

**DUKE ELLINGTON SCHOOL OF THE ARTS
DANCE DEPARTMENT**

**DANCE ORIENTATION
Instructor: T. Alexander**

COURSE DESCRIPTION

Dance Orientation is a seminar designed course for all entry level 9th graders. The focus of this class is to introduce the students to several units of study material and tools that will directly impact their status as a new and continuing dance student in a dual arts and academic program. There will be group discussion and projects throughout the unit. This class is a semester course, and earns .5 credit

NATIONAL STANDARDS FOR ARTS EDUCATION IN DANCE

Content Standard #3 - Understanding dance as a way to create and communicate meaning

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 #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 reasons for that choice
- b. observe two dances and discuss how they are similar and different in terms of one of the elements of dance (such as space) by observing body shapes, levels, pathways

Content Standard # 6 - Making connections between dance and healthful living

Achievement Standard:

- a. identify 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 Standards:

- a. create a dance project that reveals understanding of a concept or idea from another discipline
- b. respond to a dance using another art form; explain the connections between the dance and their response to it

TEXT

This class does not have textbook requirement. Handouts will be distributed. It is strongly suggested that each student in the dance department program begin to build his/her own personal library with references specific to the content area.

COURSE REQUIREMENTS/GRADING RUBRIC

GRADING SCORE

The grades for each advisory will be based on the following areas:

Participation 10%

Practice and Application 50%

Assessments 40%

Grading percentages for assignments within each category will vary by arts department based on the processes and assessments specific to each discipline. It is a requirement to pass a course that students participate/attend all rehearsals and performances as these are also assessments.

GRADING SCALE

- 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**

I Incomplete (too little work submitted) Students have 10 school days after issuance of report cards to submit assignments and make up individual physical assignments and exams. Failure to complete required work within the above stated time frame will result in the incomplete grade converting to an “F”

ATTENDANCE IMPACT ON GRADE

- 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)
- 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)
- 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

Once an injury has been verified by a physician, and the student has been deemed unable to participate for a minimum of two weeks, the students’ medical recommendation will be referred to administration.

REQUIRED MATERIALS

Three ring binder

3x5 index cards

Highlighter marker

Transparent sheet protective covers

UNIFORM REQUIREMENTS AND GROOMING POLICY

FEMALES: Black Tank Top Leotard / Black Wrap Ballet Skirt/ Flesh Toned Convertible Tights/ Flesh Toned Ballet Slippers

MALES: White Tank Tee-Shirt/Black Tights/ White Leather Ballet Slippers/ White Crew Socks/ Black Dance Belt/ Leather Waist Belt

HAIRSTYLE FOR FEMALES:

All hair should be smooth and pulled back away from face in a tight secure “Ballet” bun, and covered with a thin hairnet. Because of the aesthetic quality, safety, discipline and

technical demands of dance, it is imperative for the female hairstyle to be uniform and of a size that accommodates partnering, balance, all turns and jumps.

HAIRSTYLE FOR MALES: Neatly close-cropped hair cuts

MALES AND FEMALES

NO BRAIDS, TWISTS, EXTENSIONS, LOCS, BANTU KNOTS, MOHAWKS, SCULPTED HAIR, PONYTAILS, HAIR COLOR, DYES, HENNAS, HEAD WRAPS AND/OR SCARVES. HAIR WEAVES MUST BE ABLE TO BE PULLED INTO A BUN NEAR THE CROWN OF THE HEAD.

JEWELRY AND BODY ADORNMENTS

Absolutely, NO finger rings, nose rings or lip rings, watches, bracelets or necklaces. Only small stud earrings are allowed. NO double earrings.

NO nail or toe polish

NO make-up

Visible tattoos must be covered with make-up on a daily basis.

ELECTRONIC DEVICE DECORUM

All electronic devices, including cell phones and i-pods must be turned off and secured in student locker before and during class. (Refer to Dance Department Handbook/ Page 12)

TECHNICAL OBJECTIVES

The course of instruction will include:

UNIT 1

SETTING UP MY BLUEPRINT

Goal setting/self-esteem/characteristics

DESA.....A Historical Perspective

Nutrition for the Dance Student (School Nurse)

Essentials for the Dance Student

College Research and Exhibit

Social Skills & Communication Educational Bingo for Teens

Introduction to the Theater/Theater Etiquette and Protocol

Introduction to Concert & Production Tasks

UNIT 2

FAMOUS CHOREOGRAPHERS, DANCERS AND

COMPANIES

Artist Research

Company Research

Research Company Ballets

Auditioning

Create a timeline illustrating important dance events, placing them in their social/historical/cultural/political context

Note: Scheduled date of classes, assignments/unit, exams, course content etc... are subject to change at the discretion of the instructor, and/or in the event of extenuating circumstances.