



**The Bishop Strachan School  
Department Name: The Arts**

**Course Title: Comprehensive Art- Dance**

**Grade Level: 10**

**Ministry Course Code: ATC20**

**Teacher's Name: Sarah Buddo**

**Developed by: Alice Barnett**

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**Developed from: Ontario Ministry of Education Curriculum Expectations,  
The Arts- Dance, Grade 10**

**Text: N/A**

**Prerequisite: None**

**Credits: 1.0**

**Length: 110 hours**

## Course Description/Rationale

This course requires students to develop their dance skills and learn the theoretical basis for working with anatomical structure in executing dance movements. Student learning will include the processes that form the basis for creating dance; the historical development of dance; students' own aesthetic appreciation of dance as they participate in dance class, rehearsals, and performances; and the specialized vocabulary of dance criticism.

## Overall Curriculum Expectations

### Theory

1. understand the relationship between human anatomy and dance movements;
2. identify and explain the historical and cultural significance of one or more world dance forms;
3. observe, identify, and describe a broad spectrum of dance;
4. understand how technique assists in the development of self-discipline and contributes to artistic scope;
5. Demonstrate the technique of one or more dance forms studied.

### Creation

6. apply the elements of dance and various stimuli to create movement sequences;
7. use improvisation to vary established movement patterns;
8. devise different approaches to compositional forms;
9. demonstrate the ability to practice and polish dance pieces for effective performance;
10. Demonstrate a higher level of the skills that lead to effective rehearsals and performances.

### Analysis

11. define and describe the criteria for analyzing dance;
12. compare and contrast a broad spectrum of dance;
13. develop and use criteria for self- and peer evaluation (e.g., elements and principles);
14. describe and demonstrate how technology can be used as a tool in the field of dance;
15. Investigate and report on various dance careers and other related career opportunities.

## Instructional Hours Summary

Course Content Unit	Classroom Hours	Field Trip Hours	Exam Hours	Independent Study/Student Teacher Conference	Total
1. Body Conditioning/ Dancer's Health	5			1.5	6.5
2. Jazz	24				24
3. Ballet/ Ballet History	20	2		3	25
4. Modern	24			1.5	25.5
5. World Dance	10				10
6. Summative: Dance Show	15			4	19
<b>Total</b>	<b>98</b>	<b>5</b>		<b>7</b>	<b>110</b>

## Unit Descriptions

### Unit 1 –Body Conditioning and Dancer's Health

In this unit students will explore discover the human anatomy. They will be introduced to muscle systems through learning body conditioning exercises focusing on body alignment and strengthening. Students will discuss issues of dancer's health, prevention of injuries, and importance of warming up and hygiene for athletes.

### Unit 2- Jazz

In this unit students will learn the basic principles of jazz dance technique. Students will learn a repertoire of across the floor, centre floor, leaps, jumps and turns. Students will explore the concepts of isolation and syncopation. A variety of jazz dance styles will be explored including, traditional, Fosse, swing and musical theatre. Students will also investigate the history of Jazz dance.

### Unit 3 – Ballet

In this unit students will learn a repertoire of Ballet technique. Students will learn about the importance of alignment and posturing of their own bodies in relation to ballet technique. Students will learn ballet terminology and apply it to steps and step sequences learned. They will explore and watch classical and contemporary ballet dance. Students will also study the history of ballet, its major choreographers, dancers and styles.

### Unit 4 – Modern Dance and Creative Movement

In this unit students will learn a repertoire of modern dance technique. They will explore the concepts of space, time and shape through modern dance and creative movement and will have the opportunity to compose short modern dance compositions in small groups.

### Unit 5 – World Dance

In this unit students will learn a world form of dance and investigate the history and cultural significance of the style.

**Unit 6- Dance Show**

In this unit students will have the opportunity to choreograph, learn and polish dance pieces for performance. They will revisit repertoire pieces learned in their ballet and modern units and will also create new dance pieces rooted in jazz dance technique. Students will journal their progress and reflect upon the creation process and their final performances. Students will perform their polished pieces in the annual school dance recital.

**Teaching/Learning Strategies**

<input type="checkbox"/> Lecture	<input type="checkbox"/> Brainstorming	<input type="checkbox"/> Group critique
<input type="checkbox"/> Demonstration	<input type="checkbox"/> Group work	<input type="checkbox"/> Videotape critique
<input type="checkbox"/> Reading	<input type="checkbox"/> Research project	<input type="checkbox"/> Self analysis
<input type="checkbox"/> Structured discussion	<input type="checkbox"/> Workshop	<input type="checkbox"/> Peer analysis
<input type="checkbox"/> Practical exercise	<input type="checkbox"/> Conference	<input type="checkbox"/> Teacher analysis
<input type="checkbox"/> Field trip	<input type="checkbox"/> Discovery	<input type="checkbox"/> Independent study

**Assessment/Evaluation Strategies**

<b>Paper and Pencil</b>	<b>Performance Methods</b>	<b>Personal Communication</b>	<b>Other</b>
Works sheets	Projects	Self evaluation	Teacher anecdotal records
	Journals	Peer evaluation	Teacher log
	Presentations	Classroom discussion	Checklists
	Demonstrations	Conferences	Rubrics
	Recitals		

**Assessment/Evaluation**

**Seventy per cent (70%)** of the final grade will be based on evaluations conducted throughout this course. This portion of the grade should reflect the students’ *most consistent level of achievement* throughout this course, although special consideration should be given to the more recent evidence of achievement.

**Thirty per cent (30%)** of the final grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

Teachers will ensure that student work is assessed and/or evaluated in a balanced manner with respect to the four categories (see below), and that achievement of particular expectations is considered within the appropriate categories. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning. The categories of knowledge and skills are:

- Knowledge and Understanding (20-30%)
- Thinking (20-30%)
- Communication (20-30%)
- Application (20-30%)

Type of Assessment	Unit Title/Length	Overall Expectations (see pg 2)	Assessment Strategies
70%	1.Body Conditioning/ Dancer's Health	1, 3, 4, 14, 15	Technique and Repertoire Dancer's Health reading assignment
	2.Jazz	1-15	Technique and repertoire History of Jazz
	3.Ballet/ Ballet History	1-7, 9, 11, 12, 15	Technique and Repertoire History of Ballet Group Project Performance Review
	4.Modern	1-15	Movement Creation Technique and Repertoire
	5. World Dance	2,3,5,6,9,12,15	Culture Study
	30%	Summative: Dance Show	Final Assessment
1,3-10,12,14,15			Performance
			Reflections
			Total

**Course Resources**

**Dance Syllabi**

Dance Masters of America, Jazz Dance Syllabus, Beginner– Advanced  
 Dance Masters of America, Graded Ballet Syllabus, Beginner– Advanced  
 Course Profile: Dance; Public District School Board Writing Partnership, Queens Printer for Ontario, 2000  
 Teacher Resource Package, National Ballet School Teacher's Training Course, 2005

**Multimedia Resources**

Multicultural Folk Dance Treasure Chest; Text/ Video and CD resource  
 Variety of music CD's, Internet and video resources

**Achievement Chart – The Arts, Grades 9–12**

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
<b>Knowledge and Understanding</b> <i>Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)</i>				
<b>The student:</b>				
Knowledge of content (e.g., facts, genres, terms, definitions, techniques)	– demonstrates limited knowledge of content	– demonstrates some knowledge of content	– demonstrates considerable knowledge of content	– demonstrates thorough knowledge of content
Understanding of content (e.g., concepts, theories, ideas, procedures, processes, methodologies)	– demonstrates limited understanding of content	– demonstrates some understanding of content	– demonstrates considerable understanding of content	– demonstrates thorough understanding of content
<b>Thinking</b> <i>The use of critical and creative thinking skills and/or processes</i>				
<b>The student:</b>				
Use of planning skills (e.g., formulating questions, focusing research, gathering information, organizing a project)	– uses planning skills with limited effectiveness	– uses planning skills with some effectiveness	– uses planning skills with considerable effectiveness	– uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., analysing, evaluating, inferring, interpreting, forming conclusions)	– uses processing skills with limited effectiveness	– uses processing skills with some effectiveness	– uses processing skills with considerable effectiveness	– uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., creative process, design process, problem solving, reflection, elaboration)	– uses critical/creative thinking processes with limited effectiveness	– uses critical/creative thinking processes with some effectiveness	– uses critical/creative thinking processes with considerable effectiveness	– uses critical/creative thinking processes with a high degree of effectiveness
<b>Communication</b> <i>The conveying of meaning through various forms</i>				
<b>The student:</b>				
Expression and organization of ideas and information in art forms (visual arts, music, drama, dance, media arts) and in oral and written forms	– expresses and organizes ideas and information with limited effectiveness	– expresses and organizes ideas and information with some effectiveness	– expresses and organizes ideas and information with considerable effectiveness	– expresses and organizes ideas and information with a high degree of effectiveness

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
<b>Communication (cont.)</b>				
<b>The student:</b>				
Communication for different audiences and purposes (e.g., expression of emotion in art forms, expression of critical responses in oral and written forms)	– communicates for different audiences and purposes with limited effectiveness	– communicates for different audiences and purposes with some effectiveness	– communicates for different audiences and purposes with considerable effectiveness	– communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions in art forms (e.g., symbolic representation), and vocabulary and terminology of the discipline in oral and written forms	– uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	– uses conventions, vocabulary, and terminology of the discipline with some effectiveness	– uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	– uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
<b>Application</b> <i>The use of knowledge and skills to make connections within and between various contexts</i>				
<b>The student:</b>				
Application of knowledge and skills (e.g., concepts, processes, technologies, techniques) in familiar contexts (e.g., work requiring accurate repetition)	– applies knowledge and skills in familiar contexts with limited effectiveness	– applies knowledge and skills in familiar contexts with some effectiveness	– applies knowledge and skills in familiar contexts with considerable effectiveness	– applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g., concepts, processes, techniques) to new contexts (e.g., work requiring stylistic variation, an original composition, an interdisciplinary or a multidisciplinary project)	– transfers knowledge and skills to new contexts with limited effectiveness	– transfers knowledge and skills to new contexts with some effectiveness	– transfers knowledge and skills to new contexts with considerable effectiveness	– transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., connections between the arts; between historical, global, social, environmental, and/or cultural contexts; between personal experiences and the arts)	– makes connections within and between various contexts with limited effectiveness	– makes connections within and between various contexts with some effectiveness	– makes connections within and between various contexts with considerable effectiveness	– makes connections within and between various contexts with a high degree of effectiveness