



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

Course Title: Comprehensive Art

Grade Level: 12

Ministry Course Code: ATC4M

Teacher's Name: Sarah Buddo

Developed by: Alice Barnett

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**Developed from: Ontario Ministry of Education Curriculum Expectations,
The Arts- Dance, ATC4M**

Text: N/A

Prerequisite: ATC3M

Credits: 1.0

Length: 110 hours

Course Description/Rationale

This course emphasizes the development of technical proficiency and the creation and presentation of complex compositions. Students will acquire increasingly difficult technical skills; assume leadership as dancers, choreographers, and production personnel; analyse and evaluate dance performances; and study historical and cultural aspects of dance, especially of dance in Canada.

Overall Curriculum Expectations

Theory

1. describe various dance forms found in Canada and around the world, using appropriate terminology;
2. Demonstrate an in-depth knowledge of the principles of hygiene, nutrition, and safety in relation to dance and to a healthy lifestyle.

Creation

3. demonstrate increased technical proficiency in one or more forms of dance;
4. demonstrate proficiency in technique and composition through the presentation of dance works;
5. rehearse and perform increasingly complex dances in various settings and for a variety of purposes;

Analysis

6. demonstrate an understanding of stagecraft and management skills required for dance productions
7. analyse, interpret, and evaluate – orally and in writing – the formal structure and meaning of a broad spectrum of dance forms, including their own works;
8. analyse the significance and function of a wide variety of dance forms;
9. describe career opportunities in dance and relevant postsecondary program requirements

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	20				20
3. Ballet	20	2			22
4. Modern	20			4	24
5. Career Study	10				10
5. Summative: Dance Show	20				20
Total	98	5		7	110

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 work in small groups to researching common dance injuries, their causes and their treatments.

Unit 2 – Jazz Dance

In this unit students will continue to build on the fundamental principles of jazz dance technique. Students will learn a more technically advanced repertoire of across the floor sequences, centre floor combinations, leaps, jumps and turns building on skills learned in the ATC3M course. A variety of jazz dance styles will be explored including, contemporary/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 learned. They will explore and watch classical and contemporary ballet dance, attend a live performance, and will learn a piece of repertoire choreography. Students will also complete and independent research project focusing on Canadian Dance history, dance as a career and other professional careers related to dance and the arts.

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 – Career Study

In this unit students will learn about the role dance plays in the professional world. They will explore potential career paths that are directly connected to or affected by Dance. 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 and a number of other professions that dance experience can prepare them for.

Unit 6- Summative: 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 throughout the course and will create new pieces. 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"/> 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	Journals	Peer evaluation	Teacher log
	Presentations	Classroom discussion	Checklists
	Essays		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, 3	Technique and repertoire
			Dance Injuries Role Play and Jigsaw activity
			Technique and repertoire
	2. Jazz	1 - 9	Technique and repertoire
			Jazz Fusion Project
	3. Ballet	1, 3-9	Technique and repertoire
			Field Trip Performance Review Journal
	4. Modern	1, 3 – 8	Technique and Repertoire
			Group Choreography Project
	5. Career Study	1, 3, 5, 8	Career Study Independent Study Paper
30%	Summative: Dance Show	3-8	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)
Knowledge and Understanding <i>Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)</i>				
The student:				
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
Thinking <i>The use of critical and creative thinking skills and/or processes</i>				
The student:				
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
Communication <i>The conveying of meaning through various forms</i>				
The student:				
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)
Communication (cont.)				
The student:				
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
Application <i>The use of knowledge and skills to make connections within and between various contexts</i>				
The student:				
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