

Dallas High School

Home of the Dragons



Elements of Dance

2022-23

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Facebook: Dallas High School Thespians and Theatre

Instagram: dallashightheatre

Website: www.dhstheatre.org

Course Description:

Elements of Dance is a course for students to experience a range of dance experiences emphasizing the dance of other cultures and eras, performance and student driven work. It is an elective.

Course Outline:

Standards	Unit Topic	Summative Assessment
	Warm ups	<ul style="list-style-type: none">• Stretching, combo brain warm ups, physicality, commitment, energy, awareness
1,2,7	Polynesian Dance Format	<ul style="list-style-type: none">• Maori Sticks combinations• Maori Poi Balls combinations• Tahitian Hula combinations
1,2,4, 7, 8	African /African American Dance Forms	<ul style="list-style-type: none">• .Step Dancing combinations• Tap
1,5,6,7,8	Musical Theater	<ul style="list-style-type: none">• Godspell combinations

		<ul style="list-style-type: none"> • A Chorus Line combinations • Multiple selections viewed in cuttings.
4,5,6, 8	Aesthetics	<ul style="list-style-type: none"> • Dance Response
1,2,3,4, 7	Choreography	<ul style="list-style-type: none"> • Opportunities throughout for original choreo.. Usually as part of Polynesian / Musical Theatre.

Standards to Be Assessed:

PE standards from the ODE WEBSITE "Standards by Design":

Expressive and Efficient Moving

Demonstrate knowledge of a variety of motor skills.	
PE.HS.EE.01	Demonstrate competency (basic skills) in complex versions of three or more of the following categories of movement forms and more advanced skills in one or more movement forms. (One activity counts in one category) <ul style="list-style-type: none"> • Aerobic/cardio-respiratory lifetime activities • Dance, self-defense, yoga, martial arts
Understand and participate in a variety of physical and recreational activities available in the school and community.	
No standards currently exist for this CCG.	
Understand and apply movement concepts.	
PE.HS.EE.02	Utilize the following components to critique an activity: skills and strategies, use of feedback, positive and negative aspects of personal performance, appropriate practice and conditioning procedures.
Understand and apply physical education vocabulary as it relates to movement concepts.	
No standards currently exist for this CCG.	
Understand rules and strategies for a variety of physical activities.	
PE.HS.EE.04	Demonstrate rules and strategies in complex versions of at least <u>two</u> different categories of the following movement forms: <ul style="list-style-type: none"> • Aerobic/cardio-respiratory lifetime activities • Dance, self-defense, yoga, martial arts

Fitness for Lifetime

Demonstrate knowledge of a physically active lifestyle.	
PE.HS.FL.01	Participate in physical activities and evaluate personal factors that impact participation.
PE.HS.FL.02	Through physical activity, understand ways in which personal characteristics, performance styles, and activity preferences will change over the life span.
Understand the meaning of physical fitness and how personal fitness can be improved and maintained using a health-related fitness assessment as one tool for measuring.	
PE.HS.FL.03	Assess and analyze personal health-related fitness status.
PE.HS.FL.04	Independently design a written personal fitness and activity program which incorporates related physical fitness components and principles (overload, progression, specificity, and individuality).

Self- Management and Social Behavior

Understand appropriate and positive behavior management (social skills) and respect for all individual differences, including gender, ethnicity, and physical ability during physical activity.	
PE.HS.SM.01	Analyze and apply rules, procedures, and etiquette that are safe and effective for specific activities/situations.
PE.HS.SM.02	Apply conflict resolution strategies in appropriate ways and analyze potential consequences when confronted with unsportsman-like behavior.
Understand and apply safety in movement activities	
No standards currently exist for this CCG	
Understand that history and culture influence games, sports, play, and dance	
No standards currently exist for this CCG	

PE standards from “Oregon High School Education Outcomes”

Operational Definition of Activity Category: Dance and Rhythmic Activities:

Activities that focus on dance or rhythms and might include, but are not limited to dance forms such as creative movement/dance, ballet, modern, ethnic/folk, hip hop, Latin, line, ballroom, social and square.

The physically literate individual demonstrates competency in a variety of motorskills and movement patterns.	
PE.1.HS.1	Demonstrates competency in two or more categories for lifetime activities. Categories include: Aerobic/Cardiovascular activities and individual-performance activities.
PE.1.HS.2	Demonstrates competency in rhythmic activities used in cultural and social occasions, or demonstrates competency in one form or rhythmic activities (e.g., ballet, modern, hip hop tap, etc.)
PE.1.HS.3	Demonstrates competency of specialized skills in health-related fitness activities through addressing 1 or more components of fitness. Components of fitness include: muscular strength, muscular endurance, cardiovascular-respiratory endurance, body composition, and flexibility.

The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and knowledge.	
PE.2. HS. 1	Identifies and defines the terminology associated with aerobic/cardio-respiratory activities, outdoor pursuits, individual-performance activities, aquatics, net/wall games or target games.

The physically literate individual exhibits responsible personal and social behavior that respects self and others.	
PE.4.HS.1	Understands personal factors and barriers that impact participation
PE.4.HS.2	Exhibits proper etiquette, respects for others and teamwork while engaging in physical activities.
PE.4.HS.3	Uses communication skills and strategies that promote term/group dynamics.
PE.4.HS.4	Level one: Demonstrate respect for all individual differences, including gender, ethnicity, and physical ability during physical activity. Level two: Accepts others’ ideas, cultural diversity and body types by engaging in cooperative and collaborative movement projects.
PE.4.HS.5	Applies best practices for participating safely in physical activity and exercise (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protections.

Grading and Assessment:

The following grading scales will be used to calculate a student’s course grades and grade point average:

Course Grades will be calculated using the following scale:	Grade Point Averages (GPAs) will be calculated using the following scale:	GPAs for Advanced Placement courses will be calculated using the following scale:
A 90-100%	A (4.0)	A (5.0)
B 80-89%	B (3.0)	B (4.0)
C 70-79%	C (2.0)	C (3.0)
D 60-69%	D (1.0)	D (2.0)
F 0-59%	F (0)	F (0)

Academic Integrity

The faculty and administration of Dallas High School believe that honesty and integrity are personal attributes worth nurturing in our students. Because we value the educational and skill development opportunities provided by classroom assignments, research projects, tests, and credit recovery, we expect students to express academic integrity by doing their own work and properly documenting information gathered from other sources. Congruous with this belief is our resolve to handle those who violate the principles of academic integrity with stringent consequences as outlined in the [K-12 Code of Conduct](#).

Student Behavior and Expectations:

Students are expected to demonstrate appropriate behavior in the classroom and contribute to a safe, positive, caring learning environment by cooperating; doing their best to achieve academic excellence; respecting themselves, others, and the environment; and conducting themselves in a safe manner at all times. Clearly defined behavioral expectations are consistent school-wide through the Dragon **PRIDE** acronym. We strive to teach our students to take **PRIDE** in themselves and the school by demonstrating:

Purpose, Respect, Integrity, Determination, and Empathy at all times. For more information, please see the [Student/Parent Handbook](#).

Student Electronic Devices at Dallas High School:

Students are allowed to possess personal electronic devices at school and at school-sponsored activities provided such devices are not used in any manner that may disrupt the learning environment, school-sponsored activities or violate Board policies, administrative regulations, school or classroom rules, or state and federal laws. Cell phone usage is **only** permitted during scheduled passing periods and lunch times. Students are not allowed to be on their phones in the hallways and other common areas during class time and cell phone usage in the bathrooms and locker rooms is prohibited **at all times**. Students must use a Chromebook or laptop to complete and submit coursework. Cell phones cannot be used for this purpose and can only be used during class time with express advance permission from the teacher.

Diversity

Dallas School District #2 recognizes the diversity and worth of all individuals and groups and their roles in society. It is the policy for the Dallas School District #2 Board of Education that there will be no discrimination or harassment of individuals or groups on the grounds of age, color, creed, disability, marital status, national origin, race, religion, sex or sexual orientation in any educational programs, activities or employment.

Gender

Dallas High School will be proactive in creating a school culture that respects and values all students and fosters understanding of gender identity within the school community. Such guidelines are intended to ensure a safe learning environment free of discrimination and harassment, and to promote the educational and social integration of transgender students. They do not anticipate every situation that may occur and the needs of each student will be assessed on a case-by-case basis.

Tardies and Unexcused Absences/ Shop Hour Points: Points will be given towards the Personal Management grade at intervals for daily attendance and punctuality. These will appear in Canvas as “Shop Hours”. Points will be deducted for each tardy and each unexcused absence in that grading period. Overly disruptive behavior and lack of cleaning/putting away tools may also result in loss of these points.

Ways to succeed in Dance:

- Shoes must be work for dance/movement work. Sneakers, dance shoes are ok. Flip Flops, heels and clogs are not.
- Please, no food, drinks, or gum in the theater. Water in a closed container is advised.
- Keep your feet off of the theater seats.
- The light booth, sets, props, and my office are not part of the classroom. Please stay out of them.

- You will not need your phone. Videotaping other dancers is not allowed.

Here are the general rules

- We learn. We dance. We assess. Absences will make keeping up in this class difficult. Be here.
- Realize as quickly as possible that you will have to work. It's a different kind of work from what you're used to but it needs to be done well and done on time.
- Be prepared to take risks. Dance asks you to go where you aren't always comfortable- be ready to accept the challenge and forgive yourself when you struggle.
- Work for the group. Support, Encourage and Accept. If this is difficult for you, get used to it. You will hear this over and over again.
- Nobody is left behind. Having a bad day? Feeling embarrassed? Not prepared? As a class, we will support and wait for you. "Sitting out" will never happen.
- If you learn dance quickly and accurately, you will be given the opportunity to help others.
- If you find you learn dance slowly, be patient with yourself. Being academically gifted and a good student does not predict success in dance. At the same time, struggling in academics has nothing to do with dance – you may be amazing!
- Wear clothes and shoes that will allow you to move freely and discreetly.

Performance Work: Everyone performs on time, even students who are unprepared, etc. If you want to come back and try a dance again for a higher score, that is possible during ALIE time.

Dance Syllabus

Parents: Please keep the rest of the syllabus. By signing this form, you acknowledge that you have read and fully understood the expectations, rules, and standards associated with this course. If you have questions, please call 503-623-8336 or email using the email address provided in this document. This page is due back by Friday, September 17th to your student's teacher.

Parent Name:

Parent Signature:

Parent email Address:

Parent Phone:

Student Name:

Student Signature: