

USOE WORLD AND SOCIAL DANCE ELECTIVE COURSE GUIDELINES

Introduction:

The following guidelines are designed for the Level 1 World Dance and Beginning Social Dance Elective Courses. The Standards found therein address competency in body, the elements of dance, historical and cultural perspectives, and contextual factors. These standards enhance student learning by contributing to the holistic educational experience of the student and promote intellectual, physical, and social development. Thus the course content should be age and developmentally appropriate. The teacher may choose one or more focus genre(s) of expertise to build curriculum; nevertheless, experiences in other dance genres should be presented. Through the study of world and social dance forms students will gain an appreciation of dance.

Course Descriptions:

World Dance

This level I course explores the deep relationship between dance and culture through participation in movement and dances of focus genre(s) enriched by the study of the dance from historical, cultural and aesthetic perspectives. Develops skills in and knowledge of world dance. Provides the student with an understanding of the significance of dance in human existence. Introduces experiences in dances of world cultures beyond the focus genre(s) to broaden awareness and appreciation. For elective credit only. For PE core credit, see Individualized Lifetime Activities (02-02-00-00-100)

Beginning Social Dance

Introduces students to a wide variety of basic social dances from different places and time periods throughout the world. Students will develop skills in social dance techniques, rhythms, dance steps, styles, and qualities of moving and partnering. For elective credit only. For PE core credit, see Individualized Lifetime Activities (04-02-00-00-040)

Standard I: Body

Students will demonstrate technical proficiency and performance competency indicative of the focus genre(s).

Objective I: Students will develop knowledge and skills of necessary methods to warm and prepare the body for the focus genre(s).

- a. Develop fundamental knowledge of the body by warming large muscle groups and exploring articulation of body parts.
- b. Identify appropriate warm-up sequences for the focus genre(s).
- c. Develop fundamental knowledge of the body through strength training.
- d. Develop fundamental knowledge of the body by increasing range of motion.
- e. Identify injuries that are common in the focus genre(s), and basic knowledge of how to prevent and care for such problems. (e.g. Irish Soft Shoe/shin splints, Russian Hopack/knees).

Objective II: Students will develop knowledge and movement skills in the focus genre(s).

- a. Identify the use of breath, and body connectivity in motion (i.e. core-distal, head-tail, upper-lower, body-half, cross-lateral) in the focus genre(s).
- b. Perform focus genre(s) movement with technical clarity that demonstrates correct alignment, breath, and body connectivity.
- c. Perform focus genre(s) movement with spatial (e.g. floor craft), rhythmical, and qualitative clarity.

Objective III: Students will develop an awareness of performance techniques in the focus genre(s).

- a. Demonstrate basic performance technique. (i.e. kinesthetic awareness, concentration/focus, commitment, expression).
- b. Perform movement with aesthetic clarity and style as defined by the focus genre(s).
- c. Identify and perform various roles specific to the focus genre(s). (e.g. lead/follow, male/female, call/response, musician/dancer).

Standard II: Elements of Dance

Students will demonstrate knowledge and skills in the elements of dance specific to the focus genre(s).

Objective I: Develop skills and knowledge in time specific to the focus genre(s).

- a. Develop fundamental knowledge of music including tempo, rhythm, and meter.
- b. Identify the music style and genre, including noteworthy instrumentation, specific to the dance genre(s) and its inherent dances (e.g. Lindy Hop: 1940's Swing Big Band Music in 4/4 meter, upbeat tempo).
- c. Demonstrate musicality in set movement sequences and improvisations.
- d. Improvise with specific rhythmic structures.

Objective II: Develop skills and knowledge in space specific to the focus genre(s).

- a. Perform directional spatial concepts.
- b. Identify and move correctly through pathways and group shape formations.
- c. Identify and demonstrate use of positive and negative space.
- d. Identify and perform accurate body lines and shapes alone and with others.
- e. Improvise using spatial relationships.

Objective III: Develop skills and knowledge in energy specific to the focus genre(s).

- a. Demonstrate the use of varying and appropriate resistance and force alone and with others.

- b. Demonstrate the difference between sustained and percussive energy.
- c. Demonstrate the difference between bound and free flow.
- d. Demonstrate the different use of weight and gravity (e.g. African/grounded, Irish Soft Shoe/light and lifted).
- e. Improvise using varying qualities of motion.

Standard III: Historical Cultural Influences

Students will demonstrate knowledge and skills of historical and cultural significance of the focus genre(s).

Objective I: Develop knowledge of the historical perspective of the focus genre(s).

- a. Identify the historical context that influenced the focus genre(s).
- b. Evaluate the lineage of the focus genre(s) and how it has changed and adapted over time.
- c. Identify key figures and events that impacted the development of the focus genre(s) or its dance(s) (e.g. Lindy Hop: Shorty George Snowden, Frankie Manning, the Savoy Ballroom in Harlem, black/white segregation, Dean Collins).
- d. Demonstrate competency in specific dances, movement skills, and steps that are of historical significance (e.g. Mexican Hat Dance, West African Kuku).

Objective II: Develop knowledge of the cultural perspective of the focus genre(s).

- a. Identify cultural factors that influence the focus genre(s).
- b. Identify the purpose(s) of the focus genre(s) and/or its dances (i.e. ceremonial, ritual, celebratory, courting, rite of passage, war, hunting, entertainment, physical exercise) and how it was used within the community (e.g. Maori Haka: provides physical and mental strength and intimidation preparatory to war).
- c. Identify gender roles that influence the focus genre(s).
- d. Identify social etiquette and interaction that influence the focus genre(s).
- e. Identify the types or classes of people who would participate in the focus genre(s) and/or its dances (e.g. peasants, royalty, hunters, children).
- f. Identify the setting(s) in which the focus genre(s) and/or its dances occur.
- g. Identify the costumes, attire, footwear, headwear, body paint/make-up, jewelry, props and artifacts that are specific to the focus genre(s) and/or its specific dances.

Standard IV: Context

Students will demonstrate knowledge of dance in relationship to other people, cultures, time periods and self.

Objective I: Explore social and world dance forms beyond the focus genre(s).

- a. Define social and world dance.
- b. Identify and define vocabulary from two or more dance genre(s).

- c. Perform dance movement and dances from two or more social/world dance forms that varies from the focus genre(s) in origin of place and/or time.
- d. Compare and contrast two or more different dance genre(s).

Objective II: Analyze how dance makes meaning.

- a. Evaluate the connection between dance, culture and society.
- b. Analyze how the focus dance genre(s) have relevance in today's world.
- c. Evaluate how dance has affected one's self.
- d. Identify 3 specific dances one's ancestors may have participated in.
- e. Value dance in relationship to self and others.