



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

**Course Title: Comprehensive Art**

**Grade Level: 11**

**Ministry Course Code: ATC3M**

**Teacher's Name: Sarah Buddo**

**Developed by: Alice Barnett**

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**Developed from: Ontario Ministry of Education, Curriculum Expectations, the Arts- Dance, ATC3M**

**Text: N/A**

**Prerequisite: ATC20**

**Credits: 1.0**

**Length: 110 hours**

## Course Description/Rationale

This course emphasizes the development of technical, composition, and presentation skills in one or more world dance forms. Students will acquire and refine dance skills; compose and present increasingly complex dance works; interpret and evaluate a variety of dance presentations; and study the historical development of various dance forms and the function of dance in specific cultures.

## Overall Curriculum Expectations

<b>Theory</b>	<ol style="list-style-type: none"> <li>1. describe various dance forms found in Canada and around the world, using appropriate terminology;</li> <li>2. Describe the theories and practices that help dancers maintain a healthy body and prevent injury.</li> </ol>
<b>Creation</b>	<ol style="list-style-type: none"> <li>3. demonstrate technical proficiency in one or more forms of dance;</li> <li>4. choreograph dance works that combine a broad spectrum of complex movement skills and techniques;</li> <li>5. rehearse and perform dances in various settings and for a variety of purposes;</li> <li>6. Demonstrate an understanding of dance presentation and production.</li> </ol>
<b>Analysis</b>	<ol style="list-style-type: none"> <li>7. analyze and evaluate the formal structure and meaning of a broad spectrum of dance forms;</li> <li>8. analyze the significance and function of a variety of dance forms in specific cultures;</li> <li>9. Explain how dance can serve as preparation for various arts-related careers.</li> </ol>

## Instructional Hours Summary

Course Content Unit	Classroom Hours	Field Trip Hours	Exam Hours	Independent Study/Student Teacher Conference	Total
1. Body Conditioning/ Dance Injuries Study	8			3	11
2. Jazz	18				18
3. Ballet	18	2			20
4. Modern	18				18
5. World Dance	18				18
5. Summative: Dance Show	18			4	22
<b>Total</b>	<b>98</b>	<b>5</b>		<b>7</b>	<b>110</b>

## Unit Descriptions

### **Unit 1- Body Conditioning and Dance Injuries**

In this unit, students will learn about the human anatomy, with a focus on bones and muscles. Students will learn about the science of movement, common dance injuries and injury prevention. They will be introduced to muscle systems through learning body conditioning exercises focusing on body alignment and strengthening. Students will complete an independent study project researching specific dance injuries, their causes and their treatments.

### **Unit 2 – Jazz**

In this unit students will consolidate the fundamental principles of jazz dance technique. Students will practice a more technically advanced repertoire of across-the-floor sequences, centre floor combinations, leaps, jumps and turns while building on skills acquired in the ATC20 course. A variety of jazz dance styles will be explored including, lyrical, Broadway and traditional jazz dance. Students will also create their own Jazz dance combinations.

### **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. They will explore and observe classical and contemporary ballet and attend a live performance.

### **Unit 4 – *Modern Dance and Creative Movement***

In this unit students will learn and practice a range of modern dance technical components and will use them to examine the formal choreographic elements of space, time, texture and shape. They will also explore modern dance as a narrative and theatrical medium and create their own modern dance pieces.

### **Unit 5 – *World Dance***

In this unit students will learn a repertoire of traditional world and folk dances. They will explore history and cultural significance of a variety of ritual and traditional dances. Students will explore the effect of dance within a society and its effect on culture. Students will study the presence of dance in the media.

### **Unit 6- *Dance Show***

In this unit students will have the opportunity to choreograph, develop and refine dance pieces for performance. They will revisit repertoire learned throughout the course and will also create new dance pieces. Students will journal their progress, analyze their creative process and reflect on their final performances. Students will present 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"/> Practical exercise	<input type="checkbox"/> Workshop	<input type="checkbox"/> Peer analysis
<input type="checkbox"/> Discovery	<input type="checkbox"/> Game	<input type="checkbox"/> Teacher analysis
<input type="checkbox"/> Field trip	<input type="checkbox"/> Independent study	

### Assessment/Evaluation Strategies

Paper and Pencil	Performance Methods	Personal Communication	Other
	Projects	Self evaluation	Teacher anecdotal records
Works sheets		Peer evaluation	Teacher log
	Presentations	Classroom discussion	Checklists
			Rubrics
	Recitals		
	Role playing		
	Demonstrations		
	Diagrams		

### 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 and Dance Injuries	2, 9	Technique and repertoire
			Dance Injuries Research Project
			Dance Injuries Role Play
	2. Jazz	1-9	Technique and repertoire
			Jazz Fusion Project
	3. Ballet	1-9	Technique and repertoire
			Field Trip
			Performance Review Journal
	3. Modern Dance	1-3,5,7,9	Culture Study
	4. World Dance	1,3,5,7,8,9	Culture Study
30%	Summative: Dance Show	3-7, 9	Choreography Process
			Performance
			Reflection
			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 multi-disciplinary 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