

**DUKE ELLINGTON SCHOOL OF THE ARTS  
DANCE DEPARTMENT  
MODERN DANCE LEVEL I / HORTON TECHNIQUE  
Instructor: T. Alexander**

**COURSE DESCRIPTION**

This course is the level I preparation for the Level II Horton Technique. The course focuses on the fundamentals of the Lester Horton Technique of modern dance. Students will learn, through the use of the Lester Horton Technique, the proper approach to build strength, agility and flexibility. The course will include the recognition and use of terminology and the ability to perform studies of the Horton Technique. This class also exposes movement from other Modern dance techniques. This is a year course. Students will earn one credit.

**NATIONAL STANDARDS FOR ARTS EDUCATION IN DANCE**

**Content Standard # 1** - Identifying and demonstrating movement, elements and skill in performing dance.

**Achievement Standard:**

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

**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 # 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 (such as pattern in dance and 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 their paintings reflect the dance they saw)

#### **TEXTS**

This class does not have a textbook requirement. Handouts from the following reference may be distributed from the following:

THE DANCE TECHNIQUE OF LESTER HORTON by Marjorie B. Perces,  
Ana Marie Forsythe (contributor) and Cheryl Bell  
ARTICLES FROM VARIOUS DANCE MAGAZINES

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**

**B 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 or 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.**

### **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:

#### **1. Warm-up procedures**

- (a) Flatbacks
- (b) Primitive Squat Descent/Ascent
- (c) Laterals & Lateral Series

#### **2. SWINGS**

- Release Swings/variations
- Leg Swings
- Release Swings into back attitude
- Preparation for 5/4 Swing/variation
- 5/4 Swing

#### **3. STUDIES**

- Fortification Studies 1-6
- Balance Studies- Elementary balance, Table balance, T balance, Figure 4

#### **4. DESCENTS AND ASCENTS**

- Side lunge descent
- Hinge descent and ascent
- Sliding descent

#### **5. FALLS**

- Side fall
- Lateral T fall
- Front recovery

#### **6. TURNS**

- Lateral T turn
- Stag turn

Pencil turn  
Figure 4 turn

**7. PROGRESSIONS**

Side hip push

**8. ELEVATION**

leaps  
Stag Jumps  
Other jumps

**9. Turns**

(a) Lateral  
(b) Pencil  
(c) Stag  
Inclusive: Attitude, parallel passe

**10. Jumps, Leaps, Runs, Fall, Hinge, Tilt, Fan, Table**

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