

Dance Company

Teacher Name: Mrs. (Mariah) Johnson

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Time of Class: 2nd Hour

Office Hours: By request



Course Overview:

This course is for the student with more experience in dance and gives students more opportunity to create and perform. A deeper and more refined focus on dance technique, improvisation and composition can be expected. An introduction to dance history and criticism is also explored. National and local artists assist in exposing the student to the world of dance.

Grading

40% Summative (movement studies and reflective writing)

60% Formative (daily work, work sheets, discussions)

Physical Work

Be prepared to fully and actively participate in all aspects of this course, including discussion, projects, presentations, and movement experiences. You may be challenged to try new things, however, all students are expected to keep an open mind. You are NOT graded on your ability level. You WILL be graded on your overall attitude, effort, progress and participation in class.

You earn 2 points a day for class participation. If you are unable to attend a google meet, you will be required to do a make-up assignment for the physical movement part of the class.

Inclusion Practices

It is my intention that students from all diverse backgrounds and perspectives be well served by this course. The diversity that each student brings to this class will be viewed as a strength, benefit and resource. I want to make sure that students' learning needs are addressed both in and out of class. Please let me know ways to improve the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that we can make arrangements for you.



Technology Use Guidelines & Procedures

[netiquette policy/rules, technology usage, devices or systems (ie- Google Meet, digital tools or extensions, Dreambox, etc.), expectations, etc.

<p>Expectations for Students Use of Google Meet:</p> <ul style="list-style-type: none">• Intended for educational use only• Try to use in common areas (e.g. no bedrooms, bathrooms, etc)• Wear school appropriate clothing• Use school appropriate language• Mute microphone when not speaking• Use chat for learning specific questions and comments only• Turn on audio, however live video is optional	<p>Courtesy goes a long way in any setting, including virtual classrooms. Your good manners should carry over to online meetings, too.</p> <ul style="list-style-type: none">• Students should use their real names.• Please address the teacher and other virtual school students in a respectful manner, even when disagreeing.• When chatting, avoid using all uppercase letters; this is considered the equivalent of shouting.• Before a virtual classroom session begins, eliminate distractions that may divert their attention away from learning.• Clear the room of playful pets or noisy siblings.• Minimize background noise by turning off the TV and radio.• Turn off cell phones. (No multitasking during class!)• Mute your microphone unless they are asked to speak.	<p>It's important that you are prepared before class!</p> <p>Make sure you download any necessary software and connect and test devices like microphones or video cameras before the lesson begins.</p> <p>Please exit other applications on your computer prior to launching the classroom software.</p>	<p>While in a virtual Class</p> <ul style="list-style-type: none">• Focus on the classroom conversation and activities.• Take notes on the information presented.• Ask relevant questions to clarify the material covered or assignments given.• Not join sideline chats with classmates when the teacher is speaking.	<p>Assume good intentions with your fellow students if you engage in discussion posts</p> <ul style="list-style-type: none">• Without seeing their facial expressions, other people may not know when they are kidding or being sarcastic.• Please reread your own messages for friendliness and respect before sending.• What seems like a short or abrupt answer from a classmate (or teacher) probably doesn't mean anger—the other person might just be busy.
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Units of Study:

Quarter 1/Unit 1 - Movement Foundations and Creation Exploration

Essential Question: How do individuals and groups determine what is aesthetically appealing when creating or viewing dance?

Topic Content:

- The development of the creative aspect of making dances
- Composing original work

Summative Assessment: Dance works composed/danced by the student. An analytical statement documenting and reflecting upon the processes of composition and analysis of one of the dances.

Quarter 2/Unit 2 - World Dance Studies

Essential Question: To what extent does dance influence culture and culture influence the dance?

Topic Content:

- The development of a comparative knowledge of several dance styles from more than one culture and/or tradition
- Exploring dances, gaining both a physical and theoretical understanding
- Individual investigation

Summative Assessment: A formal written report analysing the similarities and differences between two dance styles drawn from different dance cultures and/or traditions, one of which is familiar to the student and one unfamiliar

Quarter 3/Unit 3 - Choreographic Process and Communicative Expression

Essential Question: Do dancers have a responsibility to their audience and society?

Topic Content:

- The development of an understanding of and facility in performing dances
- Movement skills appropriate to the dancer's performance
- Clarity in relationship to space, time, dynamics and movement qualities appropriate to the work
- Communicative expression in relation to other performers and the audience

Summative Assessment: Dances (solo/duet/group) in any style or styles, performed by the student to show proficiency and expressive ability appropriate to the dance

Quarter 4/Unit 4 - Developing Your Own Movement Practice

Essential Question: How do I develop an effective movement practice that will affect my health and wellness?

Topic Content:

- Discovering and defining personal movement preferences
- Investigate various movement practices for improvement of physical and mental health, as well as personal expression
- Develop a sustainable movement plan

Summative Assessment: Development and presentation of a movement plan to be implemented.



RHS Academic Honesty Policy

What does Academic Honesty mean?

Respecting and acknowledging the intellectual property of others, including other people's ideas, words, graphs, diagrams, charts and pictures, photographs, works of music, art or literature. Acknowledging all used sources. It is acceptable to include words, ideas, data, diagrams, tables, graphs, film clips and pictures from books and online sources in assignments. Students must always credit where they have got the information used, both in the body of the written work and on the Works Cited page at the end, using the correct referencing format.

Student's Responsibility:

- Read and understand the Academic Honesty Policy.
- Students genuinely attempt formative work, with the work or ideas of others fully and correctly acknowledged through correct use of citations, and understand that it is an opportunity to receive feedback on their learning and make plans for improvement.
- Ensure that summative assessment work is authentically their own, with the work or ideas of others fully and correctly acknowledged.
- Comply with all internal school deadlines.
- Understand the definitions of what is considered academic dishonesty.
- Take ownership of learning by asking for clarification of instructions when necessary and seeking help when needed.
- Talk to teachers when feeling overwhelmed to discuss assignments and time management strategies to reduce the stress.
- Report malpractice and help cultivate a culture of academic honesty at their school.

Violation Procedures: First infractions (violations) will be handled by your teacher, subsequent infractions of the policy will involve working with a dean and possibly a counselor or coordinator of a program.