

- Students with ten (10) unexcused absences in any class shall receive an initial written notice that they are at risk of receiving a grade of “FA” (failure due to absences) in that subject upon accumulating more than thirty (30) unexcused absences, unless an exception applies.
- Students with fifteen (15) unexcused absences in any class shall receive an additional written warning that they are at risk of receiving a grade of “FA” (failure due to absences) in that subject upon accumulating more than thirty (30) unexcused absences.
- Students accumulating more than thirty (30) unexcused absences in a course within a full school year shall receive a failing final grade in that course with a resulting loss of course credit.
- Students accumulating more than thirty (30) unexcused absences within a school year shall only be promoted if a written justification is submitted by the principal to the Chancellor, or the student attends summer school and is reevaluated for promotion

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 upon student return as well as approval from attendance counselor. Verification of absence will also allow students to make up for written quizzes/tests without score deduction.
- Late written assignments without verification of absence will only be accepted one day after student return resulting in the grade being lowered 10 points from actual grade score received on work submitted. This also applies to written quizzes/tests.
- There are no make-ups for group physical projects or other class 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.

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

Chronic absences, truancy or tardiness are serious problems that will be referred to administration for further review &/or support. (See DCPS Attendance & Truancy Policy)

Ellington’s Attendance/Absence & Physician Policies Must be Adhered; Documented & Verified.
(Refer to the Current School Year Ellington Community & Dance Dept. Handbook)

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 (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

