

Portland Public Schools

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| Course Number: 110123H1-78 | School: Jefferson High School | |
| Instructor: Demetria Holden Williams | Contact information: Office# (503) 916-5180 ext. 71319 | |
| Subject: Dance 3 Hip Hop | Days of week offered: Monday, Wednesday | Hours offered: Period 7 |
| Prerequisites: Successful completion of level 2 Dance | | |
| Course description (forecast guide): A continuation of basic forms of hip hop dance and culture, learning different styles of hip hop and its history. It is also designed to increase your appreciation of hip hop dance as an art form, while furthering your technical dance training. | | |
| Learning objectives: Because of the vast body of possible knowledge and skill that this art form offers, students will attend to both breadth and depth of these instructional objectives established by continuing teacher choices about content (creation, performance, history, analysis) and levels of engagement by students (deep, simple, complex and casual). <ul style="list-style-type: none"> • To understand elements, principles and processes in dance, while developing the working knowledge of the movement vocabulary and technique of hip hop dance. • Increase knowledge and awareness of proper body alignment and body-part articulation • Increase stamina, strength, coordination, agility and flexibility • Develop an awareness of the body as an expressive tool, with attention to individual style • Develop original movement patterns using basic choreographic principles • Identify and demonstrate longer and more complex steps and patterns from two different styles or traditions • Demonstrate rhythmic acuity • Demonstrate projection while performing dance skills • To interpret works from various historical periods, cultures, and peoples analyzing the contexts in which they were created, the characteristics of the works, and the range of possible interpretations • To understand the role dance plays in society and the ways in which dance empowers people to create works that manifest their beliefs, social relationships, values and skills • To recognize the significance of experiences with dance and reflect on the performance and/or creation of an artistic work • To examine how an artistic work affects an audience; relate audience responses to the artist's/performer's creative choices • To rehearse and publicly perform dance works in a group or as a soloist in the winter and spring recitals. | | |
| References, text book(s), resources: Dance videos | | |
| Assessment/evaluation/grading policy: Warm ups, understanding skills, proficiency = 50% of grade (a letter grade is given to each student daily) Quizzes, dance recital = 25% Dance combos, sequence =25% Grading policy: A=90-100%, B=80-89%, C=70-79%, D=60-69% and F=00-59% | | |
| Additional costs for materials/out of pocket expenses expected for students: NONE | | |
| Behavioral expectations: Tardiness: | | |

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| <p>All dance students have a 8-minute passing time, students should be dress down and in the class as the bell rings class. After the bell, students will be considered tardy.</p> <p>Absences: All students that arrive 15 minutes late will be marked absent. All students have three days to clear an absence. There will be no make up work for unexcused absences.</p> <p>Class room standards: All pagers, cell phones and any other electronic devices must be turned off and stored either in your backpacks or in the lockers that are provided. Absolutely NO food, gum chewing, or beverages with the exception of water in a plastic bottle allowed in the dance studios. *All students are expected to behave in a respectable and professional manner. Inappropriate behavior will not be tolerated. Depending on the severity of the problem the student will receive immediate feedback. Disruptive students will have a one on one conversation with the teacher after class, office followed by a phone call home.</p> | | |
| <p>Safety issues and requirements:</p> <p>I provide an environment that is safe, comfortable and supportive, which will be conducive to the students learning and emotional well-being.</p> | | |
| <p>Additional opportunities: Check if appropriate/support requested</p> <p><input type="checkbox"/> field trips <input type="checkbox"/> work shadows related to curriculum <input type="checkbox"/> paid or non-paid internships <input type="checkbox"/> project-based learning <input type="checkbox"/> service-learning</p> | | |
| Effective date of syllabus: | Present | School year: 2014-2015 |
| Schedule of topics/units covered (optional) | | |
| See objectives | | |
| <p>Student Accommodation(s)¹ and support available: (e.g., tutoring, differentiated instruction):</p> <p>Different Learning Styles English Language Learners Talented and Gifted Learners</p> <p>Different Learning styles- the processes in dance, while developing the working knowledge of the movement vocabulary can be demonstrated and thought auditory or visually. Different strategies are used like building on movement or scaffolding, or from others, through discovery or improvisation and doing.</p> <p>English language learners- dance is very visual. students can learn through visual demonstrations. Talented and gifted Learners - modified teaching by adding more complex material to individual learners.</p> <p>Students will learn different combinations of movement using auditory, visual, and kinesthetic cues. For the students that need additional assistance, and the students who would like added challenges, I will modify the curriculum accordingly.</p> | | |
| <p>This course can be used to meet one of the following graduation requirements. (optional)</p> <p>Physical Education – One credit Fine-Applied Arts – One credit</p> | | |