



INTRODUCTION

Dance is an art form and a team sport that taps into multiple modes of learning such as the kinesthetic, the interpersonal, and the musical. The purpose of this class is to develop an appreciation for and understanding of dance as an artistic expression and a technically specific form of physical fitness.

TEACHING UNITS

Though we may not achieve all of the listed units, our goal is to explore the following dance styles:

<b>Jazz/ hip hop</b>	<b>Lyrical/ ballet</b>	<b>Modern/ contemporary</b>	<b>Folk dance</b>	<b>Tap</b>	<b>Conditioning &amp; technique (ongoing)</b>
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PROFICIENCIES

*I can critique the artistic choices made in creating a work of art and how these choices impact the art piece. (AR.08.CP.04)*

*Create, present and/or perform a work of art by controlling essential elements and organizational principles*

*Select and combine essential elements and organizational principles to achieve a desired effect when creating, presenting and/or performing works of art ( AR.08.CP.01), and/or to express an intended idea, mood or feeling (AR.08.CP.03).*

*I can develop personal activity goals and describe/log the benefits that result from regular participation. (PE.08.FL.01)*

*Demonstrate an understanding of the rules to be followed during participation in specified physical activities. (PE.08.EE.07)*

*I can execute a floor exercise or routine with intentional changes in direction, speed, and flow. (PE.08.EE.02)*

*Apply rules, procedures, and etiquette that are safe and effective for specific activities/situations. (PE.08.SM.01)*

*I can demonstrate one of the following rhythmic activities: folk, square, social, creative dance, aerobic. (PE.08.EE.03)*

*I can demonstrate leadership by taking on the responsibility of leading warm-ups at least once in the year and coaching/teaching routines to my classmates.*

# DANCE syllabus 2013-14

ASSESSMENT of proficiencies will take place in the following three categories:

## 1. **Participation**

- journaling and written assignments
- Active engagement in daily lessons
- Dressing down, being timely and prepared

## 2. **Personal Growth**

- Journals, including self-evaluations and reflections
- Skills, movement, and technique (see rubric)
- teacher assessments

## 3. **Performance**

- dedication to on-stage presence
- professional conduct on and off stage

Rubric

5	Exceed
4	Proficient
3	Nearing
2	Beginning
1	Limited

**Grades will be available from the SchoolCurrent link on HSCS web page**

**Assignments can be downloaded from the eBackpack link on HSCS web page.**

E.M.B.E.R. is included in each proficiency grade. (See rubric for full document.)

Excellence in the 3 E's – attention to detail & craftsmanship; work shows best effort possible

Mindfulness –on time, prepared, practiced; credit given where deserved; time managed efficiently

Be Creative – work is original; strengths utilized, thinking outside the box

Empathy – shows kindness; respects multiple points of view; positive teamwork

Responsible Risks – participates willingly; self advocates; exhibits positive leadership; gives best effort

## MATERIALS

In addition to the all-school supplies list, the following supplies will be required for this class:

- Dance shoes with LEATHER SOLES – new or used (see the links for resources at <http://missalicea.weebly.com/dance>)
- Active wear – something to dress down into (tops & bottoms, including appropriate shoes)
- A spiral note book or composition journal for assignments and notes
- Water bottle (drink breaks may not be taken outside of the gym)
- Something to secure your hair away from your face, such as a rubber band

\*Contact me if you have trouble acquiring appropriate dance footwear: [Tresidder\\_Alicea@salkeiz.k12.or.us](mailto:Tresidder_Alicea@salkeiz.k12.or.us)

Recommendations:

1. To help me better evaluate your dance technique, fitted dance attire is strongly recommended. This type of clothing would include yoga pants, biker shorts (fingertip length), jogging pants, fitted t-shirts, leotards, jazz pants, and so on.
2. The gym gets very cold in the winter months. Therefore, it is recommended that you come prepared with layers of clothing. Sweats or warm-ups are a smart thing to have!

## DRESS CODE & DRESS DOWN POLICY

Dance class will *strictly* adhere to the HSCS dress code. This means absolutely no spaghetti straps or “shorty-shorts” (sorry girls)! Additionally, hair must be secured away from the face in a pony tail or other acceptable method to prevent injury. Students must dress down completely in order to participate. Non-participation will interfere with your learning and your grade.

## MUSIC POLICY

All music will be screened for language and content before use in class. Music requests can be written on the request sheet. The teacher may agree to the instrumental version of your request as an alternative to your suggestion if the content is not school-appropriate.

## PROJECT TURN-IN POLICY

Projects are a key component of the Howard Street experience. Projects are designed to be meaningful opportunities for students to demonstrate proficiencies and Habits of Mind as well as make personal, creative connections to classroom content. Our project turn-in policy reflects the importance of each project at Howard Street.

All projects are assigned a due date and they will be due on the deadline. Students are to turn in whatever they have completed at the deadline. We will not be taking any late projects. If a student has nothing to turn in at the deadline, the project will be marked as a missed opportunity and no credit will be given. If a student has an incomplete project, they should turn in what they have to receive credit for portions of the project.

If your student is absent with an excused absence (student illness, funeral, doctor or dental appointment), the student should make arrangements to turn the project in on the deadline. Unexcused absences will be marked as a missed opportunity.

## TAG CONSIDERATIONS

At Howard Street, we believe that every child has special gifts and unique potential. We have specific plans to help those children that need additional help and plans to provide opportunities for our

Talented and Gifted to reach their potential. TAG is not just doing extra work; it is providing opportunities for students to challenge themselves. Examples of TAG opportunities can be found at [www.howardstreet.org/curriculum/tag.asp](http://www.howardstreet.org/curriculum/tag.asp)



# DANCE syllabus 2013-14

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**Please return this page to Miss Alicea**

(your student receives credit for the return of this page)

My child \_\_\_\_\_ & I have read the 2013-14 Dance Syllabus (available at <http://missalicea.weebly.com/dance> or ebackpack) and understand the policies and requirements for this class. I understand that my child will be participating in an energetic and physical form of art in which personal expression, physical fitness, and safety are the focus. I am aware that my student will be expected to participate in at least two performances within the school year as a part of his/her grade. I also realize that Howard Street Charter challenges teachers to develop critical thinking skills in students through age appropriate research, respectful discussion, guest speakers, and the use of a variety of mediums.

Signed (student): \_\_\_\_\_ Date: \_\_\_\_\_

Signed (parent): \_\_\_\_\_ Date: \_\_\_\_\_

Printed name: \_\_\_\_\_ Relationship: \_\_\_\_\_

Phone #: \_\_\_\_\_

Email: \_\_\_\_\_

Is there anything that you would like me to know about your child?