



Course Name: Modern Dance II

Instructor: Ms. Asia Martin _

Phone: (530) 487-1616

Tutorial Days: Wednesdays 3:45-4:45

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Tutorial Location: Dance Studio – A115

Text Book: No textbook required

Conference Information: Teachers' planning periods and other available times, including Wednesdays, 3:45-4:15

[Virtual/Zoom Link](#)

Course Description:

Enhances previous course. Emphasizes complex rhythms, movement combinations, longer phrases, and transitions. Develops skills in contract and release, fall and recovery, and improvisation. Offers performing and observation opportunities.

Major Standards:

DHSMOD2.PR.1 Identify and demonstrate movement elements, skills, and terminology in dance.

- a. Execute a beginner modern-based warm-up related to strength, muscular endurance, and flexibility (e.g. flat backs, laterals, roll downs, contract/release, fall/recovery, Bartenieff fundamentals).*
- b. Execute beginner principles of modern dance technique with clarity and control for classroom and performance.*
- c. Execute focus, control, and coordination in performing beginner modern combinations through the integration of modern dance elements.*
- d. Execute the transfer of weight and change direction while maintaining balance.*
- e. Understand dance vocabulary from modern techniques.*

DHSMOD2.PR.2 Understand and model dance etiquette as a classroom participant, performer, and observer.

- a. Demonstrate attentiveness, focus, concentration, initiative, and self-discipline when participating in the dance learning environment.*
- b. Demonstrate concentration and focus and help to maintain a respectful performance environment for others.*
- c. Exhibit ability to perform with focus and concentration, and attend rehearsals and classes in preparation for performances.*
- d. Exhibit leadership skills in modeling appropriate behaviors and skills as an audience member and dance observer.*

QUARTER ONE

Unit of Focus for Week 1-2 - “Dance and Well-Being”

DHSMOD2.CN.2 Recognize connections between dance and wellness. a. Identify and explore the capabilities and limitations of the body. b. Identify and explore strategies to prevent modern dance injuries. c. Identify the effects of healthy and unhealthy practices in modern dance.

Unit of Focus for Week 3-8 - “Modern Dance Concepts”

DHSMOD2.PR.2 Understand and model dance etiquette as a classroom participant, performer, and observer. a. Demonstrate attentiveness, focus, concentration, initiative, and self-discipline when participating in the dance learning environment. b. Demonstrate concentration and focus and help to maintain a respectful performance environment for others. c. Exhibit ability to perform with focus and concentration, and attend rehearsals and classes in preparation for performances. d. Exhibit leadership skills in modeling appropriate behaviors and skills as an audience member and dance observer.

DHSMOD2.PR.1 Identify and demonstrate movement elements, skills, and terminology in dance. a. Execute a beginner modern-based warm-up related to strength, muscular endurance, and flexibility (e.g. flat backs, laterals, roll downs, contract/release, fall/recovery, Bartenieff fundamentals). b. Execute beginner principles of modern dance technique with clarity and control for classroom and performance. c. Execute focus, control, and coordination in performing beginner modern combinations through the integration of modern dance elements. d. Execute the transfer of weight and change direction while maintaining balance. e. Understand dance vocabulary from modern techniques.

Unit of Focus for Week 9 - “Modern Dance Choreography”

DHSMOD1.CR.1 Demonstrate an understanding of creative/choreographic principles, processes, and structures. a. Identify the elements of choreography. b. Discuss ways to document dance choreography (e.g. photography, video, writing computer programs). c. Manipulate the elements of personal choreography. d. Recognize a variety of structures and/or forms (e.g. AB, ABA, cannon, call-response, narrative).

QUARTER TWO

Unit of Focus for Week 10-13 – “Modern Dance Choreography” (cont.)

DHSMOD2.CR.1 Demonstrate an understanding of creative/choreographic principles, processes, and structures. a. Explore the elements of choreography. b. Use technology or software to record a modern dance or phrase. c. Demonstrate the use of choreographic form through short combinations. d. Manipulate personal and structured dance combinations. e. Demonstrate and recognize a variety of structures or forms (e.g. AB, ABA, cannon, callresponse, narrative).

Unit of Focus for Week 14-18 – “Creating Modern Dance”

DHSMOD2.CR.2 Demonstrate an understanding of dance as a form of communication. a. Recognize how the use of choreographic structure is used to communicate meaning in a modern dance. b. Demonstrate the use of various themes through movement.

DHSMOD2.PR.4 Understand and apply music concepts to dance. a. Demonstrate various kinds of syncopation, polyrhythms counterpoint, and call-response within instructed and created dance phrases. b. Phrase movements artistically, aesthetically, and musically.

DHSMOD2.RE.1 Demonstrate critical and creative thinking in all aspects of dance. a. Critique movement qualities and choreography using the elements of modern dance (e.g. spatial design, variety, contrast, clear structure). b. Observe and formulate opinions about the quality of modern dances on the basis of established criteria. c. Defend a modern dance work. d. Observe and respond to modern dance compositions. e. Discuss and identify aesthetic qualities particular to various modern dance techniques. f. Engage in self-reflection and self-assessment as creator and performer.

****Please refer to my teacher website for updates and any forthcoming information.***

Evaluation and Grading:

Homework - 5%
Summative Assessments - 20%
Classwork/Quizzes - 35%
Performance Tasks/Class Participation - 20%
Cumulative Final Exam/Project - 20%

Final Exam/Project: “Final Showcase”

*Students will choreograph and/or learn dances that will be performed in an informal or public performance **during the final three weeks of the semester**. Students will record their creative process in a reflection journal/critique.*

Overall Expectations:

“Do all things in LOVE. Do all things in ORDER. Do all things to the very BEST of your ability.” - Ms. Martin

Behavioral Expectations:

1. Be on time.

Please do not be tardy to class. It is disruptive to the class and will result in a loss of participation points. Students who are not inside the studio/virtual learning space (Zoom) when the late bell rings or who arrive late to roll call with a tardy pass will be considered tardy and may lose participation points. Students who miss more than ½ of class time will be counted as absent.

2. Be neat.

Place belongings in a locker or cubby once inside the studio. Items left scattered throughout the studio are a distraction to the learning environment. We move around a lot during class! Students should place their items in the designated areas to avoid injury and to prevent misplaced belongings or theft.

3. Be prepared.

Students are expected to dress out daily for class. After the tardy bell rings, students have five additional minutes to dress out for class. Students may opt to wear their dance clothes underneath their school clothes. After the additional five minutes, students should be seated, working on the opening task, and awaiting instruction from the teacher.

4. Be trustworthy.

Students should be self-disciplined and maintain integrity. As young adults, the expectation is that you will conduct yourself in a measured, mature, and honest manner at all times.

5. Be respectful.

Treat others as you wish to be treated. Students are expected to be respectful to themselves, peers, and all school staff and administrators.

Absences:

Students with excused absences will be allowed to make-up missed work. Each student is personally responsible for any assignments missed. Students are also responsible for scheduling make-up exams with the teacher. Missing a make-up appointment will result in a zero for the exam until student reschedules.

Injured/ Long Term Illness/ Medical Excuses:

If a student is injured and unable to participate in class, the student MUST have a note to excuse her/him/them. The note may be from a doctor, parent, school nurse, or athletic trainer. If the excuse is for more than three (3) consecutive class periods, the student must bring a doctor's note. Once a doctor's note has been received for an injury, the student ***MUST*** provide a doctor's note for clearance to resume participation.

Any time a student does not fully participate in class she/he/they will lose participation points unless the non-participation is excused. Students may be required to complete an alternative assignment, which is due at the end of the period each day.

Intervention Strategies:

Students who perform at the beginning or developing level on standards may demonstrate mastery using assignments provided by the teacher.

Academic Integrity Statement:

Academic dishonesty is the failure to maintain academic integrity. Academic dishonesty includes but is not limited to: cheating, (using or attempting to use unauthorized materials, information, or study aids in any academic exercise); fabrication, (falsification or invention of any information or citation in an academic exercise); bribery offered for grades, transcripts, or diplomas; obtaining or giving aid on an examination; having unauthorized prior knowledge of an examination; doing work for another student, presenting another student's work as one's own; and plagiarism. ***Students will be subject to penalization if proven to be academically dishonest.***

Additional Information:

****Please note that dance is a very physically demanding activity.*** Success in dance class is heavily dependent on daily participation and making up points from frequent non-participation can be time-consuming. If you suffer from a chronic or recurring physical injury, you should consider taking a different course to fulfill your graduation requirements or taking this class at a later time when you have healed completely.

****Tactical Teaching: Dance teachers frequently find it necessary to give hands-on instruction in order to correct technique and benefit the dancers.***

If you have any problems with this, please talk to your teacher during the first week of class so that accommodations can be made.

Non-Dresses:

A non-dress results when a student does not wear the complete required uniform as outlined below. All non-dresses will result in a loss of participation points. A student may still participate in class if the non-dress attire permits safe and full participation in the class. If not, the student may not participate and will lose participation points.

Materials Required:

- 1. Dance Bag: should hold daily class attire, hygiene products, water bottle, hair ties, etc.***
- 2. Proper Dance Attire: All attire must adhere to the FDHS Dress Code.***

Class Dress Code:

Females

-Hair: All hair MUST be pulled up off the face and neck for class. Keep extra **hair ties** in your dance bag.

-Bottoms: Fitted black leggings/yoga pants or dance tights (skin tone or black). Leggings and tights are preferred, but yoga pants, fitted sweat pants, or jazz pants are also acceptable. **Ensure that leggings/tights are opaque (nothing can be seen through them).**

-Tops: Snug-fitting tee shirt, leotard, or tank top. **Solid black preferred.**

-Footwear: No specific dance footwear is required.

ABSOLUTELY NO spaghetti straps, revealing necklines, crop tops, or bra straps showing. Length must cover belly and lower back when bending/stretching.

Males

-Hair: All hair MUST be pulled up off the face and neck for class.

-Bottoms: Black joggers, shorts, sweats, or men's jazz pants and athletic briefs or dance belt (to be worn beneath attire)

-Tops: Tank top or snug-fitting tee shirt. **Solid black preferred.**

-Footwear: No specific dance footwear is required.

ABSOLUTELY NO large or torn arm holes.

**Please sign no later than Friday, August 12, 2022.
This must be signed by your parent/guardian and yourself.**

Parents/Guardians: Both student and parent/guardian signatures are required to participate in Frederick Douglass High Dance. Your signatures indicate a clear understanding of all class requirements and an agreement to abide by class policies. Please contact the teacher with any questions at asia.martin@apsk12.org or by phone at (530) 487-1616.

Click here to sign:

https://docs.google.com/forms/d/1IeNQhxJNd3yeGLwfeHcJXiiMsOgDk1mXQSQR26dT_4E/edit