

## Intermediate Dance Syllabus

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**Course Description:** Using a Modern Dance based approach; Intermediate Dance emphasizes students' acquisition of intermediate movement skills and refined motor control through the study of various modern dance techniques. Students learn to take responsibilities for their personal health and to care for their dance instrument. Through dance ensemble work, students continue to explore improvisation, dance elements, and composition as both the dancer and the choreographer. Students present the skills they have learned to selected audiences and learn basic technical theatrical skills for dance production. Students extend their understanding of dance as an art form through a consideration of aesthetic and philosophical perspectives. Further awareness is enhanced through the study of dance history, the exploration of dance through a variety of cultural contexts, and dance as a career choice. Students will maintain a portfolio, which contains written and visual examples of their work.

### Student Learning Outcomes:

#### Essential Standards:

- Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images.
- Understand how to use performance values (kinesthetic awareness, concentration, focus, and etiquette) to enhance dance performance.
- Understand how to use movement skills in dance.
- Use a variety of thinking skills to analyze and evaluate dance.
- Understand cultural, historical, and interdisciplinary connections with dance.

### In-class Participation/Performance

Participation in class means that you are part of a community of learners and are expected to engage actively in all assignments, including class discussions, moving exercises and choreography assignments. Therefore, your daily grade is based on the following criteria and will be calculated as two test grades:

1. Always Punctual
2. Always Displays a Good Attitude
3. Always Focused
4. Always Demonstrates Good Effort
5. Always Demonstrates Maturity
6. Always Cooperative
7. Always Self-Motivated
8. Always Eager to Learn
9. Always Respectful
10. Always Demonstrates Leadership Qualities
11. Always Remembers Choreography
12. Always Dances Full Out
13. Always Creative

14. Always Fully Dressed Out

15. Always Works with the Ambition to Continually Improve

Participation in all in-school performances and out-of-school performances is required. Please follow the **Performance Policy** guidelines.

**Performance Policy:** The objective of the Performance Policy is to provide a policy that will allow all members of dance a fair chance to perform at their maximum potential. In a performance group, having a consistent ensemble is necessary if each individual is to be able to perform at his/her best. The absence of even one member of an ensemble will change the performance structure. In order to reflect the importance of each individual fulfilling his/her responsibility to the performance group, the following policy will be observed at Terry Sanford High School. Positive participation in all performances is required. Students who miss due to an illness or other excused absence will be given a makeup opportunity to be determined by the teacher, however, understand that prior notification of a performance absence is required. Any student that misses a performance without a written and accepted excuse will receive a **maximum** grade of a **60** for that grading period. Factors such as class participation, test, and other grades for the grading period will determine if a 60 or lower will be given.

**Audience Etiquette:** Only when the audience unites with the performing artists can the fusion between them develop the bonding necessary to allow the performance to reach its maximum potential. Therefore, all audiences should adhere to these six basic guidelines:

- 1. Dress for the occasion.** Attending a live performance is a special occasion. Dress up to celebrate.
- 2. Be prompt.** Give yourself plenty of time to arrive, be seated, and review the program before the performance begins. You will not be seated once the performance has begun.
- 3. Be considerate.** Do not cough, whisper, unwrap gum or candy, or leave an electronic device on during a performance. Please remove small children who are interrupting the performance immediately. Also, remember to leave the theatre out of necessity and if you do, please do it during intermission.
- 4. Respect property.** Do not eat or drink in the facility, always clean up your trash, and never put your feet on the back of the seat ahead of you.
- 5. Reward talent.** Always applaud at the end of the performance to show your appreciation. Never shout, yell, whistle, or make noises that are only appropriate at athletic events and never be openly critical of any performance or performer.
- 6. Stay.** Stay and enjoy the entire performance. Do not leave once the performance has begun.

**Dress Code:**

- Females - Bare feet, black tank leotards, tan footless tights, and black spandex dance shorts that are at least fingertip in length are required.
- Males – Bare feet, dance attire or athletic shorts (with compression shorts underneath), and a tee shirt (Tee shirt must be tucked into athletic shorts).
- All hair should be pulled away from the face and neck and jewelry should not be worn.

**Grading Scale:**

- A = 100 – 90
- B = 89 – 80
- C = 79 – 70
- D = 69 – 60
- F = 59 – 0

**Grade Categories:**

- Tests/Projects/Performance = 50%
- Classwork/Homework = 50%
- Exam = 20% of final grade

**Attendance:** Your attendance is expected and required. You are also expected to arrive on time. Any and all tardiness will result in a lower participation grade. Make-up work is required after an excused absence and should follow the **Article Critique** guidelines. Please refer to the **Performance Policy** guidelines for attendance policies regarding all performances.

**Article Critique:** I will select an article that is a minimum of two pages in length about dance. You are to read the article, prepare a two-page critique following the guidelines for MLA style of writing, and deliver a short class presentation on the article. The critique must be typed using a 12 point font, one inch margins, and double spaced. The reference page should follow the guidelines for MLA style of writing. Be sure to answer the following questions thoughtfully and completely. Turn in the critique along with a copy of the article.

1. The first paragraph should be an introduction.
2. The second paragraph should summarize the article with all events in chronological order.
3. The third paragraph should explain what you find interesting about the article using examples.
4. The fourth paragraph should give your opinion of the article:
  - How well the article was written
  - Did the author(s) discuss everything they promised in the article's introduction?
  - What are the article's shortcomings?
  - Did the author(s) provide enough background information?
  - Were there adequate and appropriate examples and illustration?
5. The fifth paragraph should be a conclusion.

Works Cited

Author's Last name, First name. "Article Title". *Title of Periodical* Date: pages. Print.

Author's Last name, First name. "Article Title". *Title of Periodical* Date. Web. Date retrieved.  
<URL>.

For more information regarding MLA style of writing, please refer to  
<https://owl.english.purdue.edu/owl/section/2/11/>

**Notebook:** You are required to maintain a three-ring notebook. Notebook guidelines:

1. Your Dance notebook will be your most important study guide. Please strive for neatness as this notebook will be a major part of your grade.
2. No other subject should be in your Dance notebook.
3. You will need your Dance notebook every day in class.
4. You will need a good supply of notebook paper.
5. All work should include a title, your name, class, period, and date.
6. Notebooks will be graded using the **Dance Notebook Evaluation** criteria.

**Portfolio:** As part of the **Essential Standards**, each student enrolled in a dance class at the high school level must demonstrate personal progress through the use of a portfolio containing written and visual samples of their work. By signing this syllabus, the parent and student is also providing permission for the student to be photographed and/or videotaped during dance activities deemed appropriate for the portfolio section of their dance course at Terry Sanford High School.

**Units of Study:**

Unit One	Technique and Movement Exploration (Weeks: 1-5 )
Unit Description:	Students will improve concepts from a variety of dance forms and appropriate audience etiquette and behavior. Students will continue exploration of choreographic structures and implement strategies for healthy living.
Unit Objectives:	<ol style="list-style-type: none"> <li>1. Implementing anatomical concepts to enhance technical skills in dance forms.</li> <li>2. Generating choreography through the creative process to fulfill choreographic intent.</li> <li>3. Executing appropriate behavior and etiquette in different dance roles.</li> <li>4. Implementing good choices for the dancer’s body.</li> </ol>
Unit Two:	Creation and Performance (Weeks: 6-13)
Unit Description:	Students will continue to create movement using a variety of choreographic forms, generate aesthetic criteria for evaluating and creating dance, and explore concepts of civics and economics as it pertains to dance.
Unit Objectives:	<ol style="list-style-type: none"> <li>1. Producing dances using a variety of forms and applying breath as an extension of movement and phrasing.</li> <li>2. Generating criteria for creation and evaluation of dance while using accurate terminology in describing the use of elements and forms of dance.</li> <li>3. Comparing pairs of concepts: bound and free flow, strong and light weight, sudden and sustained time, direct and indirect space.</li> </ol>
Unit Three	Reflect, Respond, and Expand (Weeks: 14-18 )
Unit Description:	Students will understand the importance of choreographer’s intent and vision on the choreographic process, the impact of theatrical elements on choreography, and advantages and disadvantages of

- Unit Objectives:
- dance as vocational, educational, and professional choices.
1. Recognizing that performance values, theatrical elements, and teacher and self-assessment can enhance, refine, and communicate meaning in dance.
  2. Recognizing the choreographer's vision and intent on the creative process and evaluating dance based on set aesthetic criteria.
  3. Recognizing dance as a vocational, educational, and professional choice with certain advantages and disadvantages.

**Evening of Dance:**

If your choreography is selected for the show you will be required to attend the rehearsal and the performance.

Rehearsal – April 23, 2018 at the Crown Theatre from 4:00 – 9:00

Performance – April 25, 2018 at the Crown Theatre from 6:00 – 8:30 (Show starts at 7:00)

**All-County Dance**

Auditions – February 13, 2018 at Southview High School at 4:00

Rehearsals – February 13 & 14, 2018 at Reid Ross Classical High School all day

February 18, 2018 at Jack Britt High School 4:00 – TBA

February 23, 2018 at the Crown Theatre 4:00 – 9:00

Performance – February 25, 2018 at the Crown Theatre 6:00 – 8:30 (Show starts at 7:00)

**Concert at Fayetteville Terry Sanford High School**

May 3, 2018 Arrive at 5:00 Concert begins at 6:00 End time will be announced in advance

**Instructional Websites for Dance:**

<http://www.ncpublicschools.org/docs/acre/standards/new-standards/arts/dance/9-12.pdf>

<http://www.nycballet.com/nycb/home>

<http://www.abt.org>

<http://www.stolaf.edu/depts/dance/faculty/anthony/courses/Modern-Dance-Language.htm>

<http://www.dancemagazine.com>

<http://www.dance-teacher.com>

<https://www.youtube.com/user/jfkvideos>

I have read and understand all requirements outlined in the Intermediate Dance Syllabus for Terry Sanford High School and accept the responsibility for fulfilling these requirements.

Student's Name \_\_\_\_\_  
(Print)

Student's Name \_\_\_\_\_ Date \_\_\_\_\_  
(Signature)

Parent's Name \_\_\_\_\_  
(Print)

Parent's Name \_\_\_\_\_ Date \_\_\_\_\_  
(Signature)

