

# Pinellas County Schools Key Learnings for Eurhythmics 2

The Next Generation Sunshine State Standards guide the curriculum for all courses offered in our public schools. While these provide a clear picture of what students should learn conceptually from a course, translating them into actual classroom practice can be a challenging task. The Pinellas County Schools Key Learnings are designed to assist teachers by distilling the most critical elements of the standards into a user-friendlier format.

The state course descriptions divide this class into 4 distinct levels. The state course description is included on the first page of each level in this document, but the general design is:

**Eurhythmics 1:** Introductory course used to give students a basic working knowledge of dance and auxiliary terms, skills and techniques.

**Eurhythmics 2:** Course designed for students who have completed Eurhythmics 1. These students are hoping to further their understanding on the visual performing arts.

**Eurhythmics 3:** Course designed for students who have completed Eurhythmics 1 and 2. These students are hoping to further their understanding on the visual performing arts.

**Eurhythmics 4:** Course designed for students who have completed Eurhythmics 1, 2 and 3. These students are hoping to further their understanding on the visual performing arts.

In a very small program, all levels may have to be included in one class period. This is not recommended. Slightly larger programs will have a lower level class and an upper level class, which is more workable. The largest programs will have multiple classes more aligned to the state courses, but will still have a combination of levels.

The Pinellas County Schools Key Learnings for this course break the Standards down into ten key areas. Thorough, in-depth study for mastery of these ten specific areas should make up the majority of conceptual instruction. Links to each of the aligned state benchmarks are provided for these ten areas. A variety of assessment forms and teaching resources are provided. The resource links are part of a living document and will be enhanced and expanded continually. All Pinellas County Performing Arts Teachers are encouraged to submit resource items throughout the year.

# Pinellas County Schools Key Learnings

## Eurhythmics 2 (#1305310)

### **State Course Description:**

Student dancers develop basic skills in performing and evaluating choreographed performances as an independent ensemble and in cooperation with a music ensemble. Emphasis is placed on dance, equipment manipulation, precision, and the relationship between music and dance. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom

*Upon successful completion of this course, the student may truthfully say:*

1. I can identify and describe basic musical terms. (i.e. specific dynamics, specific tempi, improvisation, musical forms, nuance etc.)
2. I can identify and describe basic dance and auxiliary terms (i.e. jete, single and double pirouettes, pique, double and triple tosses, etc.)
3. I can demonstrate appropriate stretching and conditioning methods to improve dance techniques and wellness. (i.e. yoga, cardio routines, Pilates, Bartenieff, Feldenkrais)
4. I can use appropriate and creative language to describe and critique live and recorded performances of others and myself.
5. I can use oral and written skills to accurately describe and assess musical and literary elements in a eurhythmics performance including but not limited to: metaphor, analogy, imagery, timbre, dynamics, texture, melody, counter melody etc.
6. I can successfully manipulate sabre, rifle, and flags to perform basic fundamentals including but not limited to: horizontal tosses, elbow manipulations (where applicable), movements including dance fundamentals.
7. I can create an original work using basic dance fundamentals, as a soloist and in groups at least 90 seconds in length or improvising to new music for at least 30 seconds both with and without equipment.

8. I can identify different genres of dance based on specific dance and musical elements.
9. I can demonstrate appropriate etiquette in recitals and live performances both as a performer and an audience member.
10. I can research and present information about historical time periods of dance including influential choreographers, performances, and shows.

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**Next Generation Sunshine State Standards Big Ideas:**

1. C – Critical Thinking and Reflection
2. S – Skills, Techniques, and Processes
3. O – Organizational Structure
4. H – Historical and Global Connections
5. F – Innovation, Technology, and the Future

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	<b>Pinellas County Schools High School Band 1 Key Learnings Teacher Planning Tool</b>	<b>NGSSS Code</b>
1	I can identify and describe basic musical terms. (i.e. specific dynamics, specific tempi, improvisation, musical forms, nuance etc.)	<a href="#">PE.912.C.2.5</a> <a href="#">MU.912.O.1.1</a> <a href="#">MU.912.O.3.1</a> <a href="#">DA.912.S.1.2</a>
2	I can identify and describe basic dance and auxiliary terms (i.e. jete, single and double pirouettes, pique, double and triple tosses, etc.)	<a href="#">PE.912.C.2.2</a> <a href="#">DA.912.O.3.1</a>
3	I can demonstrate appropriate stretching and conditioning methods to improve dance techniques and wellness. ( i.e. yoga, cardio routines, Pilates, Bartenieff, Feldenkrais)	<a href="#">DA.912.C.2.3</a> <a href="#">DA.912.S.3.2</a> <a href="#">DA.912.F.3.6</a>
4	I can use appropriate and creative language to describe and critique live and recorded performances of others and myself.	<a href="#">PE.912.C.2.3</a> <a href="#">DA.912.C.2.3</a> <a href="#">MU.912.C.2.2</a> <a href="#">MU.912.C.3.1</a> <a href="#">DA.912.C.2.2</a>
5	I can use oral and written skills to accurately describe and assess musical and literary elements in a eurhythmics performance including but not limited to: metaphor, analogy, imagery, timbre, dynamics, texture, melody, countermelody etc.	<a href="#">MU.912.C.3.1</a> <a href="#">MU.912.O.1.1</a> <a href="#">LAFS.910.SL.1.2</a> <a href="#">LAFS.910.WHST.2.4</a>
6	I can successfully manipulate sabre, rifle, and flags to perform basic fundamentals including but not limited to: horizontal tosses, elbow manipulations (where applicable), movements including dance fundamentals.	<a href="#">DA.912.C.1.2</a> <a href="#">DA.912.O.1.2</a> <a href="#">DA.912.C.2.2</a>
7	I can create an original work using basic dance fundamentals, as a soloist and in groups at least 90	<a href="#">DA.912.C.1.2</a> <a href="#">MU.912.S.2.1</a> <a href="#">DA.912.S.3.4</a>

	least 30 seconds both with and without equipment.	<a href="#">DA.912.O.3.1</a> <a href="#">DA.912.S.1.2</a>
8	I can identify different genres of dance based on specific dance and musical elements.	<a href="#">DA.912.C.2.3</a> <a href="#">MU.912.S.2.2</a>
9	I can demonstrate appropriate etiquette in recitals and live performances both as a performer and an audience member.	<a href="#">PE.912.C.2.2</a> <a href="#">DA.912.C.1.2</a> <a href="#">DA.912.S.2.1</a> <a href="#">DA.912.O.1.2</a> <a href="#">MU.912.S.3.4</a>
10	I can research and present information about historical time periods of dance including influential choreographers, performances, and shows.	<a href="#">MU.912.H.2.1</a> <a href="#">LAFS.910.WHST.3.9</a> <a href="#">LAFS.910.SL.2.4</a>

Nice to Know – Personalized improvement plans for dance and equipment, leadership opportunities through skills learned, potential job and scholarship opportunities

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