

Pinellas County Schools Key Learnings for Middle School Dance 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 more user-friendlier format.

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

M/J Dance 1: A beginning level dance class for students with no prior experience.

M/J Dance 2: An intermediate level class for students who want to expand their knowledge of various forms, genre and styles of dance in a standard-based course.

M/J Dance 3: An advanced level class for students who are ready for a more challenging level of technical work and performance.

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

Middle School Dance 2

State Course Description:

Students attend to alignment, acquisition of complex technical skills, collaborative problem solving, dance conditioning, and safe studio practices. They learn about dance in its cultural and historical contexts through research and physical experiences, explore exemplary modern works, employ dance as a healthy life skill, and use dance terminology appropriately to describe the expressive and aesthetic qualities of performance. 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. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

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

1. I can demonstrate the expected focus, attention and respect during classes and performances.
2. I can demonstrate alignment, isolation of body parts, balance, coordination and elevation in loco-motor and axial movement patterns and combinations to specific rhythms.
3. I can memorize, reproduce and revise dance movement sequences, performed alone or in groups.
4. I can evaluate my own work and the work of others using a set criteria.
5. I can explain and/or demonstrate the importance of proper dance attire, a safe dance classroom, how to treat at least one common injury and at least one strategy to prevent injuries.
6. I can use improvisation to discover and combine movement actions, body shapes and general/personal space.
7. I can compose and manipulate one or more elements to add interest and diversity to the piece.
8. I can compare more than one element in a composition using dance vocabulary to describe the actions, body, dynamics, space and relationships that I observe.
9. I can research and discuss the influence that social dances have had on dance genre.

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10. I can identify and use dance vocabulary when discussing and writing about my dance experiences.

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Next Generation Sunshine State Standards Big Ideas:

C= Critical Thinking & Reflection **S**= Skills, Techniques & Processes
O= Organizational Structure **H**= Historical & Global Connections
F=Innovation, Technology, & Future

	Pinellas County Key Learnings: M/J Dance 2	NGSSS Code	
PERFORMANCE 1. Etiquette, Focus, Discipline,	I can demonstrate the expected focus, attention and respect during classes and performances.	DA.68.S.2.1 DA.68.O.1.2 PE.6.C.2.14	LAFS.6.SL.1.2 LAFS.68.RST.2.4 LAFS.68.WHST.2.4 LAFS.68.WHST.3.7 LAFS.68.WHST.3.9
2. Technical and Physical Skills Performance Skills	I can demonstrate alignment, isolation of body parts, balance, coordination and elevation in loco-motor and axial movement patterns and combinations to specific rhythms.	DA.68.S.3.7 DA.68.S.3.2 DA.68.S.3.3 DA.68.S.3.5 DA.68.C.2.1 DA.68.S.3.4 DA.68.C.2.2 DA.68.S.2.5 DA.68.C.2.1 DA.68.S.1.4	LAFS.68.RST.2.4
3. Cognition Terminology, Sequence,	I can memorize, reproduce and revise dance movement sequences, performed alone or in groups.	DA.68.S.2.4 DA.68.C.1.2 DA.68.C.2.2 DA.68.S.2.5	LAFS.6.SL.1.2
4. Self Evaluation Feedback Evaluation Goals	I can evaluate my own work and the work of others using a set criteria.	DA.68.C.2.2 DA.68.S.2.5 DA.68.S.2.4 DA.68.C.1.2	LAFS.6.SL.1.3 LAFS.6.SL.2.4 LAFS.68.RST.2.4
5. Independent Preparation Attire, safe warm-up, Injury prevention, nutrition, studio etiquette	I can explain and/or demonstrate the importance of proper dance attire, a safe dance classroom, how to treat at least one common injury and at least one strategy to prevent injuries.	DA.68.S.3.1 HE.7.C.1.4 DA.68.H.3.3 DA.68.F.3.5 PE.6.M.1.11	LAFS.6.SL.1.2 LAFS.6.SL.1.3 LAFS.6.SL.2.4 LAFS.68.RST.2.4
COMPOSITION 6. Elements of Dance Improvisation Stimulus	I can use improvisation to discover and combine movement actions, body shapes and general/personal space.	DA.68.O.2.1 DA.68.F.1.3 DA.68.C.2.1 DA.68.S.1.4	LAFS.68.RST.2.4 LAFS.68.WHST.2.4 LAFS.68.WHST.3.7 LAFS.68.WHST.3.9

7. Choreographic Principles and Process, Form, Structure	I can compose and manipulate one or more elements to add interest and diversity to the piece.	DA.68.C.2.2 DA.68.O.2.1 DA.68.C.2.1 DA.68.O.1.1 DA.68.S.2.5 DA.68.H.3.5	LAFS.6.SL.1.2 LAFS.6.SL.2.4 LAFS.6.SL.1.3
APPRECIATION 8. Critique, Reflect	I can compare more than one element in a composition using dance vocabulary to describe the actions, body, dynamics, space and relationships that I observe.	DA.68.H.2.2 DA.68.H.3.5 DA.68.O.1.1	LAFS.6.SL.1.2 LAFS.6.SL.1.3 LAFS.6.SL.2.4 LAFS.68.WHST.2.4 LAFS.68.WHST.3.7 LAFS.68.WHST.3.9
9. Research	I can research and discuss the influence that social dances have had on dance genre.	DA.68.H.1.2 DA.68.O.3.5	LAFS.6.SL.2.4
10. Career Connections. Production	I can identify and use dance vocabulary when discussing and writing about my dance experiences.	DA.68.F.2.1 DA.68.F.3.4 DA.68.H.1.3	LAFS.6.SL.1.2 LAFS.68.RST.2.4 LAFS.68.WHST.2.4 LAFS.68.WHST.3.7 LAFS.68.WHST.3.9

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