**Central Visual and Performing Arts High School**

**“Where Arts & Academics Share Center Stage”**

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| **Course Syllabus: Advanced Dance** |

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| **Teacher: Ray Parks** | **Grade: 9-12** | **Room:016a, 017a** |

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| **Course Description/Overview** |
| * Prerequisites: permission from instructor
* Purpose(s)/Goal(s): The high school curriculum in dance is intended to develop students’ technical proficiency and artistry in classical theatrical dance to a level that enables them to go into professional performing careers, college-level dance programs, or related professions. The curriculum addresses the following Show-me standards for the fine arts:
1. process and techniques for the production, exhibition or performance of one or more of the visual or performed arts
2. the principles and elements of different art forms
3. the vocabulary to explain perceptions about and evaluations of works in dance, music, theater and visual arts
4. interrelationships of visual and performing arts and the relationships of the arts to other disciplines
5. visual and performing arts in historical and cultural contexts
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| **Course Content** |
| * Course expands skills developed in intermediate dance; greater emphasis on performance and crisp technique; emphasis on control of strength and flexibility
* Classes will teach classical theatrical dance technique including the component steps of classical ballet, traditional jazz, and tap, with additional exposure to modern, musical theater, and other contemporary forms; the specialized vocabulary of dance; and performance skills. Students will also learn dance history, dance criticism and aesthetics. Classes follow a standard format including exercises done at the barre, exercises done in the center, progressions across the floor, and combinations in the center. Students should expect much repetition in the steps and format as well as a great deal of physical exertion. The nature of classical dance is such that the complexity of steps increases as the students progress, but the basic steps are still present. Even professional dancers start every class with *pliés* at the barre.
* Students are responsible for making all required **portfolio** submissions. Portfolio submissions include video of execution of specific dance steps and combinations, reflections and self-analysis, and written quizzes, assignments and essays.
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| **Course Materials** |
| * Students are required to have their own dance shoes and attire
* Girls need a leotard, pink tights, tan tights, pink ballet shoes, black jazz shoes (no jazz sneakers), and black tap shoes
* Boys need a white sleeveless undershirt, black running tights or black bike shorts or dance tights, athletic supporter or dance belt, black jazz shoes, black tap shoes
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| **Course Policies** |
| * Attendance/absences/tardies: Regular attendance is necessary in order to make satisfactory progress. An absence results in loss of that day’s participation points. Students have 7 minutes to change into their dance attire, enter the dance studio, and sign in. Tardiness results in 50% loss of that day’s participation points. Anything less than full participations results in loss of that day’s participation points. More than three absences in a quarter results in an automatic letter grade drop in addition to the lost participation points. Student is also at risk of being eliminated from dance concert performance.
* Make-up/late work: students are responsible for all work missed due to absence; late work is accepted but is subject to a 10% reduction in score for each day late.
* Classroom expectations/norms (rules/discipline policy/plagiarism/cheating/passes)
* Participation: This is a participation-based course, therefore, daily participation is mandatory. A doctor’s statement is required to be excused from participation. Students must still observe class and take notes.
* All students are required to participate in the Spring Dance Concert on April 29 and 30, 2011, as well as other performances throughout the school year that are available to smaller numbers of students. Excessive absences puts student at risk of being pulled out of dance concert. Alternative work would be required and student’s ability to succeed in class is severely hampered.
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| **Grading/Assessment** |
| Grading Students will be graded on the following:1. Daily participation, including being on time—25%
2. Adherence to dress code—15% (additionally, more than 3 instances of dress code violations results in full letter grade drop for each successive violation.)
3. Portfolio (includes submissions such as video of technique, self-evaluations, written tests and assignments) –25%
4. Mastery of dance skills (grade for dance concert included in this category during 4th quarter)–25%
5. Mid-term/final exam– 10%.

***Scale:*****A** 90 -100% recognizes superior achievement and performance tasks completed at the exemplary level**B** 80 – 89% recognizes good achievement and performance tasks completed at the proficient level **C** 70-79% recognizes average achievement and performance tasks completed at the progressing level**D** 60 – 69% recognizes poor achievement and most performance tasks not meeting the standards **F** 59% and less - recognizes failure in achievement and most performance tasks not meeting standards |
| **Course Procedures** |
| **Studio Rules:**1. Students must be in the locker room area before the tardy bell sounds. Students have **7 minutes** after the tardy bell sounds to change into their dance attire and enter the dance studio. Sign the sign-in sheet only after you have dressed for class and entered the studio.
2. Students are not allowed in the studio with street shoes on.
3. No food, drink or gum is allowed in the studio.
4. Cell phones or other electronic devices are strictly prohibited and will be confiscated.
5. Students must participate in every class. A doctor’s note is required to be excused from taking class.
6. Students are not allowed to play the stereo.
7. Hair should be pulled up off the neck and secured (as in a ponytail or bun).

Dress Code:Girls* For ballet – leotard, pink tights, pink ballet shoes, hair securely pulled up off the neck. No exceptions! Absolutely no shirts, pants, or shorts. No socks are to be worn with ballet shoes—only tights. Short, chiffon ballet wrap skirts are allowed, but not required. No undergarments should be visible.
* For jazz – leotard, tights, jazz pants or bike shorts; black jazz oxfords. Socks are not to be substituted for dance shoes. Hair should be pulled back securely.
* For tap - same as jazz but with black tap shoes.
* No jewelry should be worn in any dance class, especially hoop or dangling earrings, necklaces, and bracelets. Hair must be pulled up off neck.

Boys* Boys must wear a plain solid white sleeveless undershirt or dance shirt and black tights, running tights, or bike shorts; ballet shoes are required for ballet, black jazz oxfords are worn for jazz, black tap oxfords are worn for tap. A dance belt must be worn during dance class. Socks are not allowed to be worn in place of dance shoes.
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| **To Achieve Success In This Course** |
|  Dance takes a tremendous amount of desire, dedication and discipline. To help promote these, students are expected to demonstrate proper decorum for a dance class:* Abide by the dress code
* Be on time
* Respect classmates by not making fun of them
* Respect teacher by listening to and complying with instructions
* Respect self by always trying one’s best
* Never sit down in a dance class
* Always dance full out: maximize effort: always engage muscles, use highest extensions and amplitude possible
* The process of improving stretch and strength is uncomfortable. If you are never experiencing discomfort, you are not improving your body. Dancers don’t quit at the first sign of discomfort, heavy breathing or sweat.
* Students should remember that in the dance world, receiving a correction is considered a compliment, not a put-down, so they should work to apply the correction with a good attitude.
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| **Additional Information** |
| * Contact information: Mr. Ray Parks; Raymond.Parks@slps.org, 771-2772 x1607
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**PLEASE SIGN BELOW AND RETURN THIS PAGE.**

We received and read the syllabus information for

Student Name Signature Date

Parent Name Signature Date

**(please print name)**