

# **Senior School Curriculum**

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## **Dance**

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**MINISTRY OF EDUCATION**

Bermuda

2000

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Bermuda

## OVERVIEW

The aim of the senior school is to provide for the academic achievement and personal development necessary to prepare students for work, further education and productive citizenry in the 21<sup>st</sup> Century. In keeping with this aim, the senior school curriculum builds on the middle level programme and is organized around four (4) career pathways: arts and communications, applied technologies, health & human services and international business and tourism.

The senior school curriculum, composed of a rigorous programme of study, sets high expectations for students by emphasizing mastery of complex academic and technical concepts. The programme is based on the belief that all students make every effort to succeed when in an environment that fosters and encourages success, regardless of their background or previous level of achievement.

The curriculum guide contains three (3) sections beginning with the Introduction. The stated twelve goals of education direct instructional outcomes in all senior school subjects and programmes. Specifically, a curriculum framework has been approved for each subject and is to be used as the basis for the subject specific philosophy, goals and subgoals, performance indicators and scope and sequence. Effective utilization of this framework will establish continuity and progression of instruction throughout all year levels.

The second section of this guide delineates the senior school programme of instruction and contains the following: subject's rationale, course description, requirements and outline, correlation matrix and modules for each course offered. It is expected that all teachers will focus instruction on the established curriculum objectives outlined in the modules. The final section of this guide contains an appendix of valuable resources for teachers.

## **GOALS OF EDUCATION**

In Bermuda, the Goals of Education provide the direction for senior level education. These twelve (12) goals enable senior level students to:

- develop responsiveness to the dynamic process of learning
- develop resourcefulness, adaptability and creativity in learning and living
- acquire the basic knowledge and skills needed to comprehend and express ideas through words, numbers and other symbols
- develop a wellness approach to life
- gain satisfaction from participating in and appreciating the various forms of artistic expression
- develop a feeling of self-worth
- develop values related to personal and ethical beliefs and to the common welfare of society
- develop an understanding of the role of the individual within a family unit, the role of the family within society and the role of our society in a global context
- develop a sense of personal responsibility in society at the national and international levels
- acquire skills that contribute to self-reliance in solving practical problems in everyday life
- acquire skills and attitudes that will lead to satisfaction and productivity in a career
- develop respect for the environment and a commitment to the wise use of resources.

## **CAREER PATHWAYS**

The curriculum at the senior level will be organized around four (4) career pathways: arts and communications, applied technologies, health and human services and international business and tourism. Career pathways are clusters of occupations/careers that are grouped because many of the people in them share similar interests and strengths. All pathways include a variety of occupations that require different levels of education and training. Career pathways help students focus on and prepare for the future. In addition, teachers, counsellors and other adults can better support students as they direct their energies toward their established goal.

The senior school graduation requirements are subsumed within each pathway and include four years of English language arts and three years of mathematics, science and social studies. Students also are required to take physical education, health education, computer studies, business studies, family studies or design and technology and at least one of the arts.

Additionally, information technology, library information, career education, learning support and other student service programmes will be offered to all senior level students. It is expected that the implemented curriculum will be based on the premise that all students can learn and that instruction should be differentiated to meet the unique needs of the learner. Further, it is expected that the senior school curriculum will be implemented from a Bermudianized and multicultural perspective as much as is feasible.

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Coral Patterson

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These documents would not have been completed without the support of a very hardworking, dedicated group of people - the secretarial/support staff who typed and assisted with numerous tasks associated with completing these documents. This group includes the following persons:

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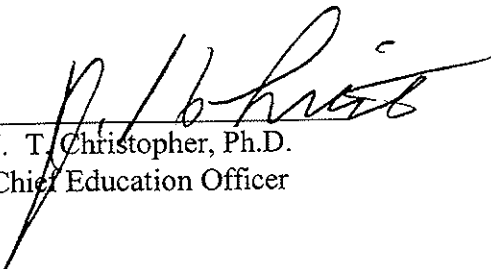
## FOREWORD

Quality curriculum is basic to any educational programme. The written curriculum must provide the structure and substance of what is taught to all students. The written curriculum is a guide to teachers to ensure that the knowledge, skills, competencies and resources students need in order to learn are provided during instruction.

In particular, it is acknowledged that knowledge is virtually infinite in that it is continually changing and expanding as “new” knowledge is developed and “old” knowledge is refined. In addition the skills and competencies that students need change as the environment in the total community changes. It is important therefore that a school system has a structure for the instructional programme that provides direction, focus, flexibility and state-of-the-art thinking about each content area.

Because of its strategic geographical position, Bermuda has been influenced continuously by the changes in the relationship between the continents bordering the Atlantic -- North and South America, Africa and Europe. The current interest in the globalization of the world community allows Bermuda to build on its strength in international relations. It is essential that our students become accustomed to viewing the entire world as the area in which they must live and grow. They must integrate knowledge across all subjects in preparation for their adult life. Our curriculum guides must be viewed from this perspective.

A team of teachers, education officers and other persons within the school system and community, drawing from their collective experience in working with young people, has developed this curriculum guide. Input from community representatives on each Curriculum Advisory Committee has assisted us in Bermudianizing the curriculum. All of the contributors share both the pride and the responsibilities of authorship. This guide represents the essential elements of education in Bermuda’s senior schools.



J. T. Christopher, Ph.D.  
Chief Education Officer

## BERMUDA SCHOOL CERTIFICATE (BSC)

From September 1999 all students who successfully complete the graduation requirements will be awarded the Bermuda School Certificate (BSC). Students must acquire 116 credits; the 70 required credits from the chart below and an additional 46 credits from student selected courses.

SUBJECTS	COURSE LEVELS				Total Requirements
	100	200	300	400	
English Language Arts	4	4	4	4	16
Mathematics	4	4	4	-	12
Science	4	4	4	-	12
Social Studies	4	4	4	-	12
Physical Education	2	2	2	-	6
Health Education	2	-	-	2	4
The Arts*	2	-	-	-	2
Business Studies	2	-	-	-	2
Computer Studies	2	-	-	-	2
EITHER: Family Studies OR Design Technology	2 or 2	-	-	-	2 or 2
<b>TOTALS</b>	<b>28</b>	<b>18</b>	<b>18</b>	<b>6</b>	<b>70</b>

\*A further two credits will be required in the Arts when the new facility at The Berkeley Institute is completed.

**How will the courses be organized?**

All 100 level courses will be mandatory.  
200-400 level courses will be organized under broad career pathways:

- Applied Technologies**
- Arts and Communications**
- Health and Human Services**
- International Business and Tourism**

Within each Career Pathway students will choose courses in line with their intended career choice.

**How are course grades obtained?**

A variety of assessments, including written tests, portfolios and practical assignments will be used to indicate achievement of course objectives. Each assessment instrument is detailed in the curriculum document. Students need a pass grade (D) in each course to be awarded credit.

**What do the grades mean?**

<b>GRADE</b>	<b>% SCORES</b>	<b>MEANING OF GRADE</b>	<b>GRADE POINT</b>
<b>A</b>	<b>90 and above</b>	<b>Outstanding</b>	<b>4.0</b>
<b>B</b>	<b>80 -89</b>	<b>Good</b>	<b>3.0</b>
<b>C</b>	<b>70 -79</b>	<b>Satisfactory</b>	<b>2.0</b>
<b>D</b>	<b>60 - 69</b>	<b>Pass</b>	<b>1.0</b>
<b>F</b>	<b>59 and below</b>	<b>Failing Grade</b>	<b>0.0</b>

**What is a Grade Point Average (GPA)?**

The GPA is the total of grade points achieved in all courses taken by the student divided by the number of courses taken.

$$\text{GPA} = \frac{\text{grade points for all courses}}{\text{number of courses taken}}$$

**Can students graduate and go directly to College or University?**

Students will be able to enter the Bermuda College or another college or university directly from the senior school programme provided they meet that college's or university's entry requirements. Admission will depend upon the courses the student has taken, the grades obtained and overall grade point average.

**Will students who enter the system from abroad or from a local private institution be given credit towards the BSC?**

Students coming from a recognized institution will be given credit for course work successfully completed at that institution.

## SENIOR SCHOOL COURSES AT A GLANCE

English Language Arts (EL)	Mathematics (MT)
<p>English Language &amp; Literature I (R) English Language &amp; Literature II (R)</p> <p>English Language &amp; Literature III English Language &amp; Literature IV Journalism &amp; Publications Literature of Africa, Bermuda &amp; the Caribbean Reading &amp; Study Skills Speech &amp; Debate Writer's Workshop</p>	<p>Foundations of Mathematics (R) Mathematics Laboratory (no credit)</p> <p>Advanced Mathematics Applied Mathematics I Applied Mathematics II Applied Mathematics IIIA Applied Mathematics IIIB Business Mathematics I Business Mathematics II Integrated Mathematics I Integrated Mathematics II Introductory Calculus</p>
Science (SC)	Social Studies (SS)
<p>Science I (R) Science II (R)</p> <p>Applied Biology &amp; Chemistry Applied Physics Biology I Biology II Chemistry I Chemistry II Earth Science Environmental Science I Environmental Science II Human Biology Introduction to Horticulture Marine Science Physics I Physics II</p>	<p>Bermuda Social Science: An Overview (R) Politics &amp; Law in Action (R)</p> <p>Comparative Religion and Ethics Introduction to African History Introduction to American History Preserving our Heritage Physical and Human Geography I Physical and Human Geography II Physical and Human Geography III World History</p>

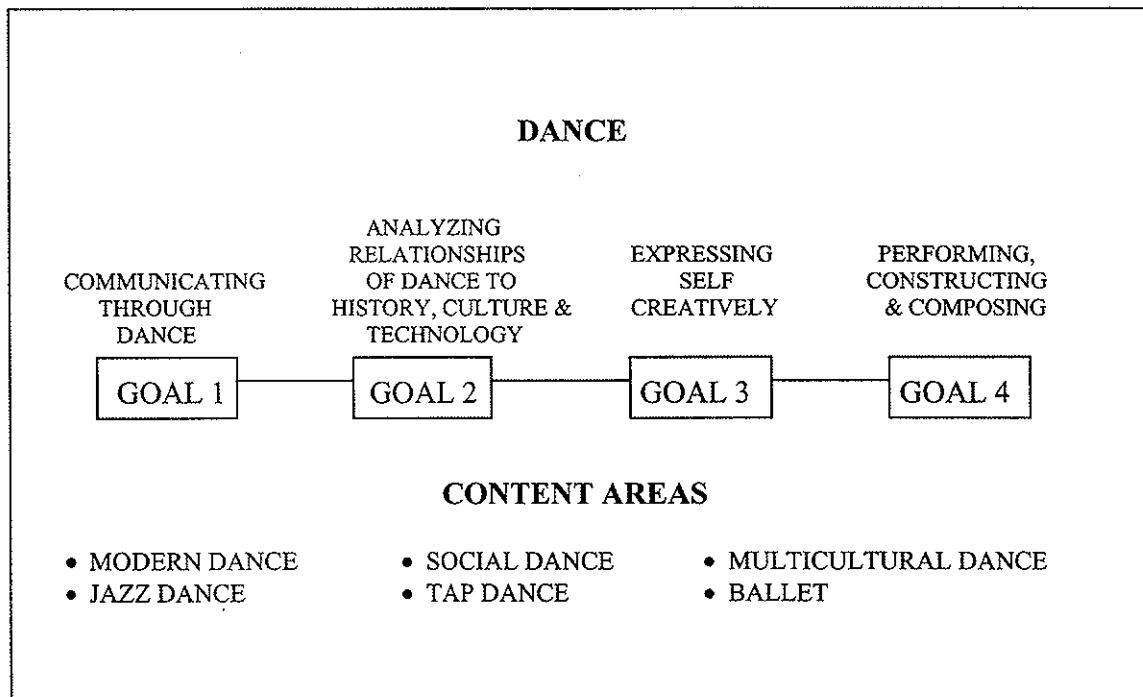
<b>Business Studies (BS)</b>	<b>Computer Science (CS)</b>
<p>Business Essentials I (R)</p> <p>Accounts I Accounts II Business &amp; Personal Law Business Essentials II Computer Keyboarding &amp; Business Applications Economics Insurance International Business Marketing Office Technology Office Technology &amp; Business Application Small Business Management Travel &amp; Tourism</p>	<p>Computer Science I (R)</p> <p>Computer Science II Computer Programming I Computer Programming II Information Technology Projects Inside the Computer Multimedia Network Technology Presentation Tools Web-Page Design</p>
<b>Design &amp; Technology (DT)</b>	<b>Family Studies (FM)</b>
<p>Design &amp; Technology</p> <p>Design &amp; Realization I Design &amp; Realization II Design &amp; Realization III Electronics Technology I Electronics Technology II Electronics Technology III Graphic Communication I Graphic Communication II Graphic Communication III Transportation Technology I Transportation Technology II Transportation Technology III</p>	<p>Exploring Family Living</p> <p>Child Care &amp; Development I Child Care as a Profession II Discovering Food &amp; Nutrition Exploring Careers in Design &amp; Textiles Exploring Careers in Nutrition &amp; Hospitality Fashion &amp; Textile Design Interior Decorating Meal Management &amp; Hospitality Personal Care I Personal Care II Textile Design</p>

<b>Music (MU)</b>	<b>Visual Art (VR)</b>
<p>Music in Society</p> <p><b><u>Instrumental Music</u></b>  Instrumental Ensemble  Instrumental Independent Study  Jazz Band  Keyboard Lab  Music Technology  Show Band Ensemble</p> <p><b><u>Vocal Music</u></b>  Concert Choir  Vocal Independent Study  Vocal Ensemble</p>	<p>Visual Art in Society</p> <p>Ceramics  Drawing &amp; Painting  Drawing, Painting &amp; Printed Works  Photography  Three Dimensional Visual Art</p>
<b>Dance (DN)</b>	<b>Theatre (TH)</b>
<p>Dance in Society</p> <p>Ballet, Modern, Tap &amp; Jazz I  Ballet, Modern, Tap &amp; Jazz II  Dance &amp; Sports  Dance Production  Popular &amp; Social Dance  Dance Company  World Dance Forms</p>	<p>Theatre in Society</p> <p>Acting I  Acting II  General Communication  Play Directing  Play Production  Scriptwriting  Technical Theatre  Video Arts</p>

Health (HE)	Physical Education (PE)
<p>Health &amp; Wellness (R)  Health Issues(R)</p> <p>Tobacco, Alcohol &amp; Other Drugs (A)*  First Aid CPR (A)*  Relationships &amp; Human Sexuality (B)**  Diseases, Prevention &amp; Control (B)**  Health Occupations</p> <p>***Courses labeled A or B will run consecutively as a pair.</p>	<p>Physical Education I (R)  Physical Education II (R)  Physical Education III (R)</p> <p>Physical Education IV</p>
Foreign Languages (FL)	Functional Skills (FC)
<p>French/Spanish/Portuguese I  French/Spanish/Portuguese II  French/Spanish/Portuguese III  French/Spanish/Portuguese IV  Foreign Languages for International Business</p>	<p>Functional Skills I  Functional Skills II  Functional Skills III  Functional Skills IV</p>

## DANCE PHILOSOPHY

Dance encompasses various intensities of movement in time, through space and sound. Through a comprehensive dance education programme, students will develop the ability to perform, produce and create while developing skills and an appreciation for dance. A primary goal of dance education is the personal expression of inner feelings, sensations and emotions surrounding us each day. It is often performed for social, ritual, entertainment and other cultural purposes. Dance education experiences sensitize our youth while humanizing them and will increase their aesthetic awareness. Through studying dance, critical and creative thinking is fostered in relationship to society's culturally related values and ethics. Learning through dance has the potential to enhance young people's motivation to learn, to develop a respect for a disciplined approach to learning and to foster critical and creative thinking. Through dance, students can articulate, communicate and cultivate their creative potential and uniqueness and improve the quality of life in Bermuda.



**DANCE  
GOALS AND SUBGOALS**

**GOAL 1      TECHNIQUE AND SKILL**

**STUDENTS WILL DEVELOP TECHNIQUES AND SKILLS WHICH WILL ENHANCE THEIR ABILITY TO PERCEIVE, PERFORM AND RESPOND TO DANCE.**

**Subgoal 1.1**    Synthesize an understanding of the language of dance

**Subgoal 1.2**    Develop an understanding of dance as a way to create and communicate meaning

**Subgoal 1.3**    Analyze dance principles, processes and structures

**Subgoal 1.4**    Develop an acceptable level of physical conditioning for dance

**Subgoal 1.5**    Enhance movement elements and skills

**GOAL 2      HISTORY AND CULTURE**

**STUDENTS WILL ANALYZE THE INTERRELATIONSHIPS OF DANCE WITH HISTORY, CULTURE AND TECHNOLOGY.**

**Subgoal 2.1**    Recognize dance as a form of individual and cultural expression

**Subgoal 2.2**    Categorize dance philosophies, styles and genres

**Subgoal 2.3**    Analyze the relationships among dance and technology

**Subgoal 2.4**    Analyze interrelationships among dance and other arts

**Subgoal 2.5**    Evaluate connections among dance and other disciplines

**GOAL 3      CREATIVITY, COMPOSITION AND PERFORMANCE**

**STUDENTS WILL DEVELOP THE ABILITY TO CREATIVELY EXPRESS THEMSELVES, COMPOSE AND PERFORM DANCE.**

**Subgoal 3.1**    Create dance through improvization

**Subgoal 3.2**    Perform interpretive dance

**Subgoal 3.3**    Apply thinking skills to dance

**Subgoal 3.4**    Design original dance compositions

**Subgoal 3.5**    Enhance performance competencies for dance

**GOAL 4      AESTHETIC JUDGEMENT**

**STUDENTS WILL DEVELOP THE ABILITY TO MAKE AESTHETIC JUDGEMENTS THROUGH DANCE EXPERIENCES.**

**Subgoal 4.1**    Apply criteria for assessment of choreography and performance

**Subgoal 4.2**    Display sensitivity in applying aesthetic criteria to one's own choreography and dance performance

**Subgoal 4.3**    Develop a continuing appreciation for the aesthetics of dance

<b>GOAL 1</b>	<b>Students will be able to develop techniques and skills which will enhance their ability to perceive, perform and respond to dance.</b>			
<b>DANCE</b>	<b>PERFORMANCE INDICATORS</b>			
<b>Sub Goals</b>	<b>PS – P3 Learning Phase A</b>	<b>P4 - P6 Learning Phase B</b>	<b>M1 - M3 Learning Phase C</b>	<b>S1 - S4 Learning Phase D</b>
1.1 Synthesize an understanding of the language of dance	N/A	N/A	demonstrate the use of efficient locomotor and non-locomotor skills	synthesize an understanding of the language of dance
1.2 Develop an understanding of dance as a way to create and communicate meaning	N/A	N/A	create a combination of movements to communicate a theme	develop an understanding of dance as a way to create and communicate meaning
1.3 Analyze dance principles, processes and structures	N/A	N/A	solve problems which can originate from simple rhythm patterns in sound and movement	analyze dance principles, processes and structures
1.4 Develop an enhanced level of physical conditioning	N/A	N/A	develop an acceptable level of physical conditioning	develop an enhanced level of physical conditioning
1.5 Enhance movement elements and skills	N/A	N/A	perform in groups of two or more and/or solo	enhance movement elements and skills

**\*As appropriate, integrate into rhythmic in primary school physical education**

<b>GOAL 2</b>		<b>Students will analyze the relationships of dance to history, culture and technology.</b>			
<b>DANCE</b>		<b>PERFORMANCE INDICATORS</b>			
<b>Sub Goals</b>		<b>PS – P3* Learning Phase A</b>	<b>P4 - P6* Learning Phase B</b>	<b>M1 - M3 Learning Phase C</b>	<b>S1 - S4 Learning Phase D</b>
2.1	Recognize dance as a form of individual and cultural expression	N/A	N/A	create and perform dances from various cultures	recognize dance as a form of individual and cultural expression
2.2	Analyze dance philosophies, styles and genres.	N/A	N/A	recognize dance philosophies, styles and genres	analyze dance philosophies, styles and genres
2.3	Analyze relationships between dance and technology	N/A	N/A	create floor patterns, research history and culture using computers	analyze the relationships between dance and technology
2.4	Analyze interrelationships between dance and other arts.	N/A	N/A	recognize interrelationships among music, visual arts, theatre and dance	analyze interrelationships among dance and other arts
2.5	Evaluate connections between dance and other disciplines	N/A	N/A	analyze connections among dance and other disciplines	evaluate connections among dance and other disciplines

\*As appropriate, integrate into rhythmic in primary school physical education

<b>GOAL 3</b>		<b>Students will develop the ability to express themselves creatively.</b>			
<b>DANCE</b>		<b>PERFORMANCE INDICATORS</b>			
<b>Sub Goals</b>		<b>PS – P3* Learning Phase A</b>	<b>P4 - P6* Learning Phase B</b>	<b>M1 - M3 Learning Phase C</b>	<b>S1 - S4 Learning Phase D</b>
3.1	Create original dance through improvisation	N/A	N/A	use sources and imagery for expressing literary works, poetry, emotions and dramatic themes through dance	create original dance through improvisation
3.2	Perform an interpretive dance	N/A	N/A	interpret ideas/concepts through dance	perform an interpretive dance
3.3	Evaluate thinking skill applications to dance	N/A	N/A	analyze thinking skill applications to dance	evaluate thinking skill applications to dance
3.4	Design original dance compositions using contemporary social themes	N/A	N/A	choreograph combinations using social themes	design original dance compositions using contemporary social themes
3.5	Enhance performance competencies for dance	N/A	N/A	develop stage etiquette	enhance performance competencies for dance

**\*As appropriate, integrate into rhythmic in primary school physical education**

<b>GOAL 4</b>	<b>Students will develop the ability to make aesthetic judgments through dance experiences.</b>			
<b>DANCE</b>	<b>PERFORMANCE INDICATORS</b>			
<b>Sub Goals</b>	<b>PS – P3 Learning Phase A</b>	<b>P4 - P6 Learning Phase B</b>	<b>M1 - M3 Learning Phase C</b>	<b>S1 - S4 Learning Phase D</b>
4.1 Apply complex criteria for assessment of choreography and performance	N/A	N/A	apply simple criteria for assessment of choreography and performance	apply complex criteria for assessment of choreography and performance
4.2 Display sensitivity in applying aesthetic criteria to one's own choreography and dance performance	N/A	N/A	Critique choreography	display sensitivity in applying aesthetic criteria to one's own choreography and dance performance
4.3 Develop a continuing appreciation for the aesthetics of dance	N/A	N/A	respond enthusiastically and constructively to the performance of others	develop a continuing appreciation for the aesthetics of dance

**\*As appropriate, integrate into rhythmic in primary school physical education**

MODERN DANCE	DANCE SCOPE AND SEQUENCE			
	PS – P3* Learning Phase A	P4 - P6* Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Elements of Dance	N/A	N/A	<ul style="list-style-type: none"> <li>• warm-up</li> <li>• elements</li> <li>• space</li> <li>• levels</li> <li>• shape</li> <li>• time</li> <li>• flow</li> <li>• effort</li> </ul>	<ul style="list-style-type: none"> <li>• warm-up</li> <li>• composing using elements</li> </ul>
Dance Techniques	N/A	N/A	<ul style="list-style-type: none"> <li>• Horton/Graham technique</li> <li>• beginning technique of modern dance</li> </ul>	<ul style="list-style-type: none"> <li>• Horton/Graham technique</li> <li>• Cunningham technique</li> <li>• other techniques</li> </ul>
Dance Composition	N/A	N/A	<ul style="list-style-type: none"> <li>• idea development</li> <li>• sensory stimulation</li> </ul>	<ul style="list-style-type: none"> <li>• short dance studies</li> <li>• dance composition</li> <li>• multimedia stimuli</li> </ul>
Dance Theory	N/A	N/A	<ul style="list-style-type: none"> <li>• modern dance analysis</li> <li>• dance terminology</li> </ul>	<ul style="list-style-type: none"> <li>• techniques and styles</li> </ul>
History/Culture of Modern Dance	N/A	N/A	<ul style="list-style-type: none"> <li>• modern dance choreographers</li> </ul>	<ul style="list-style-type: none"> <li>• research investigations</li> </ul>
Aesthetic Judgment	N/A	N/A	<ul style="list-style-type: none"> <li>• evaluation</li> <li>• style</li> <li>• appreciation</li> </ul>	<ul style="list-style-type: none"> <li>• performance</li> <li>• style</li> <li>• appreciation</li> <li>• critique</li> </ul>

\*As appropriate, integrate into rhythmic in primary school physical education

JAZZ DANCE	DANCE SCOPE AND SEQUENCE			
	PS – P3* Learning Phase A	P4 - P6* Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Elements of Dance	N/A	N/A	<ul style="list-style-type: none"> <li>• warm up</li> <li>• isolations</li> </ul>	<ul style="list-style-type: none"> <li>• warm up</li> <li>• isolations</li> </ul>
Dance Techniques	N/A	N/A	<ul style="list-style-type: none"> <li>• lyrical</li> <li>• popular</li> </ul>	<ul style="list-style-type: none"> <li>• lyrical</li> <li>• popular</li> </ul>
Dance Composition	N/A	N/A	<ul style="list-style-type: none"> <li>• idea development</li> </ul>	<ul style="list-style-type: none"> <li>• concepts</li> <li>• short dances</li> <li>• computerized dance</li> </ul>
Dance Theory	N/A	N/A	<ul style="list-style-type: none"> <li>• jazz dance analysis</li> <li>• choreography</li> </ul>	<ul style="list-style-type: none"> <li>• techniques styles</li> </ul>
History/Culture of Jazz Dance	N/A	N/A	<ul style="list-style-type: none"> <li>• famous jazz dancers and choreographers</li> <li>• history of jazz dance</li> </ul>	<ul style="list-style-type: none"> <li>• research</li> <li>• famous dancers and choreographers</li> </ul>
Aesthetic Judgment	N/A	N/A	<ul style="list-style-type: none"> <li>• group evaluation</li> <li>• self evaluation</li> <li>• style</li> <li>• appreciation</li> </ul>	<ul style="list-style-type: none"> <li>• jazz dance performance</li> <li>• style</li> <li>• appreciation</li> <li>• critique</li> </ul>

\*As appropriate, integrate into rhythmic in primary school physical education

SOCIAL DANCE	DANCE SCOPE AND SEQUENCE			
	PS – P3* Learning Phase A	P4 - P6* Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Elements of Dance	N/A	N/A	<ul style="list-style-type: none"> <li>• time</li> <li>• shape</li> <li>• space</li> <li>• levels</li> <li>• effort</li> </ul>	<ul style="list-style-type: none"> <li>• time</li> <li>• shape</li> <li>• space</li> <li>• levels</li> <li>• effort</li> </ul>
Dance Technique	N/A	N/A	<ul style="list-style-type: none"> <li>• steps</li> <li>• turns</li> <li>• jumps</li> </ul>	<ul style="list-style-type: none"> <li>• transitions</li> </ul>
Dance Composition	N/A	N/A	<ul style="list-style-type: none"> <li>• crazes</li> </ul>	<ul style="list-style-type: none"> <li>• ballroom</li> <li>• style differentiation</li> </ul>
Dance Theory	N/A	N/A	<ul style="list-style-type: none"> <li>• analysis</li> </ul>	<ul style="list-style-type: none"> <li>• analysis</li> </ul>
History/Culture of Social Dance	N/A	N/A	<ul style="list-style-type: none"> <li>• crazes</li> </ul>	<ul style="list-style-type: none"> <li>• ballroom dance</li> </ul>
Aesthetic Judgment	N/A	N/A	<ul style="list-style-type: none"> <li>• self evaluation</li> <li>• style</li> <li>• appreciation</li> </ul>	<ul style="list-style-type: none"> <li>• research</li> <li>• style</li> <li>• appreciation</li> <li>• critique</li> </ul>

\*As appropriate, integrate into rhythmic in primary school physical education

TAP DANCE	DANCE SCOPE AND SEQUENCE			
	PS – P3* Learning Phase A	P4 - P6* Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Elements of Dance	N/A	N/A	<ul style="list-style-type: none"> <li>• warm-up</li> <li>• time</li> <li>• shape</li> <li>• space</li> <li>• flow</li> <li>• effort</li> <li>• terminology</li> </ul>	<ul style="list-style-type: none"> <li>• warm-up</li> <li>• time</li> <li>• shape</li> <li>• space</li> <li>• flow</li> <li>• effort</li> </ul>
Dance Techniques	N/A	N/A	<ul style="list-style-type: none"> <li>• tap dance steps</li> <li>• composition</li> </ul>	<ul style="list-style-type: none"> <li>• tap dance</li> <li>• complex steps</li> <li>• choreography</li> <li>• critique/review</li> </ul>
Dance Theory	N/A	N/A	<ul style="list-style-type: none"> <li>• tap dance choreography</li> </ul>	<ul style="list-style-type: none"> <li>• techniques and styles</li> </ul>
Dance Composition	N/A	N/A	<ul style="list-style-type: none"> <li>• simple composition</li> </ul>	<ul style="list-style-type: none"> <li>• advanced composition</li> </ul>
History/Culture Tap Dance	N/A	N/A	<ul style="list-style-type: none"> <li>• choreographers</li> <li>• famous tap dancers</li> </ul>	<ul style="list-style-type: none"> <li>• research investigation</li> </ul>
Aesthetic Judgment	N/A	N/A	<ul style="list-style-type: none"> <li>• group evaluation</li> <li>• self evaluation</li> <li>• style</li> <li>• appreciation</li> </ul>	<ul style="list-style-type: none"> <li>• performance</li> <li>• style analysis</li> <li>• appreciation</li> <li>• evaluation <ul style="list-style-type: none"> <li>- self</li> <li>- others</li> </ul> </li> </ul>

\*As appropriate, integrate into rhythemics in primary school physical education

MULTICULTURAL DANCE	DANCE SCOPE AND SEQUENCE			
	PS – P3* Learning Phase A	P4 - P6* Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Elements	N/A	N/A	<ul style="list-style-type: none"> <li>• warm-up</li> <li>• shape</li> <li>• space</li> <li>• time</li> <li>• flow</li> <li>• effort</li> <li>• levels</li> </ul>	<ul style="list-style-type: none"> <li>• warm-up</li> <li>• shape</li> <li>• space</li> <li>• time</li> <li>• flow</li> <li>• effort</li> <li>• levels</li> </ul>
Dance Techniques	N/A	N/A	<ul style="list-style-type: none"> <li>• multicultural dance               <ul style="list-style-type: none"> <li>- steps</li> <li>- combinations</li> <li>- rhythmic</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• multicultural dances</li> <li>• choreography</li> <li>• critique</li> </ul>
Dance Composition	N/A	N/A	<ul style="list-style-type: none"> <li>• idea development</li> <li>• simple composition</li> </ul>	<ul style="list-style-type: none"> <li>• concepts</li> <li>• short dance studies</li> <li>• computerized dance compositions</li> </ul>
Dance Theory	N/A	N/A	<ul style="list-style-type: none"> <li>• multicultural dance               <ul style="list-style-type: none"> <li>- terminology</li> <li>- cultural analysis</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• dance comparisons               <ul style="list-style-type: none"> <li>- techniques</li> <li>- styles</li> <li>- cultural analysis</li> </ul> </li> </ul>
History/Culture of Multicultural Dance	N/A	N/A	<ul style="list-style-type: none"> <li>• famous choreographers</li> <li>• famous dancers</li> <li>• dance of specific culture</li> </ul>	<ul style="list-style-type: none"> <li>• research</li> </ul>
Aesthetic Judgment	N/A	N/A	<ul style="list-style-type: none"> <li>• self evaluation</li> <li>• appreciation</li> </ul>	<ul style="list-style-type: none"> <li>• performance observation and critique</li> <li>• appreciation</li> <li>• critique</li> </ul>

\*As appropriate, integrate into rhythmic in primary school physical education

BALLET	DANCE SCOPE AND SEQUENCE			
	PS – P3* Learning Phase A	P4- P6* Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
Elements of Dance	N/A	N/A	<ul style="list-style-type: none"> <li>• warm-up</li> <li>• barre work</li> <li>• carriage of arms</li> <li>• footwork</li> </ul>	<ul style="list-style-type: none"> <li>• centre of interest</li> <li>• barre work</li> <li>• carriage of work</li> <li>• footwork</li> </ul>
Dance Techniques	N/A	N/A	<ul style="list-style-type: none"> <li>• ballet techniques</li> <li>• combinations</li> </ul>	<ul style="list-style-type: none"> <li>• ballet techniques</li> <li>• combinations</li> </ul>
Dance Composition	N/A	N/A	<ul style="list-style-type: none"> <li>• intermediate composition</li> <li>• auditory stimuli</li> </ul>	<ul style="list-style-type: none"> <li>• advance composition</li> <li>• multi-sensory stimuli</li> </ul>
Dance Theory	N/A	N/A	<ul style="list-style-type: none"> <li>• choreography</li> <li>• movement analysis</li> <li>• costumes/scenery</li> </ul>	<ul style="list-style-type: none"> <li>• choreography</li> <li>• movement analysis</li> <li>• costumes/scenery</li> </ul>
History/Culture of Ballet Dance	N/A	N/A	<ul style="list-style-type: none"> <li>• famous dancers</li> <li>• famous choreographers</li> <li>• ballet in history and culture</li> <li>• pioneers of ballet</li> <li>• self and peer evaluation</li> <li>• observation</li> <li>• enjoyment</li> </ul>	<ul style="list-style-type: none"> <li>• famous dancers</li> <li>• famous choreographers</li> <li>• ballet in history and culture</li> <li>• pioneers of ballet</li> <li>• performance observance and critique</li> <li>• enjoyment</li> </ul>

\*As appropriate, integrate into rhythmic in primary school physical education

## REFERENCES

National Dance Association, National Standards for Arts Education, Music Educators National Conference, Virginia, 1994.

## INTRODUCTION TO SENIOR SCHOOL CURRICULUM

The senior school curriculum (S1 - S4) recognizes the distinct needs of the middle to late adolescent learner (14 to 18 years) and is based on the necessity of working consciously with the many developmental changes of students during this phase. It is a time to build on the foundation laid in the middle school by preparing students for work, further education and productive citizenry in the 21<sup>st</sup> Century.

As members of the senior school community, students have an opportunity to choose from a number of options and to participate in a variety of activities. The more involved students become in the life of the school, the more meaning school will have. Students will get the most from their educational experiences if their choices reflect their personal needs, interests, and talents. Students should select carefully those courses which offer the greatest opportunity for learning and which serve to better individual education and career goals.

Following are some of the characteristics of senior school students:

- intellectual habits increase
- thought processes become more abstract
- awareness of complexity of issues increases; rejection of simplistic explanations
- thought becomes more comprehensive
- ability to hypothesize and analyze increases
- thought becomes less egocentric
- interest in laws that regulate society increases
- ability to focus attention for long periods, increases (i.e. on topics of interest)

The senior school curriculum is a written guide that identifies the goals and curriculum objectives which teachers establish for students to achieve. It makes visible the articulation necessary for preschool through senior level programmes so that students do not have large gaps in their understanding, skills and competencies. Its scope and sequence also allows teachers to plan linkages across the curriculum so those cross-curricular connections can be made more easily between and among various subjects.

Given the above characteristics, the senior school curriculum is intended to provide students opportunities to:

- discuss, explore, investigate and hypothesize
- find solutions to real problems
- utilize both concrete and abstract reasoning skills
- process information at formal operations level

The following section outlines the curriculum to be taught in Bermuda's senior schools.

# **SENIOR LEVEL EDUCATION**

## **GOAL:**

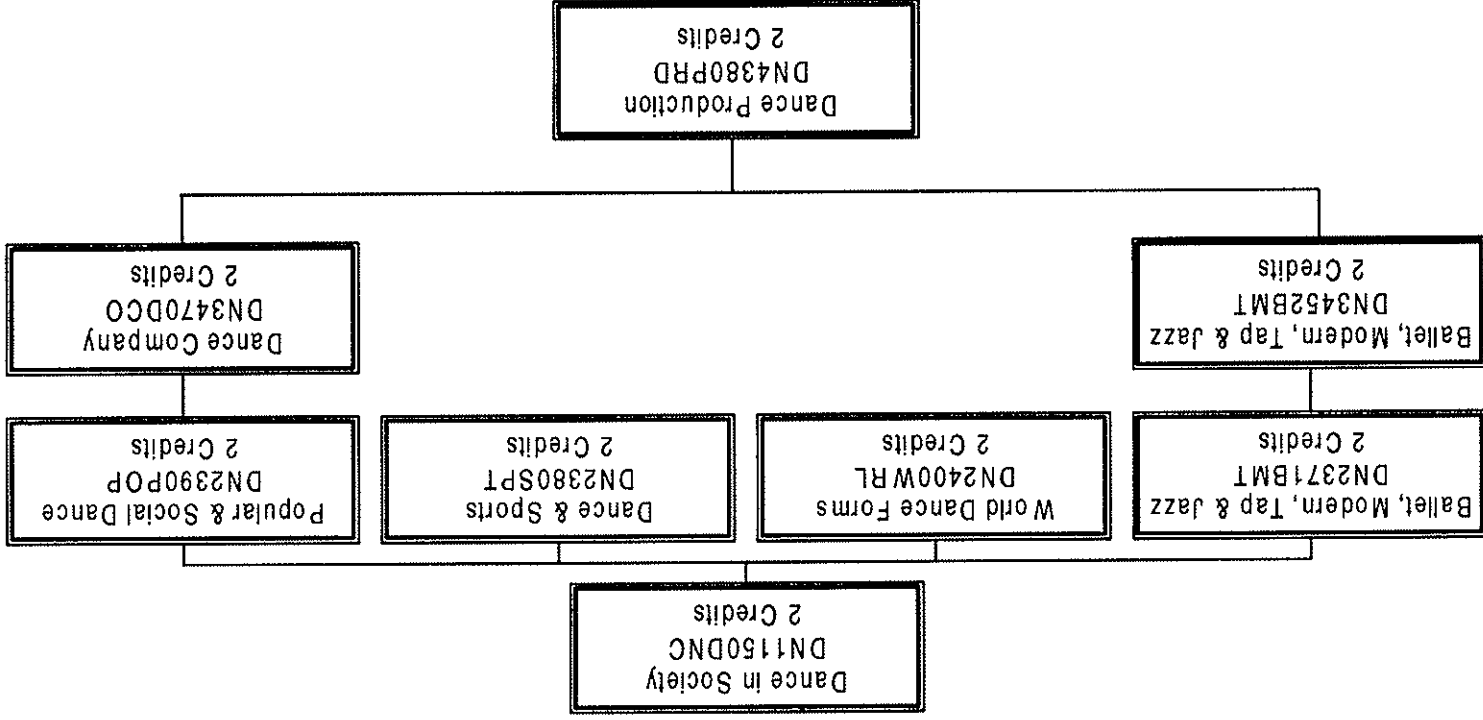
To ensure students become critical and analytical readers, logical and insightful thinkers, and concise users of visual, written and oral language.

## SENIOR SCHOOL DANCE RATIONALE

Dance education in Bermuda's senior schools exists for the purpose of increasing technical expertise and artistic expression while exposing students to a wide variety of dance experiences. Dance is divided into the following forms: jazz, ballet, tap, ballroom and multicultural. Together with the movement involved in each form, each senior student will become physically conditioned, and will develop intellectually, creatively and aesthetically.

The senior student will gain self confidence and discipline while having an opportunity to create choreographic structures, as well as perform, attend and critique performances. They will develop skills and knowledge of a healthy life style that will enhance the quality of dance performance. With a vision for the future, students will show independent thinking with involvement in group or solo productions. Students will also gain an in-depth understanding of the history and culture of dance while preparing for careers and further education.

# SENIOR SCHOOL DANCE COURSES



**Dance Production**

Prerequisites: Three dance/performing arts courses or permission of instructor

**DN4380 PRD**

2 credit (s)

S3-S4 level (s)

This course will feature the application of accumulated knowledge by the fusion of all production elements, costumes, sets, lighting, choreographic intentions, into a total presentable theatrical form. Classroom activities will relate to the actual experience of dance production. Students will assist with school dance and/or other productions, and develop individual own projects.

Assessment will be based on participation, successful completion of class projects, testing of acquired knowledge as well as the communicated understanding of the subject. Students will be required to fulfill extra-curricular hours for this class. To register, students must have successfully completed at least three other dance/performing arts courses, or obtain permission from the instructor.

**Dance Company**

Prerequisite: Dance in Society

**DN3470 DCO**

2 credit (s)

S3-S4 level (s)

This "course" is designed to operate as an actual dance company. Students will be required to develop dances, as well as perform for the school and local community. Various dance forms will be explored, and students will be challenged in rigorous sessions of dance techniques. This course requires a commitment to extracurricular time.

Assessment will be based strongly on participation in both classes and performances. Admittance to this course is by audition, successful completion of at least three other dance courses, and/or permission of the instructor.

**Popular and Social Dance**

Prerequisite: Dance in Society

**DN2390 POP**

2 credit (s)

S2-S4 level (s)

Popular and social dances are a major part of Western culture reflecting a society's attitudes and ideologies. Students will learn and become familiar with such forms as Ballroom dancing, Line dancing (i.e. the Macarena, Electric Slide, Country and Western lines, etc.), Swing, and Hip-Hop. Appropriate dancewear and footwear are required.

Assessment will be based on participation and testing of acquired knowledge on the histories and origins of these dance forms.

**World Dance Forms**

Prerequisite: Dance in Society

**DN2400 WRL**

2 credit (s)

S2-S4 level (s)

The development of basic dance skills, for successful participation in the various divisions of cultural and recreational dance will be featured in this course. Students will study the dance and music of various cultures (i.e. Gombey dance, African, Spanish, Portuguese, etc.), as well as the history of these forms.

Assessment will be based on participation and testing of acquired knowledge and understanding of the subject. Appropriate dance and footwear are required.

## COURSE DESCRIPTIONS

### Dance (DN)

**Dance in Society**  
Prerequisite: None

**DN1150 DNC**  
2 credit (s)

S1 level (s)

Dance in Society provides a basic understanding of the values and effects of movement in everyday life. Experiences are based on principles and techniques of most dance forms, including Modern Dance, Jazz Dance, Tap Dance, Multicultural Social Dances and others. This course will provide insight into dance history, anatomy, choreography and production in a safe and healthy environment. Applications of information technology, library information, career planning and communication skills will also be infused in this course.

**Ballet, Modern, Tap and Jazz I (BMTJ I)**  
Prerequisite: Dance in Society

**DN2371 BMT**  
2 credit (s)

S2-S4 level (s)

BMTJ I (Ballet, Modern, Tap and Jazz) is a course designed to introduce newcomers to dance to these performance techniques. The fundamentals of these techniques will be studied, so that the student is familiar with the style, vocabulary and disciplines involved. Students will also be introduced to the history, culture and traditions of these forms. The classes will be highly structured and methodical in nature.

Assessment will be based upon the student's individual growth, participation, and testing of acquired knowledge and understanding of these forms and their histories. Appropriate footwear and dancewear are required.

**Ballet, Modern, Tap and Jazz II (BMTJ II)**  
Prerequisite: Ballet, Modern, Tap and Jazz I

**DN3452 BMT**  
2 credit (s)

S2-S4 level (s)

In BMTJ II, students will build upon the skills gained in the first section of the course. A greater emphasis will be placed on technique, choreography and performance skills. Students will complete projects in each form and also participate in school performances.

Assessment will be based upon the student's individual growth, participation, and testing of acquired knowledge and understanding of these forms and their histories. Appropriate footwear and dancewear are required.

**Dance and Sports**  
Prerequisite: Dance and Society

**DN2380 SPT**  
2 credit (s)

S2-S4 level (s)

This course is designed for the athlete who wishes to improve flexibility, strength, balance and coordination, for an improved performance in any sport. Techniques and skills for many sports will be integrated with dance principles of locomotor and non-locomotor movements. Students will also study anatomy and basic kinesiology. Assessment will be based on participation and testing of acquired knowledge. Appropriate clothing is required.

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# **Dance in Society**

**Course Code:DN1150DNC**

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**MINISTRY OF EDUCATION**

Bermuda

2000

**SENIOR SCHOOL DANCE  
COURSE OVERVIEW**

**Title: Dance in Society** **2 credit (s)**  
**60 hour (s)**

**Prerequisite (s): None** **S1 level (s)**

**Course Code: DN1150DNC**  **required**  **elective**

**Course Description**

Dance in Society provides a basic understanding of the values and effects of movement in everyday life. Experiences are based on principles and techniques of most dance forms, including Modern Dance, Jazz Dance, Tap Dance, Multicultural, Social Dances and others. This required course will fulfill one of the two Arts graduation requirements while providing insight into dance history, anatomy, choreography and production in a safe and healthy environment. Applications of information technology, library information, career planning and communication skills will also be infused in this course.

**Course Requirements**

The requirements for this course are as follows:

<b>Performance Assessments:</b> <ul style="list-style-type: none"> <li>- demonstrate dance movement activities</li> <li>- demonstrate correct body alignment, steps, styles and forms</li> <li>- individual and group choreography</li> </ul>	<b>50%</b>
<b>Product Assessments:</b> <ul style="list-style-type: none"> <li>- dance</li> <li>- healthy eating plan</li> <li>- research project</li> <li>- portfolio</li> </ul>	<b>30%</b>
<b>Written Assessments:</b> <ul style="list-style-type: none"> <li>• tests and quizzes on:               <ul style="list-style-type: none"> <li>-dance forms</li> <li>-terminology</li> <li>-history and culture</li> <li>-cultural influences</li> <li>-techniques</li> <li>-qualities of dance</li> <li>-dance business</li> <li>-arts relationships</li> <li>-technical elements</li> </ul> </li> </ul>	<b>20%</b>
<b>Total</b>	<b>100%</b>

### Course Resources

- Hayes, Elizabeth R. Ed. D. Dance Composition and Production. Princeton, NJ: Horizon Books/Princeton, Publish Company
- Jacobs, Ellen, Dancing – The All-in-One Guide for Dancers, Teachers and Parents. New York City, NY: Variety Arts, 1993.
- Jackson, Louise, The Bermuda Gombey. (second edition). Bermuda Press, 1997
- Lockhart, Aileene and Pease E. Modern Dance.
- Penrod, aames and Plastino, Janice Gudde, The Dancer Prepares – Modern dance for Beginners. San Francisco, CA: Mayfield Publish Company, 1980
- Schlaich, Joan and Dupont, Betty, Dance – The Art of Production. Princeton, NJ: Horizon Books/Princeton Books, 1987.

### Course Outline

Module Title	# Double Periods	Module Title	# Double Periods
<b>A. Health and Safety in Dance</b> ..... 5 - diet and nutrition for dancers - appearance, attire and etiquette - dance safety - facilities – provision and care - dance therapy		<b>B. Dance History and Culture</b> ..... 5 - origins of dance - history and culture of dance in Bermuda - The Gombey - cultural influences - dance and other arts	
<b>C. Dance Forms</b> ..... 5 - history of ballet, tap dance, modern - dance, jazz dance, folk and social dance - dance in the community - elements of dance forms - dance terminology		<b>D. Dance Technique and Skills</b> ..... 13 - basic steps and movements of various forms - dance terminology/vocabulary - elements of dance: space, shape, flow, levels - locomotor and non-locomotor movement - anatomy: body alignment, posture and placement - fitness the dancer – respiratory - dance combinations - dance choreography	
<b>E. Dance Composition</b> ..... 5 - choreography (small group or solo) - symmetrical and asymmetrical designs - multicultural and social themes - dance forms - dance critique - improvisation		<b>F. Dance Performance &amp; Production</b> ..... 5 - multicultural dance - traditional dance - ballet, tap, jazz, modern dance - production: technical, business, artistic - dance careers - dance viewing - aesthetic judgment - performance etiquette - technical elements - dance journalism - dance business	

Subtotal .....	38
Optional double periods .....	<u>7</u>
Total double periods.....	45

# SENIOR SCHOOL DANCE

check one: S1  S2  S3  S4

## Dance in Society

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX					
<b>1</b>	Technique and Skill	1.1	Language	x	x	x	x	x	x
		1.2	Meaning	x	x	x	x	x	x
		1.3	Principles, Process & Structure	x	x	x	x	x	x
		1.4	Physical Conditioning	x	x	x	x	x	x
		1.5	Skills	x	x	x		x	x
<b>2</b>	History and Culture	2.1	Individual Cultural Expression	x	x	x	x	x	x
		2.2	Philosophies, Styles, Genres	x	x	x	x	x	x
		2.3	Arts Relationships	x	x	x	x	x	x
		2.4	Other Arts	x	x	x	x	x	x
		2.5	Interdisciplinary Connections	x	x	x		x	x
<b>3</b>	Creativity Composition and Performance	3.1	Improvisation	x	x	x	x	x	x
		3.2	Interpretation	x	x	x	x	x	x
		3.3	Thinking Skill Applications	x	x	x	x	x	x
		3.4	Original Compositions	x	x	x	x	x	x
		3.5	Performance Competencies	x	x	x	x	x	x
<b>4</b>	Aesthetic Judgment	4.1	Assessment Criteria		x	x	x	x	x
		4.2	Self Assessment	x	x	x	x	x	x
		4.3	Continuing Appreciation	x	x	x	x	x	x
<b>CONTENT STRUCTURE</b>	Ballet		x	x	x	x	x	x	
	Jazz Dance		x	x	x	x	x	x	
	Modern Dance		x	x	x	x	x	x	
	Multicultural Dance		x	x	x	x	x	x	
	Social Dance		x	x	x	x	x	x	
	Tap Dance		x	x	x	x	x	x	
<b>MODULES</b>				<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>

### MODULE KEY

A - Health & Safety in Dance  
 B - Dance History & Culture  
 C - Dance Forms

D - Dance Technique & Skill  
 E - Dance Composition  
 F - Dance Performance & Production

# DANCE

<p><b>Course Title:</b> DANCE IN SOCIETY</p> <p><b>Module Title:</b> Health And Safety in Dance</p> <p><b>Number of Periods:</b> 5 double periods</p>	<p><b>Sequence Reference:</b> DN1150DNC-A</p> <p style="text-align: right;"><b>Senior School Level</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">S1</td> <td style="text-align: center;">S2</td> <td style="text-align: center;">S3</td> <td style="text-align: center;">S4</td> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	S1	S2	S3	S4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S1	S2	S3	S4						
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
<p style="text-align: center;"><b>Subgoal Emphasis:</b></p> <ul style="list-style-type: none"> <li>• 1.1 - 1.5 Technique and Skill</li> <li>• 2.1 - 2.5 History and Culture</li> <li>• 3.1 - 3.5 Creativity, Composition and Performance</li> <li>• 4.2, 4.3 Aesthetic Judgment</li> </ul>	<p style="text-align: center;"><b>Content Focus</b></p> <ul style="list-style-type: none"> <li>• Ballet</li> <li>• Jazz Dance</li> <li>• Modern Dance</li> <li>• Multicultural Dance</li> <li>• Social Dance</li> <li>• Tap Dance</li> </ul>								
<b>Curriculum Objectives:</b>	<b>Content Detail:</b>								
<p><b>At the end of this module, students will:</b></p> <ul style="list-style-type: none"> <li>• present a healthy eating plan</li> <li>• increase endurance</li> <li>• work in anatomically correct positions</li> <li>• improve body alignment</li> <li>• condition the body by setting personal goals</li> <li>• comprehend and demonstrate safety rules</li> <li>• understand care of injuries</li> <li>• utilize dance as therapy</li> <li>• display safety consciousness</li> </ul>	<ul style="list-style-type: none"> <li>• nutritional meal planning</li> <li>• weight control</li> <li>• energy requirements</li> <li>• psychological factors for health</li> <li>• eating disorders</li> <li>• correct anatomical techniques</li> <li>• preventive injury conditioning</li> <li>• warming up and cooling down</li> <li>• dance therapy</li> <li>• facilities- provision and care</li> </ul>								
<b>Module Evaluation:</b>									
<ul style="list-style-type: none"> <li>• <b>Performance Assessments:</b> -presentation on the importance of nutrition, energy, weight control and psychological factors for dance</li> <li>• <b>Product Assessments:</b> -develop a healthy eating plan -write a 250 word self assessment</li> <li>• <b>Written Assessments:</b> -tests and quizzes on: -terminology -correct anatomical techniques</li> </ul>									
<b>Prerequisite Skill Areas</b> (if any):	<b>Special Resources</b> (materials, equipment & community involvement):								
<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• text</li> <li>• VCR and television</li> <li>• videos</li> <li>• computers</li> </ul>								

**GLOSSARY:**

- refer to text

**REFERENCES - TEACHER:**

Arnheim, Daniel D. Dance Injuries- Their Prevention and Care. Chicago, IL: C.V. Mosby Company (second edition) 1980.

Chmelar, Robin D. and Fitt, Sally S. Diet for Dancers- A Complete Guide to Nutrition and Weight Control. Princeton, NJ: Dance Horizons Book/Princeton Book Company, 1995.

Jacob, Ellen, Dancing- The All-in-One Guide for Dancers, Teachers and Parents (new edition). New York City, NY: Variety Arts, 1993.

**REFERENCES - STUDENT:**

N/A

# DANCE

**Course Title:** DANCE IN SOCIETY

**Sequence Reference:** DN1150DNC-B

**Module Title:** Dance History and Culture

**Senior School Level**

**Number of Periods:** 5 double periods

S1	S2	S3	S4
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Subgoal Emphasis:**

- 1.1 - 1.5 Technique and Skill
- 2.1 - 2.5 History and Culture
- 3.1 - 3.5 Creativity, Composition and Performance
- 4.1 - 4.3 Aesthetic Judgment

**Content Focus**

- Ballet
- Jazz Dance
- Modern Dance
- Multicultural Dance
- Social Dance
- Tap Dance

## Curriculum Objectives:

**At the end of this module, students will:**

- perform dance steps and gestures
- develop a level of physical conditioning, posture and alignment
- identify the value of various cultures in dance
- differentiate among a broad range of dance styles
- identify a broad range of dance styles
- evaluate connections between dance and other arts
- recognize the role of dance in a local and global context

## Content Detail:

- warm-up
- origins of dance
- history and culture of dance in Bermuda
- cultural influences:
  - West Africa
  - British Isles – England, Ireland, Scotland and Wales
  - Portugal – Azorean and mainland
  - North America – Native Americans
  - Asia – Filipino and other Asian groups
- library reference and research
- the Gombey
- dance and other arts
- role of dance in local and global context
- simple dance movement
- dance terminology
- dance critique

## Module Evaluation:

- **Performance Assessments:**
  - participate in warm-up and dance movement activities
- **Product Assessments:**
  - portfolio including:
    - the cultural influences of two of the countries listed in this module on dance
    - role of dance in the local and global context and the effect of dance on other art forms
    - 250 word essay researching the history of the Gombey
- **Written Assessments:**
  - tests and quizzes on:
    - dance terminology
    - history and culture of dance in Bermuda
    - cultural influences

## Prerequisite Skill Areas

(if any):

- N/A

## Special Resources

(materials, equipment & community involvement):

- CD and cassette player
- CD's and/or cassettes
- VCR /TV
- videos
- computers
- text, encyclopedia

**GLOSSARY:**

- refer to text

**REFERENCES - TEACHER:**

Berk, Fred and Venable, Lucy, Ten Folk Dances. Princeton, NJ: Princeton Book Company, 1991.

Brainard, Ingrid, Three Court Dances of the Early Renaissance. Princeton, NJ: Princeton Book Company, 1989.

Carty, Hilary S. Folk Dances of Jamaica. Princeton, NJ: Dance Horizons. Princeton Book Company, 1987.

Cohen, Selma Jeanne, Black Dance - From 1619 to Today. (second edition) Princeton, NJ: Dance Horizons. Princeton Book Company, 1983.

Jackson, Louise, The Bermuda Gombey. (second edition). Bermuda Press, 1997.

Parson, Thomas E. How to Dance. New York, NY: Barnes and Noble, 1978.

Quirey, Belinda, May I Have the Pleasure? (Ref: Popular Dance Roots In Folk Forms). Princeton, N.J: Dance Horizons Princeton Book Company, 1987.

**REFERENCES - STUDENT:**

N/A

# DANCE

<b>Course Title:</b> DANCE IN SOCIETY  <b>Module Title:</b> Dance Forms  <b>Number of Periods:</b> 5 double periods	<b>Sequence Reference:</b> DN1150DNC-C <b>Senior School Level</b>  <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td><b>S1</b></td> <td><b>S2</b></td> <td><b>S3</b></td> <td><b>S4</b></td> </tr> <tr> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>S4</b>						
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						

<b>Subgoal Emphasis:</b> <ul style="list-style-type: none"> <li>• 1.1 - 1.5 Technique and Skill</li> <li>• 2.1 - 2.5 History and Culture</li> <li>• 3.1 - 3.5 Creativity, Composition and Performance</li> <li>• 4.1 - 4.3 Aesthetic Judgment</li> </ul>	<b>Content Focus</b> <ul style="list-style-type: none"> <li>• Ballet</li> <li>• Jazz Dance</li> <li>• Modern Dance</li> <li>• Multicultural Dance</li> <li>• Social Dance</li> <li>• Tap Dance</li> </ul>
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<b>Curriculum Objectives:</b>	<b>Content Detail:</b>
<b>At the end of this module, students will:</b> <ul style="list-style-type: none"> <li>• perform dance steps and movement</li> <li>• recognize the differences in each dance form</li> <li>• practice cooperation in group activities</li> <li>• demonstrate dance principles</li> <li>• demonstrate correct usage of body</li> <li>• critique dance performance</li> <li>• demonstrate dance steps and styles</li> <li>• relate music to a particular form</li> <li>• interact with community groups</li> <li>• understand the history of dance</li> </ul>	<ul style="list-style-type: none"> <li>• history of ballet, modern dance, tap dance, jazz dance, social dance/folk dance</li> <li>• elements of dance forms</li> <li>• dance terminology</li> <li>• metre counting</li> <li>• dance form alignment</li> <li>• dance in community schools, clubs and artists</li> </ul>

<b>Module Evaluation:</b>
<ul style="list-style-type: none"> <li>• <b>Performance Assessments:</b> <ul style="list-style-type: none"> <li>-perform dance steps and movement</li> <li>-demonstrate correct body alignment, steps, styles and forms</li> </ul> </li> <li>• <b>Product Assessments:</b> <ul style="list-style-type: none"> <li>-500 word critique of a local dance performance</li> </ul> </li> <li>• <b>Written Assessments:</b> <ul style="list-style-type: none"> <li>-tests and quizzes:</li> <li>- dance forms</li> <li>- terminology</li> <li>- history</li> </ul> </li> </ul>

<b>Prerequisite Skill Areas</b> (if any):	<b>Special Resources</b> (materials, equipment & community involvement):
<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• CD and cassette player</li> <li>• CD's and cassettes</li> <li>• VCR player and television</li> <li>• videos</li> <li>• computer</li> </ul>

**GLOSSARY:**

- refer to text

**REFERENCES - TEACHER:**

Cheny, Gay, Basic Concepts in Modern Dance. The Dancer Prepares (second edition), Mayfield Publishing Co., 1980.

Feldman, Anita, Inside Tap - Technique and Improvisation for Today's Tap Dancer. Horizon Book, Princeton, NJ: Princeton Book Company, 1989.

Jackson, Louise. The Bermuda Gombey. (second edition) Bermuda Press, 1997.

Penrod, James and Gudde Janice, Modern Dance - the Dancer Prepares. (second edition). San Francisco, CA: Mayfield Publishing Co. 1980.

Mara, Thalia, A Dictionary - The Language of Ballet. Princeton, NJ: Dance Horizons/Princeton Book Company, 1991.

**REFERENCES - STUDENT:**

refer to appendix and teacher references

# DANCE

<b>Course Title:</b> DANCE IN SOCIETY	<b>Sequence Reference:</b> DN1150DNC-D								
<b>Module Title:</b> Dance Technique and Skill	<b>Senior School Level</b>								
<b>Number of Periods:</b> 13 double periods	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <th style="padding: 2px 5px;">S1</th> <th style="padding: 2px 5px;">S2</th> <th style="padding: 2px 5px;">S3</th> <th style="padding: 2px 5px;">S4</th> </tr> <tr> <td style="text-align: center; padding: 2px 5px;"><input checked="" type="checkbox"/></td> <td style="text-align: center; padding: 2px 5px;"><input type="checkbox"/></td> <td style="text-align: center; padding: 2px 5px;"><input type="checkbox"/></td> <td style="text-align: center; padding: 2px 5px;"><input type="checkbox"/></td> </tr> </table>	S1	S2	S3	S4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S1	S2	S3	S4						
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						

<p style="text-align: center;"><b>Subgoal Emphasis:</b></p> <ul style="list-style-type: none"> <li>• 1.1 - 1.4 Technique and Skill</li> <li>• 2.1 - 2.4 History and Culture</li> <li>• 3.1 - 3.5 Creativity, Composition and Performance</li> <li>• 4.1 - 4.3 Aesthetic Judgment</li> </ul>	<p style="text-align: center;"><b>Content Focus</b></p> <ul style="list-style-type: none"> <li>• Ballet</li> <li>• Jazz Dance</li> <li>• Modern Dance</li> <li>• Multicultural Dance</li> <li>• Social Dance</li> <li>• Tap Dance</li> </ul>
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<b>Curriculum Objectives:</b>	<b>Content Detail:</b>
<p><b>At the end of this module, students will:</b></p> <ul style="list-style-type: none"> <li>• demonstrate skill and technique</li> <li>• improve level of physical conditioning, flexibility, strength and endurance</li> <li>• demonstrate correct alignment, posture and placement</li> <li>• explain terminology</li> <li>• evaluate strengths and limitations</li> <li>• demonstrate locomotor and non-locomotor movements</li> <li>• relate music (or sound) to basic steps</li> <li>• demonstrate problem solving attitudes</li> </ul>	<ul style="list-style-type: none"> <li>• body positioning: standing, sitting and lying</li> <li>• movement in space - walking, running, skipping, hopping, jumping, turning and sliding</li> <li>• floor work - contractions, feet positions, leg exercises, falls and rising from floor</li> <li>• anatomy</li> <li>• posture, alignment and placement</li> <li>• jazz dance isolations</li> <li>• basic steps and movements</li> <li>• ballet, tap, jazz and modern dance terminology</li> <li>• choreography</li> <li>• elements of dance: shape, space, flow, levels, time and effort</li> </ul>

<b>Module Evaluation:</b>
<ul style="list-style-type: none"> <li>• <b>Performance Assessments:</b> -demonstrate the elements of two dance forms -jazz dance isolations</li> <li>• <b>Product Assessments:</b> -250 word critique of peer and self assessment</li> <li>• <b>Written Assessments:</b> -tests and quizzes: - dance terminology</li> </ul>

<b>Prerequisite Skill Areas</b> (if any):	<b>Special Resources</b> (materials, equipment & community involvement):
<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• CD and cassette player</li> <li>• CD's and cassettes</li> <li>• VCR player and television</li> <li>• videos</li> <li>• computer</li> <li>• text and encyclopedia</li> <li>• studio performance</li> <li>• assembly performance</li> <li>• community performance</li> <li>• performance viewing</li> </ul>

**GLOSSARY:**

- refer to text

**REFERENCES - TEACHER:**

Cohen, Robert, The Dance Workshop. London, England: George Allen and Unwin Ltd., 1986.

DMA, Dance Masters of America Inc. Syllabi. New York City, NY: Dance Masters of America, 1989.

Kraines, Minda Goodman and Kan, Esther, Jump into Jazz Princeton, NJ: Princeton Publishing Company, 1987.

National Dance Association. National Standards for Dance Education. Reston, VA: NDAAAHPERD, 1996.

Penrod, James and Gudde, Janice, The Dancer Prepares- Modern dance for Beginners. San Francisco, CA: Mayfield Publishing Company, 1980.

Perces, Marjorie, Forsythe, Ana Marie and Bell, Cheryl, The Dance Technique of Lester Horton. Princeton, New Jersey: Horizon Book Company, 1989.

**REFERENCES - STUDENT:**

N/A

# DANCE

**Course Title:** DANCE IN SOCIETY

**Sequence Reference:** DN1150DNC-E

**Module Title:** Dance Composition

**Senior School Level**

**Number of Periods:** 5 double periods

S1	S2	S3	S4
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Subgoal Emphasis:**

- 1.1 - 1.5 Technique and Skill
- 2.1 - 2.5 History and Culture
- 3.1 - 3.5 Creativity, Composition and Performance
- 4.1 - 4.3 Aesthetic Judgment

**Content Focus**

- Ballet
- Jazz Dance
- Modern Dance
- Multicultural Dance
- Social Dance
- Tap Dance

## Curriculum Objectives:

## Content Detail:

**At the end of this module, students will:**

- organize ideas and movement
- blend dance elements
- understand relationships of dance in time and space
- solve problems in choreography
- react spontaneously through improvisation
- distinguish specific technique from random movement
- evaluate strengths and limitations
- interpret and communicate ideas and feelings through dance
- critique peer dance improvisation

- designs - symmetrical and asymmetrical
- improvisation
- multicultural and social themes
- qualities of ballet, jazz dance, modern dance and tap dance
- dance forms
- choreography
- dance critique

## Module Evaluation:

- **Performance Assessments:**
  - choreograph and perform a dance communicating ideas and feelings
  - improvise a dance blending dance elements
- **Product Assessments:**
  - develop a 500 word self-assessment of personal dance strengths and weaknesses
  - write a 250 word peer critique
- **Written Assessments:**
  - tests and quizzes on:
    - dance forms
    - qualities of dance
    - terminology

## Prerequisite Skill Areas

(if any):

- N/A

## Special Resources

(materials, equipment & community involvement):

- CD and cassette players
- CDs and cassettes
- VCR player and television
- videos
- computers- midi resources
- text encyclopedias

**GLOSSARY:**

- refer to text

**REFERENCES - TEACHER:**

Hayes, Elizabeth Ed. D. Dance Composition and Production. (second edition). Princeton, NJ: Dance Horizons/Princeton Publishing Company, 1989.

Humphrey, Doris, The Art of Making Dances. Princeton, NJ: Dance Horizons/Princeton Publishing Company, 1987.

Penrod, James and Plastino, Janice Gudde, The Dancer Prepares - Modern Dance for Beginners. (second edition) San Francisco, CA: Mayfield Publishing Co, 1980.

**REFERENCES - STUDENT:**

N/A

# DANCE

<b>Course Title:</b> DANCE IN SOCIETY  <b>Module Title:</b> Dance Performance and Production  <b>Number of Periods:</b> 5 double periods	<b>Sequence Reference:</b> DN1150DNC-F  <table border="1" style="width: 100%; text-align: center;"> <tr> <th colspan="4">Senior School Level</th> </tr> <tr> <th>S1</th> <th>S2</th> <th>S3</th> <th>S4</th> </tr> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </table>	Senior School Level				S1	S2	S3	S4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Senior School Level													
S1	S2	S3	S4										
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>										

<b>Subgoal Emphasis:</b> <ul style="list-style-type: none"> <li>• 1.1 - 1.5 Technique and Skill</li> <li>• 2.1 - 2.5 History, Culture, Technology</li> <li>• 3.1 - 3.5 Creativity, Composition and Performance</li> <li>• 4.1 - 4.3 Aesthetic Judgment</li> </ul>	<b>Content Focus</b> <ul style="list-style-type: none"> <li>• Ballet</li> <li>• Jazz Dance</li> <li>• Modern Dance</li> <li>• Multicultural Dance</li> <li>• Social Dance</li> <li>• Tap Dance</li> </ul>
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Curriculum Objectives:	Content Detail:
<b>At the end of this module, students will:</b> <ul style="list-style-type: none"> <li>• plan a performance</li> <li>• identify technical and production needs</li> <li>• recognize the role of organization in production</li> <li>• make informed judgments about performance, production and careers</li> <li>• critique a dance, theatre or music performance or art exhibit</li> <li>• explain how dance relates to the other art forms</li> <li>• demonstrate two, two minute dance forms</li> </ul>	<ul style="list-style-type: none"> <li>• technical elements- lights, sound</li> <li>• design - scenery, costumes</li> <li>• business - budgeting, advertising, programming</li> <li>• dance journalism - reports, reviews/critiques</li> <li>• dance careers - dancers, teachers, artistic directors, choreographers, choreologist, designers and technicians</li> <li>• technology- computers and videos</li> <li>• performance etiquette</li> <li>• arts relationships</li> <li>• dance viewing</li> <li>• aesthetic judgment</li> <li>• traditional dance</li> <li>• ballet, tap, jazz, modern dance, multicultural dance</li> </ul>

Module Evaluation:
<ul style="list-style-type: none"> <li>• <b>Performance Assessments:</b> - perform two, two minute dance forms</li> <li>• <b>Product Assessments:</b> - research project (using technology) on the technical elements of dance, one choreographer, and/or one dancer - write a paper explaining the relationships of dance to the other art forms</li> <li>• <b>Written Assessments:</b> - tests and quizzes on: - technical elements - dance business - arts relationships</li> </ul>

Prerequisite Skill Areas (if any):	Special Resources (materials, equipment & community involvement):
<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• CD and cassette sound system</li> <li>• CD's and cassettes</li> <li>• VCR player and television</li> <li>• videos</li> <li>• computer</li> <li>• access to theatre (or studio) with lights and sound equipment</li> <li>• visual arts access for scenery</li> <li>• text</li> </ul>

**GLOSSARY:**

- refer to text

**REFERENCES - TEACHER:**

Hayes, Elizabeth R. Ed. D. Dance Composition and Production. Princeton, NJ: Horizon Books/Princeton, Publishing Company.

Jacobs, Ellen, Dancing - The All-in-One Guide for Dancers, Teachers and Parents. New York City, NY: Variety Arts, 1993.

Jackson, Louise, The Bermuda Gombey. (second edition). Bermuda Press, 1997.

Lockhart, Aileene and Pease E. Modern Dance.

Penrod, James and Plastino, Janice, Gudde, The Dancer Prepares - Modern dance for Beginners. San Francisco, CA: Mayfield Publishing Company, 1980.

Schlaich, Joan and Dupont, Betty, Dance - The Art of Production. Princeton, NJ: Horizon Books/Princeton Books, 1987.

**REFERENCES - STUDENT:**

N/A

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# **Ballet, Modern, Tap and Jazz I**

**Course Code:DN2371BMT**

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**MINISTRY OF EDUCATION**

Bermuda

2000

**SENIOR SCHOOL DANCE  
COURSE OVERVIEW**

**Title:** Ballet, Modern, Tap and Jazz I (BMTJ I) 2 credit (s)  
60 hour (s)

**Prerequisite (s):** Dance in Society S2 – S4 level (s)

**Course Code:** DN2371BMT  required or  elective

**Course Description**

Ballet, Modern, Tap and Jazz (BMTJ I) is a course designed to introduce newcomers to dance to these performance techniques. The fundamentals of these techniques will be studied, so that the student is familiar with the style, vocabulary and disciplines involved. Students will also be introduced to the history, culture and traditions of these forms. The classes will be highly structured and methodical in nature.

Assessment will be based upon the student's individual growth, participation and testing of acquired knowledge and understanding of these forms and their histories. Appropriate footwear and dancewear are required.

**Course Requirements**

The requirements for this course are as follows:

<p><b>Performance Assessments:</b>            - presentation of choreography phrase            - individual &amp; group compositions            - class participation</p>	<p><b>50%</b></p>
<p><b>Product Assessments:</b>            - 500 word essay or 5 minute oral presentation on three famous dancers and composers            - 250 word written critique</p>	<p><b>30%</b></p>
<p><b>Written Assessments:</b>            • tests and quizzes on:              - history of dance forms              - dance terminology              - dance techniques</p>	<p><b>20%</b></p>
<p><b>Total</b></p>	<p><b>100%</b></p>

### Course Resources

- Cheny, Gay, Basic Concepts in Modern Dance - The Dancer Prepares (2<sup>nd</sup> edition). San Francisco, CA: Mayfield Publishing Company, 1980.
- Cohen, Selma Jeanne, Black Dance - From 1619 to Today (second edition). Princeton, NJ: Dance Horizons/Princeton Book Company, 1983.
- Feldman, Anita, Inside Tap - Technique and Improvisation for Today's Tap Dancer. Princeton, NJ: Princeton Publishing Company, 1989.
- Hammond, Sandra N. Ballet Basics. Palo Alto, CA: Mayfield Publishing, 1999.
- Kraines, Minda Goodman and Kan, Esther, Jump into Jazz. Princeton, NJ: Princeton Publishing Company, 1987.
- Mara, Thalia, A Dictionary - The Language of Ballet. Princeton, NJ: Dance Horizons/Princeton Book Company, 1991.
- Perces, Marjorie, Forsythe, Ana Marie and Bell, Cheryl, The Dance Technique of Lester Horton. Princeton, NJ: Dance Horizons/Princeton Book Company, 1989.
- Penrod, James and Gudde, Janice, Modern Dance - the Dancer Prepares (2<sup>nd</sup> edition). San Francisco, CA: Mayfield Publishing Company, 1980.

### Course Outline

Module Title	# Double Periods	Module Title	# Double Periods
<b>A. Tap Dance</b> ..... 10 - technique and skill - history & culture - terminology - tap in musical theatre		<b>B. Modern Dance</b> ..... 10 - Horton - Graham - other dance techniques - history and culture - multimedia experimentation - music	
<b>C. Jazz Dance</b> ..... 10 - technique & skill - terminology - musical theatre - history & culture		<b>D. Ballet Dance</b> ..... 8 - technique & skill - history & culture - comparison of ballet technique - terminology	

Subtotal	38
Optional double periods	7
Total double periods	45

# SENIOR SCHOOL DANCE

check: S1  S2  S3  S4

## Ballet, Modern, Tap & Jazz I

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX			
<b>1</b>	Technique and Skill	1.1	Language	x	x	x	x
		1.2	Meaning	x	x	x	x
		1.3	Principles, Processes & Structure	x	x	x	x
		1.4	Physical Conditioning	x	x	x	x
		1.5	Skills	x	x	x	x
<b>2</b>	History and Culture	2.1	Individual Cultural Expression	x	x	x	x
		2.2	Philosophies, Styles, Genres	x	x	x	x
		2.3	Art Relationships		x		
		2.4	Other Arts		x	x	x
		2.5	Interdisciplinary Connections			x	x
<b>3</b>	Creativity Composition and Performance	3.1	Improvisation	x		x	x
		3.2	Interpretation	x		x	x
		3.3	Thinking Skill Applications	x	x	x	x
		3.4	Original Compositions	x	x	x	x
		3.5	Performance Competencies	x	x	x	x
<b>4</b>	Aesthetic Judgment	4.1	Assessment Criteria	x	x	x	x
		4.2	Self Assessment	x	x	x	x
		4.3	Continuing Appreciation	x	x	x	x
<b>CONTENT STRUCTURE</b>		Ballet					x
		Jazz Dance				x	
		Multicultural Dance					
		Modern Dance			x		
		Social Dance					
		Tap Dance		x			
<b>MODULES</b>				<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>

### MODULE KEY

A - Tap Dance  
B - Modern Dance

C - Jazz Dance  
D - Ballet

# DANCE

<p><b>Course Title:</b> BALLET, MODERN, TAP &amp; JAZZ I</p> <p><b>Module Title:</b> Tap Dance</p> <p><b>Number of Periods:</b> 10 double periods</p>	<p><b>Sequence Reference:</b> DN2371BMT-A</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4" style="text-align: center;">Senior School Level</th> </tr> <tr> <th style="text-align: center;">S1</th> <th style="text-align: center;">S2</th> <th style="text-align: center;">S3</th> <th style="text-align: center;">S4</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </tbody> </table>	Senior School Level				S1	S2	S3	S4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Senior School Level													
S1	S2	S3	S4										
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>										
<p style="text-align: center;"><b>Subgoal Emphasis:</b></p> <ul style="list-style-type: none"> <li>• 1.1-1.5 Technique and Skill</li> <li>• 2.1, 2.2 History and Culture</li> <li>• 3.1, 3.5 Creativity and Composition</li> <li>• 4.1- 4.3 Aesthetic Judgement</li> </ul>	<p style="text-align: center;"><b>Content Focus</b></p> <ul style="list-style-type: none"> <li>• Tap Dance</li> </ul>												
<b>Curriculum Objectives:</b>													
<p><b>At the end of this module, students will:</b></p> <ul style="list-style-type: none"> <li>• demonstrate skills and techniques of tap dance</li> <li>• understand choreographic principles, processes and structures</li> <li>• learn the vocabulary and history of tap dance</li> <li>• compare music for tap dance to that of other dance forms</li> </ul>	<p style="text-align: center;"><b>Content Detail:</b></p> <ul style="list-style-type: none"> <li>• technique and skills of tap dance</li> <li>• tap dance history and culture</li> <li>• comparison of tap dance techniques</li> <li>• dance terminology</li> <li>• music</li> <li>• tap dance in musical theater</li> </ul>												
<b>Module Evaluation:</b>													
<ul style="list-style-type: none"> <li>• <b>Performance Assessments:</b> <ul style="list-style-type: none"> <li>-presentation of choreographed phrases</li> <li>-individual and group compositions</li> <li>-participation in class</li> </ul> </li> <li>• <b>Product Assessments:</b> <ul style="list-style-type: none"> <li>- 250 word essay or 5 minute oral presentation on famous Tap dancer/choreographer</li> </ul> </li> <li>• <b>Written Assessments:</b> <ul style="list-style-type: none"> <li>- quiz/test on vocabulary and history</li> </ul> </li> </ul>													
<b>Prerequisite Skill Areas</b>	<b>Special Resources</b>												
(if any):	(materials, equipment & community involvement):												
<ul style="list-style-type: none"> <li>• S1 level dance or private training</li> <li>• critical listening and viewing skills</li> </ul>	<ul style="list-style-type: none"> <li>• CD and cassette player</li> <li>• music</li> <li>• VCR</li> <li>• tap videos</li> <li>• tap shoes</li> </ul>												

**GLOSSARY:**

- refer to text

**REFERENCES - TEACHER:**

Feldman, Anita. Inside Tap- Technique and Improvisation for Today's Tap Dancer. Princeton, NJ: Princeton Publishing Company, 1989.

Cohen, Selma Jeanne. Black Dance- From 1619 to Today (second edition). Princeton, NJ: Dance Horizons/Princeton Book Company, 1983.

**REFERENCES - STUDENT:**

N/A

# DANCE

**Course Title:** BALLET, MODERN, TAP & JAZZ I

**Sequence Reference:** DN2371BMT-B

**Module Title:** Modern Dance

**Senior School Level**

**Number of Periods:** 10 double periods

S1	S2	S3	S4
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Subgoal Emphasis:**

- 1.1-1.5 Technique and Skill
- 2.1-2.4 History & Culture
- 3.3, 3.5 Creativity, Composition & Performance
- 4.1- 4.3 Aesthetic Judgment

**Content Focus**

- Modern Dance

## Curriculum Objectives:

**At the end of this module, students will:**

- demonstrate skills and techniques of modern dance
- understand choreographic principles, processes and structures
- know terminology and history of modern dance
- compare techniques and styles of modern dance
- choreograph using modern dance techniques

## Content Detail:

- basic Horton, Graham and other techniques
- modern dance history and culture
- short dance studies and composition
- multimedia experimentation
- music

## Module Evaluation:

- **Performance Assessments:**
  - presentation of choreographed phrases
  - performance of learned sections from famous ballets
  - participation in class
- **Product Assessment:**
  - 1 page written critique of peer compositions
- **Written Assessments:**
  - tests and quizzes on:
    - terminology and history
    - dance history & culture of modern dance

## Prerequisite Skill Areas

(if any):

- S1 level dance or private training
- critical listening and viewing skills

## Special Resources

(materials, equipment & community involvement):

- CD and cassette player
- music
- VCR
- modern dance videos

**GLOSSARY:**

- refer to text

**REFERENCES - TEACHER:**

Cohen, Selma Jeanne, Black Dance- From 1619 to Today (2<sup>nd</sup> edition). Princeton, NJ: Dance Horizons/Princeton Book Company, 1983.

Penrod, James and Gudde, Janice, Modern Dance- the Dancer Prepares (2<sup>nd</sup> edition). San Francisco, CA: Mayfield Publishing Company, 1980.

Cheny, Gay, Basic Concepts in Modern Dance- The Dancer Prepares (2<sup>nd</sup> edition). San Francisco, CA: Mayfield Publishing Company, 1980.

Perces, Marjorie, Forsythe, Ana Marie and Bell, Cheryl, The Dance Technique of Lester Horton. Princeton, NJ: Dance Horizons/Princeton Book Company, 1989.

**REFERENCES - STUDENT:**

N/A

# DANCE

**Course Title:** BALLET, MODERN, TAP & JAZZ I

**Sequence Reference:** DN2371BMT-C

**Module Title:** Jazz Dance

**Senior School Level**

**Number of Periods:** 10 double periods

S1	S2	S3	S4
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**Subgoal Emphasis:**

- 1.1-1.5 Technique and Skill
- 2.1, 2.2, 2.4, 2.5 History and Culture
- 3.1-3.5 Creativity, Composition and Performance
- 4.1- 4.3 Aesthetic Judgement

**Content Focus**

- Jazz Dance

## Curriculum Objectives:

## Content Detail:

**At the end of this module, students will:**

- demonstrate skills and techniques of jazz dance
- understand choreographic principles, processes and structures
- know terminology and history of jazz dance
- compare music for jazz dance to that of other dance forms

- basic techniques and skills
- jazz dance history and culture
- comparison of jazz techniques
- terminology
- music
- jazz dance in musical theater
- interpretation
- improvisation

## Module Evaluation:

- **Performance Assessments:**
  - presentation of choreographed phrases
  - individual and group compositions
  - participation in class
- **Product Assessments:**
  - 250 word essay or 5 minute oral presentation on famous Jazz choreographer
- **Written Assessments:**
  - tests and quizzes on:
    - terminology and history
    - jazz techniques

## Prerequisite Skill Areas

(if any):

- S1 level dance or private training
- critical listening and viewing skills

## Special Resources

(materials, equipment & community involvement):

- CD and cassette player
- music
- VCR
- Jazz dance videos

**GLOSSARY:**

- refer to text

**REFERENCES - TEACHER:**

Kraines, Minda Goodman and Kan, Esther. Jump into Jazz. Princeton, NJ: Princeton Publishing Company, 1987.

Cohen, Selma Jeanne. Black Dance- From 1619 to Today (2<sup>nd</sup> edition). Princeton, NJ: Dance Horizons/Princeton Book Company, 1983.

**REFERENCES - STUDENT:**

N/A

# DANCE

<b>Course Title:</b> BALLET, MODERN, TAP & JAZZ I  <b>Module Title:</b> Ballet Dance  <b>Number of Periods:</b> 8 double periods	<b>Sequence Reference:</b> DN2371BMT-D  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4" style="text-align: center;">Senior School Level</th> </tr> <tr> <th style="width: 25%;">S1</th> <th style="width: 25%;">S2</th> <th style="width: 25%;">S3</th> <th style="width: 25%;">S4</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </tbody> </table>	Senior School Level				S1	S2	S3	S4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Senior School Level													
S1	S2	S3	S4										
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<p style="text-align: center;"><b>Subgoal Emphasis:</b></p> <ul style="list-style-type: none"> <li>• 1.1-1.5      Technique and Skill</li> <li>• 2.1, 2.2, 2.4, 2.5      History &amp; Culture</li> <li>• 3.1 - 3.5      Creativity, Composition &amp; Performance</li> <li>• 4.1- 4.3      Aesthetic Judgment</li> </ul>	<p style="text-align: center;"><b>Content Focus</b></p> <ul style="list-style-type: none"> <li>• Ballet</li> </ul>												
<b>Curriculum Objectives:</b>	<b>Content Detail:</b>												
<p><b>At the end of this module, students will:</b></p> <ul style="list-style-type: none"> <li>• demonstrate skill and technique in Ballet</li> <li>• understand choreographic principles, processes and structures</li> <li>• know terminology and history of Ballet</li> <li>• compare music for Ballet to that of other dance forms</li> </ul>	<ul style="list-style-type: none"> <li>• techniques and skills</li> <li>• history and culture</li> <li>• comparison of Ballet techniques</li> <li>• terminology</li> <li>• music</li> </ul>												
<b>Module Evaluation:</b>													
<ul style="list-style-type: none"> <li>• <b>Performance Assessments:</b> <ul style="list-style-type: none"> <li>- presentation of choreographed phrases</li> <li>- performance of learned sections from famous ballets</li> <li>- participation in class</li> </ul> </li> <li>• <b>Product Assessments:</b> <ul style="list-style-type: none"> <li>- 250 word essay and oral presentation on famous ballet dancer/choreographer</li> </ul> </li> <li>• <b>Written Assessments:</b> <ul style="list-style-type: none"> <li>- tests and quizzes on:               <ul style="list-style-type: none"> <li>- terminology and history</li> <li>- dance techniques</li> </ul> </li> </ul> </li> </ul>													
<b>Prerequisite Skill Areas</b> (if any):	<b>Special Resources</b> (materials, equipment & community involvement):												
<ul style="list-style-type: none"> <li>• S1 level dance or private training</li> <li>• critical listening and viewing skills</li> </ul>	<ul style="list-style-type: none"> <li>• CD and cassette player</li> <li>• music</li> <li>• VCR</li> <li>• ballet videos</li> </ul>												

**GLOSSARY:**

- refer to text

**REFERENCES - TEACHER:**

Hammond, Sandra N. Ballet Basics. Palo Alto, CA: Mayfield Publishing, 1999.

Mara, Thalia, A Dictionary- The Language of Ballet. Princeton, NJ: Dance Horizons/Princeton Book Company, 1991.

**REFERENCES - STUDENT:**

N/A

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# **Ballet, Modern, Tap and Jazz II**

**Course Code:DN3452BMT**

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**MINISTRY OF EDUCATION**

Bermuda

2000

## SENIOR SCHOOL DANCE COURSE OVERVIEW

**Title:** Ballet, Modern, Tap and Jazz II (BMTJ II)

**2 credit (s)**  
**60 hour (s)**

**Prerequisite (s):** Ballet, Modern, Tap and Jazz I

S2-S4 level (s)

**Course Code:** DN3452BMT

required or  elective

### Course Description

In Ballet, Modern, Tap and Jazz II (BMTJ II), students will build upon the skills gained in the first section of the course. A greater emphasis will be placed on technique, choreography and performance skills. Students will complete projects in each form and also participate in school performances.

Assessment will be based upon the student's individual growth, participation and testing of acquired knowledge and understanding of these forms and their histories. Appropriate footwear and dancewear are required.

### Course Requirements

The requirements for this course are as follows:

<p><b>Performance Assessments:</b> - individual and group compositions on two of the four dance styles (Jazz, Modern, Tap or Ballet)</p>	<b>50%</b>
<p><b>Product Assessments:</b> - 1000 word research paper on the history of various styles of dance - 250 word page written critique of peer compositions - 250 word written analysis of dance history - oral or 250 word written assessment of dance techniques and skills</p>	<b>30%</b>
<p><b>Written Assessments:</b></p> <ul style="list-style-type: none"> <li>• tests and quizzes on:           <ul style="list-style-type: none"> <li>- terminology</li> <li>- dance history</li> <li>- technique and skills</li> </ul> </li> </ul>	<b>20%</b>
<b>Total</b>	<b>100%</b>

### Course Resources

- Cheny, Gay, Basic Concepts in Modern Dance - The Dancer Prepares (2<sup>nd</sup> edition). San Francisco, CA: Mayfield Publishing Company, 1980.
- Cohen, Selma Jeanne, Black Dance - From 1619 to Today (2<sup>nd</sup> edition). Princeton, NJ: Dance Horizons/Princeton Book Company, 1983.
- Feldman, Anita, Inside Tap - Technique and Improvisation for Today's Tap Dancer. Princeton, NJ: Princeton Publishing Company, 1989.
- Hammond, Sandra N. Ballet Basics. Palo Alto, CA: Mayfield Publishing, 1999.
- Kraines, Minda Goodman and Kan, Esther, Jump into Jazz. Princeton, NJ: Princeton Publishing Company, 1987.
- Mara, Thalia, A Dictionary - The Language of Ballet. Princeton, NJ: Dance Horizons/Princeton Book Company, 1991.
- Perces, Marjorie, Forsythe, Ana Marie and Bell, Cheryl, The Dance Technique of Lester Horton. Princeton, NJ: Dance Horizons/Princeton Book Company, 1989.
- Penrod, James and Gudde, Janice, Modern Dance - the Dancer Prepares (2<sup>nd</sup> edition). San Francisco, CA: Mayfield Publishing Company, 1980.

### Course Outline

Module Title	# Double Periods	Module Title	# Double Periods
<b>A. Jazz Dance</b> ..... 7 - technique and skill - terminology - Durham technique - performance and production		<b>B. Tap Dance</b> ..... 7 - terminology - technique and skill - improvisation - choreography	
<b>C. Modern Dance</b> ..... 7 - Horton and Graham - contemporary techniques - history and culture - performance - viewing		<b>D. Ballet Dance</b> ..... 17 - techniques: - adagio - petite allegro - grande allegro - history and culture - terminology - performance - viewing	

Subtotal ..... 38 Optional double periods ..... 7 Total double periods..... 45
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# SENIOR SCHOOL DANCE

check: S1  S2  S3  S4

## Ballet, Modern, Tap & Jazz II

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX			
<b>1</b>	Technique and Skill	1.1	Language	x	x	x	x
		1.2	Meaning	x	x	x	x
		1.3	Principles, Processes & Structure	x	x	x	x
		1.4	Physical Conditioning	x	x	x	x
		1.5	Skills	x	x	x	x
<b>2</b>	History and Culture	2.1	Individual Cultural Expression	x	x	x	x
		2.2	Philosophies, Styles, Genres	x	x	x	x
		2.3	Art Relationships		x	x	x
		2.4	Other Arts			x	x
		2.5	Interdisciplinary Connections			x	x
<b>3</b>	Creativity Composition and Performance	3.1	Improvisation	x	x	x	x
		3.2	Interpretation	x	x	x	x
		3.3	Thinking Skill Applications	x	x	x	x
		3.4	Original Compositions	x	x	x	x
		3.5	Performance Competencies	x	x	x	x
<b>4</b>	Aesthetic Judgment	4.1	Assessment Criteria	x	x	x	x
		4.2	Self Assessment	x	x	x	x
		4.3	Continuing Appreciation	x	x	x	x
<b>CONTENT STRUCTURE</b>		Ballet					x
		Jazz Dance		x			
		Modern Dance				x	
		Multicultural Dance					
		Social Dance					
		Tap Dance			x		
<b>MODULES</b>				<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>

**MODULE KEY**

A - Jazz Dance  
B - Tap Dance

C - Modern Dance  
D - Ballet Dance

# DANCE

<p><b>Course Title:</b> BALLET, MODERN, TAP &amp; JAZZ II</p> <p><b>Module Title:</b> Jazz Dance</p> <p><b>Number of Periods:</b> 7 double periods</p>	<p><b>Sequence Reference:</b> DN3452BMT-A</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th colspan="4" style="text-align: center;">Senior School Level</th> </tr> <tr> <th style="text-align: center;">S1</th> <th style="text-align: center;">S2</th> <th style="text-align: center;">S3</th> <th style="text-align: center;">S4</th> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </table>	Senior School Level				S1	S2	S3	S4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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S1	S2	S3	S4										
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>										
<p style="text-align: center;"><b>Subgoal Emphasis:</b></p> <ul style="list-style-type: none"> <li>• 1.1-1.5      Technique and Skill</li> <li>• 2.1, 2.2      History and Culture</li> <li>• 3.1- 3.5      Creativity and Composition</li> <li>• 4.1, 4.2, 4.3      Aesthetic Judgement</li> </ul>	<p style="text-align: center;"><b>Content Focus</b></p> <ul style="list-style-type: none"> <li>• Jazz Dance</li> </ul>												
<b>Curriculum Objectives:</b>	<b>Content Detail:</b>												
<p><b>At the end of this module, students will:</b></p> <ul style="list-style-type: none"> <li>• demonstrate skills and techniques of Jazz dance</li> <li>• choreograph and perform</li> <li>• understand the value of Jazz dance as a form of cultural expressions</li> </ul>	<ul style="list-style-type: none"> <li>• history and culture</li> <li>• advanced level technique and skills of Jazz dance</li> <li>• Linigi, Jack Cole, Fosse techniques</li> <li>• terminology</li> <li>• music</li> <li>• Jazz dance performance and production</li> <li>• Afro-Jazz dance</li> <li>• choreography</li> <li>• improvisation</li> <li>• viewing</li> </ul>												
<b>Module Evaluation:</b>													
<ul style="list-style-type: none"> <li>• <b>Performance Assessments:</b> <ul style="list-style-type: none"> <li>- individual and group compositions</li> <li>- participation in class</li> </ul> </li> <li>• <b>Product Assessments:</b> <ul style="list-style-type: none"> <li>- research the history of Jazz dance</li> </ul> </li> <li>• <b>Written Assessments:</b> <ul style="list-style-type: none"> <li>- quiz/test on vocabulary and history</li> </ul> </li> </ul>													
<b>Prerequisite Skill Areas</b>	<b>Special Resources</b>												
<p style="text-align: center;">(if any):</p> <ul style="list-style-type: none"> <li>• Jazz I or equivalent technical training</li> <li>• critical listening and viewing skills</li> </ul>	<p style="text-align: center;">(materials, equipment &amp; community involvement):</p> <ul style="list-style-type: none"> <li>• CD and cassette player</li> <li>• music</li> <li>• VCR</li> <li>• jazz dance videos</li> </ul>												

**GLOSSARY:**

- refer to text

**REFERENCES - TEACHER:**

Kraines, Minda Goodman and Kan, Esther. Jump into Jazz. Princeton, NJ: Princeton Publishing Company, 1987.  
Cohen, Selma Jeanne. Black Dance- From 1619 to Today (2<sup>nd</sup> edition). Princeton, NJ: Dance Horizons/Princeton Book Company, 1983.

**REFERENCES - STUDENT:**

N/A

# DANCE

<p><b>Course Title:</b> BALLET, MODERN, TAP &amp; JAZZ II</p> <p><b>Module Title:</b> Tap Dance</p> <p><b>Number of Periods:</b> 20 double periods</p>	<p><b>Sequence Reference:</b> DN3452BMT-B</p> <p style="text-align: center;"><b>Senior School Level</b></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th style="padding: 2px;">S1</th> <th style="padding: 2px;">S2</th> <th style="padding: 2px;">S3</th> <th style="padding: 2px;">S4</th> </tr> <tr> <td style="text-align: center; padding: 2px;"><input type="checkbox"/></td> <td style="text-align: center; padding: 2px;"><input checked="" type="checkbox"/></td> <td style="text-align: center; padding: 2px;"><input checked="" type="checkbox"/></td> <td style="text-align: center; padding: 2px;"><input checked="" type="checkbox"/></td> </tr> </table>	S1	S2	S3	S4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
S1	S2	S3	S4						
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>						
<p style="text-align: center;"><b>Subgoal Emphasis:</b></p> <ul style="list-style-type: none"> <li>• 1.1 - 1.5                      Technique and Skill</li> <li>• 2.1 - 2.3                      History and Culture</li> <li>• 3.1 - 3.5                      Creativity and Composition</li> <li>• 4.1 - 4.3                      Aesthetic Judgement</li> </ul>	<p style="text-align: center;"><b>Content Focus</b></p> <ul style="list-style-type: none"> <li>• Tap Dance</li> </ul>								
<b>Curriculum Objectives:</b>	<b>Content Detail:</b>								
<p><b>At the end of this module, students will:</b></p> <ul style="list-style-type: none"> <li>• demonstrate skills and techniques of Tap dance</li> <li>• choreograph and perform</li> <li>• compare and contrast tap styles</li> <li>• understand the history of tap dance</li> <li>• analyze peer and individual performance</li> </ul>	<ul style="list-style-type: none"> <li>• terminology</li> <li>• techniques and skills of Tap dance</li> <li>• improvisation</li> <li>• comparison of Tap dance techniques</li> <li>• choreography</li> <li>• music</li> <li>• viewing</li> <li>• critique</li> <li>• history and culture</li> </ul>								
<b>Module Evaluation:</b>									
<ul style="list-style-type: none"> <li>• <b>Performance Assessments:</b> -solo and group choreography -class participation</li> <li>• <b>Product Assessments:</b> - 1000 word research paper on the history of tap dance - peer and self assessment</li> <li>• <b>Written Assessments:</b> - quiz/test on vocabulary and history</li> </ul>									
<b>Prerequisite Skill Areas</b> (if any):	<b>Special Resources</b> (materials, equipment & community involvement):								
<ul style="list-style-type: none"> <li>• S1 level dance or private training</li> <li>• critical listening and viewing skills</li> </ul>	<ul style="list-style-type: none"> <li>• CD and cassette player</li> <li>• music</li> <li>• VCR</li> <li>• tap videos</li> <li>• tap shoes</li> </ul>								

**GLOSSARY:**

- refer to text

**REFERENCES - TEACHER:**

Feldman, Anita. Inside Tap- Technique and Improvisation for Today's Tap Dancer. Princeton, NJ: Princeton Publishing Company, 1989.

Cohen, Selma Jeanne. Black Dance- From 1619 to Today (2<sup>nd</sup> edition). Princeton, NJ: Dance Horizons/Princeton Book Company, 1983.

**REFERENCES - STUDENT:**

N/A

# DANCE

<b>Course Title:</b> BALLET, MODERN, TAP & JAZZ II  <b>Module Title:</b> Modern Dance  <b>Number of Periods:</b> 7 double periods	<b>Sequence Reference:</b> DN3452BMT-C  <table border="1" style="width: 100%; text-align: center;"> <tr> <th colspan="4">Senior School Level</th> </tr> <tr> <th>S1</th> <th>S2</th> <th>S3</th> <th>S4</th> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </table>	Senior School Level				S1	S2	S3	S4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Senior School Level													
S1	S2	S3	S4										
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>										
<b>Subgoal Emphasis:</b> <ul style="list-style-type: none"> <li>• 1.1 -1.5                      Technique and Skill</li> <li>• 2.1 - 2.5                      History and Culture</li> <li>• 3.3, 3.5                        Creativity and Composition</li> <li>• 4.1, 4.2, 4.3                 Aesthetic Judgement</li> </ul>	<b>Content Focus</b> <ul style="list-style-type: none"> <li>• Modern Dance</li> </ul>												
<b>Curriculum Objectives:</b>	<b>Content Detail:</b>												
<b>At the end of this module, students will:</b> <ul style="list-style-type: none"> <li>• demonstrate skills and techniques of modern dance</li> <li>• choreograph and perform</li> <li>• compare and contrast traditional and contemporary dance techniques</li> <li>• be aware of modern dance history and culture</li> </ul>	<ul style="list-style-type: none"> <li>• Horton and Graham, Dunham Techniques</li> <li>• contemporary techniques</li> <li>• modern dance history and culture</li> <li>• short dance studies and composition</li> <li>• multimedia experimentation</li> <li>• music</li> <li>• performance</li> <li>• viewing</li> </ul>												
<b>Module Evaluation:</b>													
<ul style="list-style-type: none"> <li>• <b>Performance Assessments:</b> - solo and group compositions - class participation</li> <li>• <b>Product Assessments:</b> - 250 word written critique of peer compositions - 250 word written analysis of modern dance history and culture</li> <li>• <b>Written Assessments:</b> - quiz/test on vocabulary and history</li> </ul>													
<b>Prerequisite Skill Areas</b>	<b>Special Resources</b>												
(if any):	(materials, equipment & community involvement):												
<ul style="list-style-type: none"> <li>• Modern I or equivalent technical skills</li> <li>• critical listening and viewing skills</li> </ul>	<ul style="list-style-type: none"> <li>• CD and cassette player</li> <li>• music</li> <li>• VCR</li> <li>• modern dance videos</li> </ul>												

**GLOSSARY:**

- refer to text

**REFERENCES - TEACHER:**

- Cohen, Selma Jeanne,. Black Dance - From 1619 to Today (2<sup>nd</sup> edition). Princeton, NJ: Dance Horizons/Princeton Book Company, 1983.
- Penrod, James and Gudde, Janice, Modern Dance - the Dancer Prepares (2<sup>nd</sup> edition). San Francisco, CA: Mayfield Publishing Company, 1980.
- Cheny, Gay, Basic Concepts in Modern Dance - The Dancer Prepares (2<sup>nd</sup> edition). San Francisco, CA: Mayfield Publishing Company, 1980.
- Perces, Marjorie, Forsythe, Ana Marie and Bell, Cheryl, The Dance Technique of Lester Horton. Princeton, NJ: Dance Horizons/Princeton Book Company, 1989.

**REFERENCES - STUDENT:**

N/A

# DANCE

<b>Course Title:</b> BALLET, MODERN, TAP & JAZZ II  <b>Module Title:</b> Ballet  <b>Number of Periods:</b> 17 double periods	<b>Sequence Reference:</b> DN3452BMT-D  <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <th colspan="4">Senior School Level</th> </tr> <tr> <th>S1</th> <th>S2</th> <th>S3</th> <th>S4</th> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </table>	Senior School Level				S1	S2	S3	S4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Senior School Level													
S1	S2	S3	S4										
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>										
<b>Subgoal Emphasis:</b> <ul style="list-style-type: none"> <li>• 1.1 - 1.5                      Technique and Skill</li> <li>• 2.1 - 2.5                      History and Culture</li> <li>• 3.1 - 3.5                      Creativity and Composition</li> <li>• 4.1 - 4.3                      Aesthetic Judgement</li> </ul>	<b>Content Focus</b> <ul style="list-style-type: none"> <li>• Ballet</li> </ul>												
<b>Curriculum Objectives:</b>													
<b>At the end of this module, students will:</b> <ul style="list-style-type: none"> <li>• demonstrate skills and techniques of ballet</li> <li>• choreograph and perform</li> <li>• compare and contrast ballet techniques</li> <li>• understand the history and culture of ballet</li> </ul>	<b>Content Detail:</b> <ul style="list-style-type: none"> <li>• techniques and skills of Ballet               <ul style="list-style-type: none"> <li>-adagio</li> <li>-petite allegro</li> <li>-grande allegro</li> </ul> </li> <li>• ballet history and culture</li> <li>• comparison of ballet techniques</li> <li>• terminology</li> <li>• music</li> <li>• viewing</li> <li>• production/performance</li> </ul>												
<b>Module Evaluation:</b>													
<ul style="list-style-type: none"> <li>• <b>Performance Assessments:</b> <ul style="list-style-type: none"> <li>- solo and group choreographic presentations</li> <li>- class participation</li> </ul> </li> <li>• <b>Product Assessments:</b> <ul style="list-style-type: none"> <li>- 5 minute oral discussion or 250 word written assessment of ballet technique and skill</li> </ul> </li> <li>• <b>Written Assessments:</b> <ul style="list-style-type: none"> <li>-quiz/test on vocabulary and history</li> </ul> </li> </ul>													
<b>Prerequisite Skill Areas</b>	<b>Special Resources</b>												
(if any): <ul style="list-style-type: none"> <li>• Ballet I or equivalent technical skill</li> <li>• critical listening and viewing skills</li> </ul>	(materials, equipment & community involvement): <ul style="list-style-type: none"> <li>• CD and cassette player</li> <li>• Music</li> <li>• VCR</li> <li>• Ballet videos</li> </ul>												

**GLOSSARY:**

- refer to text

**REFERENCES - TEACHER:**

Hammond, Sandra N. Ballet Basics. Palo Alto, CA: Mayfield Publishing, 1999.

Mara, Thalia, A Dictionary- The Language of Ballet. Princeton, NJ: Dance Horizons/Princeton Book Company, 1991.

**REFERENCES - STUDENT:**

N/A

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# Dance and Sports

Course Code:DN2380SPT

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**MINISTRY OF EDUCATION**

Bermuda

2000

**SENIOR SCHOOL DANCE  
COURSE OVERVIEW**

**Title: Dance and Sports**

**2 credit (s)**

**60 hour (s)**

**Prerequisite (s): Dance and Society**

**S2 – S4 level (s)**

**Course Code: DN2380SPT**

required or  elective

**Course Description**

This course is designed for the athlete who wishes to improve flexibility, strength, balance and coordination, for an improved performance in any sport. Techniques and skills for many sports will be integrated with dance principles of locomotor and non-locomotor movements. Students will also study anatomy and basic kinesiology. Assessment will be based on participation and testing of acquired knowledge. Appropriate clothing is required.

**Course Requirements**

The requirements for this course are as follows:

<p><b>Performance Assessments:</b> - class participation - dance improvisation</p>	<b>50%</b>
<p><b>Product Assessments:</b> - 250 word written self assessment - peer evaluation - develop a healthy diet plan</p>	<b>30%</b>
<p><b>Written Assessments:</b></p> <ul style="list-style-type: none"> <li>• test and quizzes on:           <ul style="list-style-type: none"> <li>-terminology</li> <li>-practical &amp; theoretical understanding</li> <li>-locomotor techniques</li> <li>-body mechanics</li> <li>-diet &amp; nutrition</li> <li>-movement principles</li> </ul> </li> </ul>	<b>20%</b>
<p><b>Total</b></p>	<b>100%</b>

### Course Resources

- Calais-Germain, Blandine, Anatomy of Movement. Seattle, WA: Eastland Press, 1993.
- Clarkson, Priscilla and Watkins, Andrea, Dancing Longer, Dancing Stronger: A Dancer's Guide To Improving Technique and Preventing Injury. Princeton, NJ: Princeton Co. Publishing, 1990.
- Fitt, Sally S. Dance Kinesiology. New York, NY: Simon & Schuster, 1996.

### Course Outline

Module Title	# Double Periods	Module Title	# Double Periods
<b>A. Technique &amp; Skill</b> ..... 19 -conditioning exercises -locomotor techniques -terminology -body mechanics	19	<b>B. Anatomy</b> ..... 19 -muscular & skeletal systems -diet & nutrition -stretch & strengthening techniques -movement principles -basic kinesiology	19

Subtotal .....	38
Optional double periods .....	<u>7</u>
Total double periods.....	45

# SENIOR SCHOOL DANCE

check: S1  S2  S3  S4

## Dance and Sports

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX	
<b>1</b>	Technique and Skill	1.1	Language	x	x
		1.2	Meaning	x	x
		1.3	Principles, Process & Structure	x	x
		1.4	Physical Conditioning	x	x
		1.5	Skills	x	x
<b>2</b>	History and Culture	2.1	Individual Cultural Expression	x	x
		2.2	Philosophies, Styles, Genres		
		2.3	Art Relationships		
		2.4	Other Arts		
		2.5	Interdisciplinary Connections		
<b>3</b>	Creativity Composition and Performance	3.1	Improvisation	x	x
		3.2	Interpretation	x	
		3.3	Thinking Skill Applications	x	x
		3.4	Original Compositions	x	x
		3.5	Performance Competencies	x	
<b>4</b>	Aesthetic Judgment	4.1	Assessment Criteria		
		4.2	Self Assessment	x	x
		4.3	Continuing Appreciation	x	x
<b>CONTENT STRUCTURE</b>		Ballet		x	x
		Jazz Dance		x	x
		Modern Dance		x	x
		Multicultural Dance		x	x
		Tap Dance		x	x
		Social Dance		x	x
<b>MODULES</b>				<b>A</b>	<b>B</b>

### MODULE KEY

A - Technique and Skill  
B - Anatomy

# DANCE

**Course Title:** DANCE AND SPORTS

**Sequence Reference:** DN2380SPT-A

**Module Title:** Technique and Skill

**Senior School Level**

**Number of Periods:** 19 double periods

S1	S2	S3	S4
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Subgoal Emphasis:**

- 1.1-1.5 Technique and Skill Development
- 2.1 History and Culture
- 3.1-3.5 Creativity, Composition and Performance
- 4.2, 4.3 Aesthetic Judgement

**Content Focus**

- Ballet
- Jazz Dance
- Modern Dance
- Multicultural Dance
- Social Dance
- Tap Dance

## Curriculum Objectives:

**At the end of this module, students will:**

- demonstrate techniques and skills
- improve level of flexibility, strength and endurance
- demonstrate problem solving attitudes
- evaluate strengths and limitations of movement and body mechanics

## Content Detail:

- conditioning exercises
- locomotor techniques
- terminology
- body mechanics
- movement skills
- self critique
- body building

## Module Evaluation:

- **Performance Assessments:**  
- class participation
- **Product Assessments:**  
- 250 word written self assessment  
- peer evaluation
- **Written Assessments:**  
- tests and quizzes on:
  - terminology
  - practical & theoretical understanding
  - locomotor techniques
  - body mechanics
  - diet & nutrition
  - movement principles

## Prerequisite Skill Areas

(if any):

- basic movement skills
- critical listening and viewing skills
- participation in athletic activities

## Special Resources

(materials, equipment & community involvement):

- VCR
- visits to local dance and athletic events
- library/department research resources
- CD and cassette player
- CDs and cassettes
- video tapes

# DANCE

<p><b>Course Title:</b> DANCE AND SPORTS</p> <p><b>Module Title:</b> Anatomy</p> <p><b>Number of Periods:</b> 19 double periods</p>	<p><b>Sequence Reference:</b> DN2380SPT-B</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4" style="text-align: center;">Senior School Level</th> </tr> <tr> <th style="text-align: center;">S1</th> <th style="text-align: center;">S2</th> <th style="text-align: center;">S3</th> <th style="text-align: center;">S4</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </tbody> </table>	Senior School Level				S1	S2	S3	S4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Senior School Level													
S1	S2	S3	S4										
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>										
<p style="text-align: center;"><b>Subgoal Emphasis:</b></p> <ul style="list-style-type: none"> <li>• 1.1 – 1.5 Technique and Skill</li> <li>• 2.1 History and Culture</li> <li>• 3.1, 3.3, 3.4 Creativity, Composition &amp; Performance</li> <li>• 4.2, 4.3 Aesthetic Judgment</li> </ul>	<p style="text-align: center;"><b>Content Focus</b></p> <ul style="list-style-type: none"> <li>• Ballet</li> <li>• Jazz Dance</li> <li>• Modern Dance</li> <li>• Multicultural Dance</li> <li>• Social Dance</li> <li>• Tap Dance</li> </ul>												
<b>Curriculum Objectives:</b>	<b>Content Detail:</b>												
<p><b>At the end of this module, students will:</b></p> <ul style="list-style-type: none"> <li>• understand the human muscular and skeletal systems</li> <li>• understand the basic principles of movement</li> <li>• be able to apply preventative techniques to avoid injury</li> <li>• understand and apply proper dietary/nutritional habits</li> <li>• improve body alignment</li> <li>• understand care to injuries</li> <li>• demonstrate locomotor and non-locomotor movement</li> </ul>	<ul style="list-style-type: none"> <li>• basic kinesiology</li> <li>• stretch and strengthening techniques</li> <li>• dance therapy</li> <li>• warming up and cooling down</li> <li>• movement principles – locomotor and non-locomotor</li> <li>• preventative injury conditioning and care</li> <li>• injury prevention</li> <li>• diet and nutrition</li> <li>• anatomy                             <ul style="list-style-type: none"> <li>- muscular and skeletal system</li> <li>- body alignment</li> <li>- coordination and balance</li> </ul> </li> <li>• terminology</li> </ul>												
<b>Module Evaluation:</b>													
<ul style="list-style-type: none"> <li>• <b>Performance Assessments:</b> <ul style="list-style-type: none"> <li>- participation in class</li> <li>- self and peer evaluation</li> </ul> </li> <li>• <b>Product Assessments:</b> <ul style="list-style-type: none"> <li>- 250 word self-assessment</li> <li>- develop a healthy individual diet plan</li> </ul> </li> <li>• <b>Written Assessments:</b> <ul style="list-style-type: none"> <li>- tests and quizzes on:                                     <ul style="list-style-type: none"> <li>- practical and theoretical understanding</li> <li>- terminology</li> <li>- diet &amp; nutrition</li> <li>- movement principles</li> </ul> </li> </ul> </li> </ul>													
<b>Prerequisite Skill Areas</b> (if any):	<b>Special Resources</b> (materials, equipment & community involvement):												
<ul style="list-style-type: none"> <li>• basic movement skills</li> <li>• critical listening and viewing skills</li> <li>• participation in athletic activities</li> </ul>	<ul style="list-style-type: none"> <li>• VCR</li> <li>• visits to local dance and athletic events</li> <li>• library/department research resources</li> <li>• CD and cassette player</li> <li>• CDs and cassettes</li> <li>• videos</li> </ul>												

**GLOSSARY:**

- refer to text

**REFERENCES - TEACHER:**

Calais-Germain, Blandine, Anatomy of Movement. Seattle, WA: Eastland Press, 1993.

Clarkson, Priscilla and Watkins, Andrea, Dancing Longer, Dancing Stronger: A Dancer's Guide To Improving Technique and Preventing Injury. Princeton, NJ: Princeton Co. Publishing, 1990.

Fitt, Sally S. Dance Kinesiology. New York, NY: Simon & Schuster, 1996.

**REFERENCES - STUDENT:**

N/A

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# Dance Production

Course Code: DN4380PRD

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**MINISTRY OF EDUCATION**

Bermuda  
2000

## SENIOR SCHOOL DANCE COURSE OVERVIEW

**Title: Dance Production**

**2 credit (s)**

**60 hour (s)**

**Prerequisite (s): Three dance or performing arts courses,  
or permission of instructor**

**S2 – S4 level (s)**

**Course Code: DN4380PRD**

required or  elective

### Course Description

This course will feature the application of accumulated knowledge by the fusion of all production elements, costumes, sets, lighting, choreographic intentions, into a total presentable theatrical form. Classroom activities will relate to the actual experience of dance production. Students will assist with school dance and/or other productions and develop individual projects.

Assessment will be based on participation, successful completion of class projects and testing of acquired knowledge as well as the communicated understanding of the subject. Students will be required to fulfill extra-curricular hours for this class. To register, students must have successfully completed at least three other dance/performing arts courses, or obtain permission from the instructor.

### Course Requirements

The requirements for this course are as follows:

<p><b>Performance Assessments:</b> -assist with school dance production -set up auditions for school production</p>	<p><b>50%</b></p>
<p><b>Product Assessments:</b> - design costumes for dance -design a set for dance performance -lighting design project -design programmes for production -develop fundraising strategies -design press promotional packet</p>	<p><b>30%</b></p>
<p><b>Written Assessments:</b> • tests and quizzes on: -terminology -management skills -promotion elements</p>	<p><b>20%</b></p>
<p><b>Total</b></p>	<p><b>100%</b></p>

**Course Resources**

- DuPont, Betty and Schlaich, Joan, Dance: The Art of Production (3<sup>rd</sup> edition). Hightstown, NJ: Dance Horizons/Princeton Book Company Publishers, 1998.
- Walters, Graham, Stage Lighting Step-By-Step: The Complete Guide on Setting the Stage with Light To Get Dramatic Results. Betterway Publishers, 1997.
- Parker, W. Oren and Wolf, R. Craig, Stage Lighting: Practice and Design. New York, NY: Holt, Rinehart and Winston, Inc., 1987.
- Humphrey, Doris, The Art of Making Dances. Princeton, NJ: Dance Horizons/Princeton Book Company Publishers, 1991.
- Friedman, Lisa, Tibbitts, Tia L. and White, David R. Poor Dancer's Almanac. Durham, NC: Duke University Press, 1993.

**Course Outline**

<b>Module Title</b>	<b># Double Periods</b>	<b>Module Title</b>	<b># Double Periods</b>
<b>A. Technical Elements.....</b>	<b>20</b>	<b>B. Management &amp; Presentation .....</b>	<b>18</b>
-sets		-programming & programmes	
-lights		-box office and house management	
-music & sound		-fund raising	
-costuming		-technology	
-make up		-philosophies, styles, genres	

Subtotal .....	38
Optional double periods .....	7
Total double periods .....	45

# SENIOR SCHOOL DANCE

check: S1  S2  S3  S4

## Dance Production

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX	
<b>1</b>	Technique and Skill	1.1	Language	x	x
		1.2	Meaning	x	x
		1.3	Principles, Processes & Structure	x	
		1.4	Physical Conditioning		
		1.5	Skills	x	
<b>2</b>	History and Culture	2.1	Individual Cultural Expression		
		2.2	Philosophies, Styles, Genres		x
		2.3	Art Relationships	x	x
		2.4	Other Arts	x	x
		2.5	Interdisciplinary Connections		x
<b>3</b>	Creativity Composition and Performance	3.1	Improvisation		
		3.2	Interpretation		
		3.3	Thinking Skill Applications		
		3.4	Original Compositions		
		3.5	Performance Competencies		
<b>4</b>	Aesthetic Judgment	4.1	Assessment Criteria		
		4.2	Self Assessment		
		4.3	Continuing Appreciation	x	x
<b>CONTENT STRUCTURE</b>	Ballet		x	x	
	Jazz Dance		x	x	
	Modern Dance		x	x	
	Multicultural Dance		x	x	
	Social Dance		x	x	
	Tap Dance		x	x	
<b>MODULES</b>			<b>A</b>	<b>B</b>	

### MODULE KEY

A - Technical Elements

B - Management & Presentation

# DANCE

<b>Course Title:</b> DANCE PRODUCTION  <b>Module Title:</b> Technical Elements  <b>Number of Periods:</b> 20 double periods	<b>Sequence Reference:</b> DN4380PRD-A  <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <th colspan="4">Senior School Level</th> </tr> <tr> <th>S1</th> <th>S2</th> <th>S3</th> <th>S4</th> </tr> <tr> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> </table>	Senior School Level				S1	S2	S3	S4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Senior School Level													
S1	S2	S3	S4										
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>										

<b>Subgoal Emphasis:</b> <ul style="list-style-type: none"> <li>• 1.1 – 1.3, 1.5 Technique &amp; Skill</li> <li>• 2.3, 2.4 History and Culture</li> <li>• 4.3 Aesthetic Judgment</li> </ul>	<b>Content Focus</b> <ul style="list-style-type: none"> <li>• Ballet</li> <li>• Jazz Dance</li> <li>• Modern Dance</li> <li>• Multicultural Dance</li> <li>• Social Dance</li> <li>• Tap Dance</li> </ul>
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Curriculum Objectives:	Content Detail:
<b>At the end of this module, students will:</b> <ul style="list-style-type: none"> <li>• categorize dance philosophies, styles and genres</li> <li>• analyze the relationships between dance and technology</li> <li>• analyze relationships among dance and other arts</li> <li>• evaluate connections among dance and other disciplines</li> <li>• understand the value of technical elements to dance production</li> </ul>	<ul style="list-style-type: none"> <li>• technical production elements:               <ul style="list-style-type: none"> <li>- sets</li> <li>- lighting</li> <li>- music and sound</li> <li>- costuming</li> <li>- make-up</li> <li>- terminology</li> </ul> </li> </ul>

Module Evaluation:
<ul style="list-style-type: none"> <li>• <b>Performance Assessments:</b> <ul style="list-style-type: none"> <li>- assist with school productions/independent study projects</li> <li>- participation in class</li> </ul> </li> <li>• <b>Product Assessments:</b> <ul style="list-style-type: none"> <li>- design costume for dance</li> <li>- design set for performance</li> <li>- lighting design project</li> </ul> </li> <li>• <b>Written Assessments:</b> <ul style="list-style-type: none"> <li>- tests and quizzes on:               <ul style="list-style-type: none"> <li>- terminology</li> <li>- practical and theoretical understanding</li> </ul> </li> </ul> </li> </ul>

Prerequisite Skill Areas (if any):	Special Resources (materials, equipment & community involvement):
<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• access to school Auditorium</li> <li>• workshops with professional theatre technician</li> <li>• interdisciplinary resources:               <ul style="list-style-type: none"> <li>- visual arts</li> <li>- music</li> <li>- drama</li> <li>- personal care</li> </ul> </li> <li>• fashion design</li> </ul>

**GLOSSARY:**

- refer to text

**REFERENCES - TEACHER:**

DuPont, Betty and Schlaich, Joan, Dance: The Art of Production(3<sup>rd</sup> edition). Hightstown, NJ; Dance Horizons/Princeton Book Company Publishers, 1998.

Walters, Graham, Stage Lighting Step-By-Step: The Complete Guide on Setting the Stage with Light To Get Dramatic Results. Betterway Publishers, 1997.

Parker, W. Oren and Wolf, R. Craig, Stage Lighting: Practice and Design. New York, NY: Holt, Rinehart and Winston, Inc., 1987.

Humphrey, Doris, The Art of Making Dances. Princeton, NJ: Dance Horizons/Princeton Book Company Publishers, 1991.

**REFERENCES - STUDENT:**

N/A

# DANCE

<b>Course Title:</b> DANCE PRODUCTION  <b>Module Title:</b> Management and Presentation  <b>Number of Periods:</b> 18 double periods	<b>Sequence Reference:</b> DN4380PRD-B  <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <th colspan="4">Senior School Level</th> </tr> <tr> <th>S1</th> <th>S2</th> <th>S3</th> <th>S4</th> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </table>	Senior School Level				S1	S2	S3	S4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Senior School Level													
S1	S2	S3	S4										
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>										
<b>Subgoal Emphasis:</b> <ul style="list-style-type: none"> <li>• 1.1, 1.2      Technique and Skill</li> <li>• 2.2-2.5      History and Culture</li> <li>• 4.3            Aesthetic Judgement</li> </ul>	<b>Content Focus</b> <ul style="list-style-type: none"> <li>• Ballet</li> <li>• Jazz Dance</li> <li>• Modern Dance</li> <li>• Multicultural Dance</li> <li>• Social Dance</li> <li>• Tap Dance</li> </ul>												
<b>Curriculum Objectives:</b>	<b>Content Detail:</b>												
<b>At the end of this module, students will:</b> <ul style="list-style-type: none"> <li>• categorize dance philosophies, styles and genres</li> <li>• analyze the relationships between dance and technology</li> <li>• analyze relationships among dance and other arts</li> <li>• evaluate connections among dance and other disciplines</li> </ul>	<ul style="list-style-type: none"> <li>• programming and programmes</li> <li>• box office and house management</li> <li>• fundraising</li> <li>• promotion</li> <li>• technology</li> <li>• philosophies, styles, genres</li> </ul>												
<b>Module Evaluation:</b>													
<ul style="list-style-type: none"> <li>• <b>Performance Assessments:</b> <ul style="list-style-type: none"> <li>- assist with school productions/independent study projects</li> <li>- set up auditions for school production</li> <li>- participation in class</li> </ul> </li> <li>• <b>Product Assessments:</b> <ul style="list-style-type: none"> <li>- design programmes for a dance concert</li> <li>- develop fundraising strategies</li> <li>- design press/promotional packet</li> </ul> </li> <li>• <b>Written Assessments:</b> <ul style="list-style-type: none"> <li>- tests and quizzes on:               <ul style="list-style-type: none"> <li>- terminology</li> <li>- management skills</li> <li>- promotion elements</li> <li>- practical and theoretical understanding</li> </ul> </li> </ul> </li> </ul>													
<b>Prerequisite Skill Areas</b> (if any):	<b>Special Resources</b> (materials, equipment & community involvement):												
<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• access to school Auditorium</li> <li>• workshops with arts management professional</li> <li>• interdisciplinary resources:           <ul style="list-style-type: none"> <li>- visual arts</li> <li>- graphic design</li> </ul> </li> <li>• access to computer lab</li> </ul>												

**GLOSSARY:**

- refer to text

**REFERENCES - TEACHER:**

DuPont, Betty and Schlaich, Joan, Dance: The Art of Production (3<sup>rd</sup> edition). Hightstown, NJ; Dance Horizons/Princeton Book Company Publishers, 1998.

Humphrey, Doris, The Art of Making Dances. Princeton, NJ: Dance Horizons/Princeton Book Company Publishers, 1991.

Friedman, Lisa, Tibbitts, Tia L. and White, David R. Poor Dancer's Almanac. Durham, NC: Duke University Press, 1993.

**REFERENCES - STUDENT:**

N/A

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# Popular and Social Dance

Course Code:DN2390POP

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**MINISTRY OF EDUCATION**

Bermuda

2000

## SENIOR SCHOOL DANCE COURSE OVERVIEW

**Title:** Popular and Social Dance

**2 credit (s)**  
**60 hour (s)**

**Prerequisite (s):** Dance in Society

**S2 – S4 level (s)**

**Course Code:** DN2390POP

required or  elective

### Course Description

Popular and social dances are a major part of Western culture reflecting society's attitudes and ideologies. Students will learn and become familiar with such forms as Ballroom dancing, Line dancing (i.e. the Macarena, Electric Slide, Country and Western lines, etc.), Swing and Hip-Hop. Appropriate dancewear and footwear are required.

Assessment will be based on participation and testing of acquired knowledge on the histories and origins of these dance forms.

### Course Requirements

The requirements for this course are as follows:

<b>Performance Assessments:</b> - perform dance steps and movements - demonstrate correct body alignment, style and forms	<b>50%</b>
<b>Product Assessments:</b> - 1000 word research paper on the history and culture of two dance forms - portfolio: cultural influences, effects of dance on other dance forms - develop an individual healthy diet plan - critique live dance performance or video - glossary of dance terminology	<b>30%</b>
<b>Written Assessments:</b> - tests and quizzes on: - dance forms - terminology - history & culture - body mechanics - muscular and skeletal systems - anatomy - diet and nutrition - body alignment - injury care and prevention	<b>20%</b>
<b>Total</b>	<b>100%</b>

**Course Resources**

- Berk, Fred and Venable, Lucy, Ten Folk Dances. Princeton, NJ: Princeton Book Company, 1991.
- Carty, Hilary S. Folk Dances of Jamaica. Princeton, NJ: Dance Horizons/Princeton Book Company, 1987.
- Calais-Germain, Blandine, Anatomy of Movement. Seattle, WA: Eastland Press, 1993.
- Clarkson, Priscilla and Watkins, Andrea, Dancing Longer, Dancing Stronger: A Dancer's Guide To Improving Technique and Preventing Injury. Princeton, NJ: Princeton Co. Publishing, 1990.
- Fitt, Sally S. Dance Kinesiology. New York, NY: Simon & Schuster, 1996.
- Jackson, Louise, The Bermuda Gombey (2<sup>nd</sup> edition). Bermuda Press, 1997.

**Course Outline**

<b>Module Title</b>	<b># Double Periods</b>	<b>Module Title</b>	<b># Double Periods</b>
<b>A. Technique and Skill</b> .....	12	<b>B. History and Culture</b> .....	14
- history and culture		-ballroom	
- technique		-square dance	
- terminology		-hip-hop	
- body mechanics		-break dancing	
		-line dance	
 <b>C. Anatomy</b> .....	 12		
-basic kinesiology			
-diet and nutrition			
-muscular and skeletal systems			
-body alignment			

Subtotal .....	38
Optional double periods .....	<u>7</u>
Total double periods .....	45

# SENIOR SCHOOL DANCE

check: S1  S2  S3  S4

## Popular and Social Dance

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX		
<b>1</b>	Technique and Skill	1.1	Language	x	x	
		1.2	Meaning	x	x	
		1.3	Principles, Process & Structure	x	x	x
		1.4	Physical Conditioning	x		x
		1.5	Skills	x		
<b>2</b>	History and Culture	2.1	Individual Cultural Expression	x	x	
		2.2	Philosophies, Styles, Genres	x	x	x
		2.3	Art Relationships	x	x	x
		2.4	Other Arts	x	x	
		2.5	Interdisciplinary Connections		x	x
<b>3</b>	Creativity Composition and Performance	3.1	Improvisation	x		
		3.2	Interpretation	x	x	
		3.3	Thinking Skill Applications	x	x	
		3.4	Original Compositions	x		
		3.5	Performance Competencies	x		
<b>4</b>	Aesthetic Judgment	4.1	Assessment Criteria	x	x	x
		4.2	Self Assessment	x		
		4.3	Continuing Appreciation	x	x	x
<b>CONTENT STRUCTURE</b>		Ballet		x	x	x
		Jazz Dance		x	x	x
		Modern Dance		x	x	x
		Multicultural Dance		x	x	x
		Social Dance		x	x	x
		Tap Dance		x	x	x
		<b>MODULES</b>		<b>A</b>	<b>B</b>	<b>C</b>

### MODULE KEY

- A - Technique and Skill
- B - History and Culture
- C - Anatomy

# DANCE

<b>Course Title:</b> POPULAR AND SOCIAL DANCE  <b>Module Title:</b> Technique and Skill  <b>Number of Periods:</b> 12 double periods	<b>Sequence Reference:</b> DN2390POP-A  <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th colspan="4" style="text-align: center;">Senior School Level</th> </tr> <tr> <td style="text-align: center;">S1</td> <td style="text-align: center;">S2</td> <td style="text-align: center;">S3</td> <td style="text-align: center;">S4</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </table>	Senior School Level				S1	S2	S3	S4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Senior School Level													
S1	S2	S3	S4										
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>										
<b>Subgoal Emphasis:</b> <ul style="list-style-type: none"> <li>• 1.1-1.5 Technique and Skill Development</li> <li>• 2.1-2.4 History and Culture</li> <li>• 3.1-3.5 Creativity, Composition and Performance</li> <li>• 4.1-4.3 Aesthetic Judgement</li> </ul>	<b>Content Focus</b> <ul style="list-style-type: none"> <li>• Ballet</li> <li>• Jazz Dance</li> <li>• Modern Dance</li> <li>• Multicultural Dance (Character and Ethnic Dance)</li> <li>• Social Dance</li> <li>• Tap Dance</li> </ul>												
<b>Curriculum Objectives:</b>	<b>Content Detail:</b>												
<b>At the end of this module, students will:</b> <ul style="list-style-type: none"> <li>• demonstrate technique and skill</li> <li>• recognize similarities/differences in each dance form</li> <li>• relate music to particular forms</li> <li>• understand the historical/cultural significance of the dance forms</li> <li>• relate music to particular dance forms</li> </ul>	<ul style="list-style-type: none"> <li>• history and culture               <ul style="list-style-type: none"> <li>- Bermuda Gombey, African, West Indian, American Indian, Latin American, Portuguese Folk Dance, European dance, Hip Hop</li> </ul> </li> <li>• technique</li> <li>• music and form</li> <li>• viewing</li> <li>• body mechanics</li> </ul>												
<b>Module Evaluation:</b>													
<ul style="list-style-type: none"> <li>• <b>Performance Assessments:</b> <ul style="list-style-type: none"> <li>-perform dance steps and movement</li> <li>-demonstrate correct body alignment, styles and forms</li> <li>-participation in class</li> <li>-self and peer evaluation</li> </ul> </li> <li>• <b>Product Assessments:</b> <ul style="list-style-type: none"> <li>- 1000 word research paper on the history and culture of two dance forms or 20 minute oral or other presentation on the history and culture of two dance forms</li> </ul> </li> <li>• <b>Written Assessments:</b> <ul style="list-style-type: none"> <li>-tests and quizzes on:               <ul style="list-style-type: none"> <li>- terminology</li> <li>- dance forms</li> <li>- body mechanics</li> </ul> </li> </ul> </li> </ul>													
<b>Prerequisite Skill Areas</b>	<b>Special Resources</b>												
(if any):	(materials, equipment & community involvement):												
<ul style="list-style-type: none"> <li>• SI level technical skills</li> </ul>	<ul style="list-style-type: none"> <li>• VCR</li> <li>• visits to local dance events</li> <li>• library/department research resources</li> <li>• CD and cassette player</li> <li>• CDs and cassettes</li> <li>• videos</li> <li>• guest lecturers/demonstrations</li> </ul>												

**GLOSSARY:**

- refer to text

**REFERENCES - TEACHER:**

Jackson, Louise, The Bermuda Gombeys (2<sup>nd</sup> edition). Bermuda Press, 1997.

Carty, Hilary S. Folk Dances of Jamaica. Princeton, NJ: Dance Horizons/Princeton Book Company, 1987.

Berk, Fred and Venable, Lucy, Ten Folk Dances. Princeton, NJ: Princeton Book Company, 1991.

**REFERENCES - STUDENT:**

N/A

# DANCE

<p><b>Course Title:</b> POPULAR AND SOCIAL DANCE</p> <p><b>Module Title:</b> History and Culture</p> <p><b>Number of Periods:</b> 14 double periods</p>	<p><b>Sequence Reference:</b> DN2390POP-B</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <th colspan="4">Senior School Level</th> </tr> <tr> <th>S1</th> <th>S2</th> <th>S3</th> <th>S4</th> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </table>	Senior School Level				S1	S2	S3	S4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Senior School Level													
S1	S2	S3	S4										
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>										
<p><b>Subgoal Emphasis:</b></p> <ul style="list-style-type: none"> <li>• 1.1 – 1.3 Technique and Skill</li> <li>• 2.1-2.5 History and Culture</li> <li>• 3.2, 3.3 Creativity, Composition &amp; Performance</li> <li>• 4.1, 4.3 Aesthetic Judgement</li> </ul>	<p><b>Content Focus</b></p> <ul style="list-style-type: none"> <li>• Ballet</li> <li>• Jazz Dance</li> <li>• Modern Dance</li> <li>• Multicultural Dance (Character and Ethnic Dance)</li> <li>• Social Dance</li> <li>• Tap Dance</li> </ul>												
<b>Curriculum Objectives:</b>	<b>Content Detail:</b>												
<p><b>At the end of this module, students will:</b></p> <ul style="list-style-type: none"> <li>• understand the history/culture of popular/social dances</li> <li>• know how these dances influence and are influenced by social attitudes and ideologies</li> <li>• understand how human ideas, feelings and histories are related through dance</li> </ul>	<ul style="list-style-type: none"> <li>• dance forms: <ul style="list-style-type: none"> <li>- hip-hop, break dancing, line dancing etc.</li> </ul> </li> <li>• history and culture</li> <li>• Asian dance, African dance, European dance</li> <li>• terminology</li> <li>• viewing</li> <li>• critique</li> </ul>												
<b>Module Evaluation:</b>													
<ul style="list-style-type: none"> <li>• <b>Performance Assessments:</b> - participation in class</li> <li>• <b>Product Assessments:</b> - portfolio: the cultural influences of two countries and the role of dance in the local and global context. The effects, of dance on other art forms</li> <li>• <b>Written Assessments:</b> - tests and quizzes: <ul style="list-style-type: none"> <li>- terminology</li> <li>- history and culture</li> <li>- dance forms</li> </ul> </li> </ul>													
<b>Prerequisite Skill Areas</b> (if any):	<b>Special Resources</b> (materials, equipment & community involvement):												
<ul style="list-style-type: none"> <li>• S1 level skills</li> </ul>	<ul style="list-style-type: none"> <li>• library/research resources</li> <li>• computer lab</li> <li>• PBS “Dancing” video series</li> <li>• guest lecturers/instructors/demonstrations</li> </ul>												

**GLOSSARY:**

- refer to text

**REFERENCES - TEACHER:**

Jackson, Louise. The Bermuda Gombeys (2<sup>nd</sup> edition). Bermuda Press, 1997.

Carty, Hilary S. Folk Dances of Jamaica. Princeton, NJ: Dance Horizons/Princeton Book Company, 1987.

**REFERENCES - STUDENT:**

N/A

# DANCE

<p><b>Course Title:</b> POPULAR AND SOCIAL DANCE</p> <p><b>Module Title:</b> Anatomy</p> <p><b>Number of Periods:</b> 12 double periods</p>	<p><b>Sequence Reference:</b> DN2390POP-C</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4" style="text-align: center;">Senior School Level</th> </tr> <tr> <th style="text-align: center;">S1</th> <th style="text-align: center;">S2</th> <th style="text-align: center;">S3</th> <th style="text-align: center;">S4</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </tbody> </table>	Senior School Level				S1	S2	S3	S4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Senior School Level													
S1	S2	S3	S4										
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>										
<p style="text-align: center;"><b>Subgoal Emphasis:</b></p> <ul style="list-style-type: none"> <li>• 1.3, 1.4      Technique and Skill</li> <li>• 2.2, 2.3, 2.5      History and Culture</li> <li>• 4.1, 4.3      Aesthetic Judgement</li> </ul>	<p style="text-align: center;"><b>Content Focus</b></p> <ul style="list-style-type: none"> <li>• Ballet</li> <li>• Jazz Dance</li> <li>• Modern Dance</li> <li>• Multicultural Dance (Character and Ethnic Dance)</li> <li>• Social Dance</li> <li>• Tap Dance</li> </ul>												
<b>Curriculum Objectives:</b>	<b>Content Detail:</b>												
<p><b>At the end of this module, students will:</b></p> <ul style="list-style-type: none"> <li>• understand the human muscular and skeletal systems</li> <li>• understand the basic principles of movement</li> <li>• be able to apply preventative techniques to avoid injury</li> <li>• understand and apply proper dietary/nutritional habits</li> <li>• improve body alignment</li> <li>• understand care to injuries</li> </ul>	<ul style="list-style-type: none"> <li>• anatomy</li> <li>• basic kinesiology</li> <li>• injury care and prevention</li> <li>• diet and nutrition</li> <li>• muscular and skeletal systems</li> <li>• body alignment</li> </ul>												
<b>Module Evaluation:</b>													
<ul style="list-style-type: none"> <li>• <b>Performance Assessments:</b> <ul style="list-style-type: none"> <li>-participation in class</li> <li>-self and peer evaluation</li> </ul> </li> <li>• <b>Product Assessments:</b> <ul style="list-style-type: none"> <li>-250 word self-assessment</li> <li>-develop a healthy individual diet plan</li> </ul> </li> <li>• <b>Written Assessments:</b> <ul style="list-style-type: none"> <li>- tests and quizzes on:                             <ul style="list-style-type: none"> <li>-muscular and skeletal systems</li> <li>-anatomy</li> <li>-diet and nutrition</li> <li>-injury care and prevention</li> <li>-terminology</li> <li>-body alignment</li> </ul> </li> </ul> </li> </ul>													
<b>Prerequisite Skill Areas</b>	<b>Special Resources</b>												
<b>(if any):</b>	<b>(materials, equipment &amp; community involvement):</b>												
<ul style="list-style-type: none"> <li>• S1 level skills</li> </ul>	<ul style="list-style-type: none"> <li>• LCD/overhead projector</li> </ul>												

**GLOSSARY:**

- refer to text

**REFERENCES - TEACHER:**

Calais-Germain, Blandine, Anatomy of Movement. Seattle, WA: Eastland Press, 1993.

Fitt, Sally S. Dance Kinesiology. New York, NY: Simon & Schuster, 1996.

Clarkson, Priscilla and Watkins, Andrea, Dancing Longer, Dancing Stronger: A Dancer's Guide To Improving Technique and Preventing Injury. Princeton, NJ: Princeton Co. Publishing, 1990.

**REFERENCES - STUDENT:**

N/A

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# Dance Company

Course Code:DN3470DCO

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**MINISTRY OF EDUCATION**

Bermuda  
2000

## SENIOR SCHOOL DANCE COURSE OVERVIEW

**Title:** Dance Company

**2 credit (s)**

**60 hour (s)**

**Prerequisite (s):** 2 dance courses, Ballet, Tap or Jazz, one family studies course, one sewing course, one theatre or music course and or with the permission of the instructor.

**S3 – S4 level (s)**

**Course Code:** DN3470DCO

required or  elective

### Course Description

This "course" is designed to operate as an actual dance company. Students will be required to develop dances, as well as perform for the school and local community. Various dance forms will be explored, and students will be challenged in rigorous sessions of dance techniques. This course requires a commitment to extracurricular time.

Assessment will be based strongly on participation in both classes and performances. Admittance to this course is by audition, successful completion of at least two other dance courses, one family studies course, one sewing course, one theatre or one music course and/or permission of the instructor.

### Course Requirements

The requirements for this course are as follows:

<p><b>Performance Assessments:</b></p> <ul style="list-style-type: none"> <li>-participate in three complete choreographic projects</li> <li>-preparation and production of a dance concert</li> <li>-perform a dance at school assembly or community function</li> <li>-class participation</li> </ul>	<p><b>50%</b></p>
<p><b>Product Assessments:</b></p> <ul style="list-style-type: none"> <li>-produce a 1000 word research paper on dance careers/styles</li> <li>-250 word written peer and self evaluation</li> <li>-create an eating plan</li> <li>-250 word written paper on the importance of costume and lighting to dance production</li> <li>-250 word written evaluation of a professional performance</li> <li>-250 word written or 5 minute oral presentation on the challenges that face professional performers striving to maintain a healthy lifestyle</li> <li>-choreograph a dance</li> </ul>	<p><b>30%</b></p>
<p><b>Written Assessments:</b></p> <ul style="list-style-type: none"> <li>• tests and quizzes on:               <ul style="list-style-type: none"> <li>-choosing music for dance, methods of dance creation, cultural and choreographic form, challenges of maintaining a healthy life style, performance and production, arts careers, local dance artists, preventative techniques, body alignment, dance terminology, dance styles and technique</li> </ul> </li> </ul>	<p><b>20%</b></p>
<p><b>Total</b></p>	<p><b>100%</b></p>

### Course Outline

Module Title	# Double Periods	Module Title	# Double Periods
<b>A. Careers in the Dance</b> ..... 5 - post secondary education - performance careers - non performance careers		<b>B. Choreography</b> ..... 9 - methods of dance creation - improvisation - critical & creative thinking - cultural form - solo and duet works - small and large group works	
<b>C. Health and Safety</b> ..... 5 - stretch and strengthening techniques - warm up and cool down - injury therapy - preventative injury conditioning		<b>D. Performance and Production</b> ..... 9 - technology - auditions - lighting - advertisement - performance - dance business: - box office - posters	
<b>E. Technique and Skill</b> ..... 10 - dance styles - terminology - spatial concepts - technical skills			

Subtotal ..... 38 Optional double periods ..... <u>7</u> Total double periods ..... 45
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### Course Resources

- Dieter, Fricke, Verlag, African Dance. Reiter Druck, Berlin, 1980.
- DuPont, Betty and Schlaich, Joan, Dance: The Art of Production (3<sup>rd</sup> edition). Hightstown, NJ: Dance Horizons/Princeton Book Company Publishers, 1998.
- Hamilton, Linda H. Advice for Dancers: Emotional Counsel and Practical Strategies. Jossey-Bass Publishers.
- Hammond, Sandra N. Ballet: Beyond the Basics. Mayfield Publishing.
- Humphrey, Doris, The Art of Making Dances. Princeton, NJ: Dance Horizons/Princeton Book Company Publishers, 1991.
- Lockhart, Aileene, Pease, Ester E. Modern Dance.
- McCormack, Allen E. Stern's Performing Arts Directory 2000. Dance Magazine, Inc., 1999.
- Parson, Thomas E. How To Dance. Reiter-Druck, Berlin, 1980.
- Perces, Marjorie, Forsythe, Anna Marie and Bell, Cherly, The Dance Technique of Lester Horton. Princeton, NJ: Dance Horizons/Princeton Book Company, 1989.
- Rogers, Frederick, Pand. Dance Horizons. New York, 1980.
- Steek, Judith, History of Ballet & Modern Dance. Hamilyn Publishing Group Limited, London, 1982.
- Traguth, Fred, Modern Jazz Dance. Dance Motion Press, N.Y., 1978.
- White, David R. Poor Dancer's Almanac: Managing Life and Work In the Performing Arts. Duke University Press, 1993.

# SENIOR SCHOOL DANCE

check: S1  S2  S3  S4

## Dance and Company

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX				
<b>1</b>	Technique and Skill	1.1	Language		x	x	x	x
		1.2	Meaning		x		x	x
		1.3	Principles, Process & Structure		x		x	x
		1.4	Physical Conditioning		x	x	x	x
		1.5	Skills		x	x	x	x
<b>2</b>	History and Culture	2.1	Individual Cultural Expression	x			x	x
		2.2	Philosophies, Styles, Genres		x		x	x
		2.3	Art Relationships		x		x	x
		2.4	Other Arts		x		x	x
		2.5	Interdisciplinary Connections	x	x	x	x	x
<b>3</b>	Creativity Composition and Performance	3.1	Improvisation		x			
		3.2	Interpretation		x			
		3.3	Thinking Skill Applications		x		x	
		3.4	Original Compositions		x		x	x
		3.5	Performance Competencies		x			x
<b>4</b>	Aesthetic Judgment	4.1	Assessment criteria		x		x	x
		4.2	Self assessment		x		x	
		4.3	Continuing appreciation	x	x	x	x	x
<b>CONTENT STRUCTURE</b>	Ballet		x	x	x	x	x	
	Jazz Dance		x	x	x	x	x	
	Modern Dance		x	x	x	x	x	
	Multicultural Dance		x	x	x	x	x	
	Social Dance		x	x	x	x	x	
	Tap Dance		x	x	x	x	x	
<b>MODULES</b>				<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>

### MODULE KEY

A - Careers in the Dance  
 B - Choreography  
 C - Health and Safety

D - Performance and Production  
 E - Technique and Skill

# DANCE

<p><b>Course Title:</b> DANCE COMPANY</p> <p><b>Module Title:</b> Careers in Dance</p> <p><b>Number of Periods:</b> 5 double periods</p>	<p><b>Sequence Reference:</b> DN3470DCO-A</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4" style="text-align: center;">Senior School Level</th> </tr> <tr> <th style="text-align: center;">S1</th> <th style="text-align: center;">S2</th> <th style="text-align: center;">S3</th> <th style="text-align: center;">S4</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </tbody> </table>	Senior School Level				S1	S2	S3	S4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Senior School Level													
S1	S2	S3	S4										
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>										
<p style="text-align: center;"><b>Subgoal Emphasis:</b></p> <ul style="list-style-type: none"> <li>• 2.1, 2.5 History and Culture</li> <li>• 4.3 Aesthetic Judgment</li> </ul>	<p style="text-align: center;"><b>Content Focus</b></p> <ul style="list-style-type: none"> <li>• Ballet</li> <li>• Jazz Dance</li> <li>• Modern Dance</li> <li>• Multicultural Dance</li> <li>• Social Dance</li> <li>• Tap Dance</li> </ul>												
<b>Curriculum Objectives:</b>	<b>Content Detail:</b>												
<p><b>At the end of this module, students will:</b></p> <ul style="list-style-type: none"> <li>• know how to research and evaluate colleges and universities using the internet and other sources</li> <li>• have an understanding of the broad range of careers available in the Arts</li> <li>• understand and appreciate the viewpoints of local dance artists concerning careers in dance</li> </ul>	<ul style="list-style-type: none"> <li>• arts performance careers</li> <li>• colleges and universities</li> <li>• training and education</li> <li>• non-performance careers</li> <li>• artists talks</li> </ul>												
<b>Module Evaluation:</b>													
<ul style="list-style-type: none"> <li>• <b>Performance Assessments:</b> - class participation</li> <li>• <b>Product Assessments:</b> - 1000 word research paper on a chosen art career (dance related); including necessary educational preparation, schools offering degrees in the field, potential salaries, etc.</li> <li>• <b>Written Assessments:</b> - tests and quizzes on: <ul style="list-style-type: none"> <li>- arts careers</li> <li>- local dance artists</li> </ul> </li> </ul>													
<b>Prerequisite Skill Areas</b> (if any):	<b>Special Resources</b> (materials, equipment & community involvement):												
<ul style="list-style-type: none"> <li>• Successful completion of at least three other courses, or by permission of instructor</li> </ul>	<ul style="list-style-type: none"> <li>• library</li> <li>• computer lab</li> <li>• classroom</li> <li>• internet</li> <li>• visit an established dance school</li> </ul>												

**GLOSSARY:**

- refer to text

**REFERENCES - TEACHER:**

White, David R. Poor Dancer's Almanac: Managing Life and Works In the Performing Arts. Duke University Press, 1993.

**REFERENCES - STUDENT:**

N/A

# DANCE

<b>Course Title:</b> DANCE COMPANY  <b>Module Title:</b> Choreography  <b>Number of Periods:</b> 9 double periods	<b>Sequence Reference:</b> DN3470DCO-B  <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <th colspan="4">Senior School Level</th> </tr> <tr> <th>S1</th> <th>S2</th> <th>S3</th> <th>S4</th> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </table>	Senior School Level				S1	S2	S3	S4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Senior School Level													
S1	S2	S3	S4										
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>										
<b>Subgoal Emphasis:</b> <ul style="list-style-type: none"> <li>• 1.1 – 1.5 Technique and Skill</li> <li>• 2.2 – 2.5 History and Culture</li> <li>• 3.1 – 3.5 Creativity, Composition &amp; Performance</li> <li>• 4.1 – 4.3 Aesthetic Judgement</li> </ul>	<b>Content Focus</b> <ul style="list-style-type: none"> <li>• Ballet</li> <li>• Jazz Dance</li> <li>• Modern Dance</li> <li>• Multicultural Dance</li> <li>• Social Dance</li> <li>• Tap Dance</li> </ul>												
<b>Curriculum Objectives:</b>	<b>Content Detail:</b>												
<b>At the end of this module, students will:</b> <ul style="list-style-type: none"> <li>• understand various levels of the choreographic process, music and sound</li> <li>• analyze and utilize the relationships between dance and other art forms</li> <li>• be able to review and critique peer work</li> <li>• be exposed to various methods of approach to the choreographic process</li> <li>• analyze choreographic &amp; cultural forms in dance</li> </ul>	<ul style="list-style-type: none"> <li>• music and sound</li> <li>• methods of dance creation</li> <li>• collaboration with other disciplines</li> <li>• improvisation</li> <li>• critical and creative thinking skills</li> <li>• choreography and cultural form</li> <li>• solo and duet works</li> <li>• small and large group works</li> </ul>												
<b>Module Evaluation:</b>													
<ul style="list-style-type: none"> <li>• <b>Performance Assessments:</b> <ul style="list-style-type: none"> <li>- each student should be a part of at least three completed choreographic projects</li> <li>- overall class participation</li> </ul> </li>   <li>• <b>Product Assessments:</b> <ul style="list-style-type: none"> <li>- 250 word written peer evaluation</li> <li>- 250 word written evaluation of a professional performance</li> <li>- 250 word written self evaluation</li> </ul> </li>   <li>• <b>Written Assessments:</b> <ul style="list-style-type: none"> <li>- tests and quizzes on:               <ul style="list-style-type: none"> <li>- different methods of dance creation</li> <li>- cultural and choreographic form</li> </ul> </li> </ul> </li> </ul>													
<b>Prerequisite Skill Areas</b> (if any):	<b>Special Resources</b> (materials, equipment & community involvement):												
<ul style="list-style-type: none"> <li>• Successful completion of at least three other dance courses or by permission of instructor</li> </ul>	<ul style="list-style-type: none"> <li>• access to school Auditorium</li> <li>• videos of professional performances</li> <li>• TV/VCR</li> <li>• community dance group visit</li> </ul>												

**GLOSSARY:**

- refer to text

**REFERENCES - TEACHER:**

Hamilton, Linda H. Advice for Dancers: Emotional Counsel and Practical Strategies. Jossey-Bass Publishers.

McCormack, Allen E. Stern's Performing Arts Directory 2000. Dance Magazine, Inc., 1999.

White, David R. Poor Dancer's Almanac: Managing Life and Work In the Performing Arts. Duke University Press, 1993.

**REFERENCES - STUDENT:**

N/A

# DANCE

<b>Course Title:</b> DANCE COMPANY  <b>Module Title:</b> Health and Safety  <b>Number of Periods:</b> 5 double periods	<b>Sequence Reference:</b> DN3470DCO-C  <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4" style="text-align: center;">Senior School Level</th> </tr> <tr> <th style="width: 25%;">S1</th> <th style="width: 25%;">S2</th> <th style="width: 25%;">S3</th> <th style="width: 25%;">S4</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </tbody> </table>	Senior School Level				S1	S2	S3	S4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Senior School Level													
S1	S2	S3	S4										
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>										
<b>Subgoal Emphasis:</b> <ul style="list-style-type: none"> <li>• 1.1, 1.4, 1.5 Technique &amp; Skill</li> <li>• 2.5 History and Culture</li> <li>• 4.3 Aesthetic Judgement</li> </ul>	<b>Content Focus</b> <ul style="list-style-type: none"> <li>• Ballet</li> <li>• Jazz Dance</li> <li>• Modern Dance</li> <li>• Multicultural Dance</li> <li>• Social Dance</li> <li>• Tap Dance</li> </ul>												
<b>Curriculum Objectives:</b>	<b>Content Detail:</b>												
<b>At the end of this module, students will:</b> <ul style="list-style-type: none"> <li>• be able to apply preventative techniques to avoid injury</li> <li>• understand and apply proper dietary/nutritional habits</li> <li>• improve body alignment</li> <li>• understand care to injuries</li> <li>• effectively communicate how life-time choices affect the dancer</li> </ul>	<ul style="list-style-type: none"> <li>• stretch and strengthening techniques</li> <li>• dance therapy</li> <li>• warming up and cooling down</li> <li>• methods of physical training</li> <li>• facilities – provision and care</li> <li>• preventative injury conditioning technique</li> <li>• injury therapy</li> <li>• body alignment</li> <li>• life choices</li> </ul>												
<b>Module Evaluation:</b>													
<ul style="list-style-type: none"> <li>• <b>Performance Assessments:</b> - participation in class</li>   <li>• <b>Product Assessments:</b> -250 word written self-assessment -develop a healthy individual diet plan - 250 word written or 5 minute oral presentation on the challenges that face professional performers striving to maintain a healthy lifestyle</li>   <li>• <b>Written Assessments:</b> - tests and quizzes on:               <ul style="list-style-type: none"> <li>- preventative techniques</li> <li>- proper nutritional habits</li> <li>- body alignment</li> </ul> </li> </ul>													
<b>Prerequisite Skill Areas</b>	<b>Special Resources</b>												
(if any):	(materials, equipment & community involvement):												
<ul style="list-style-type: none"> <li>• N/A</li> </ul>	<ul style="list-style-type: none"> <li>• classroom</li> <li>• LCD/overhead projector</li> <li>• lecturers from professionals</li> <li>• orthopedics</li> <li>• massage therapy</li> <li>• physical training</li> <li>• chiropractic medicine</li> </ul>												

**GLOSSARY:**

- refer to text

**REFERENCES - TEACHER:**

DuPont, Betty and Schlaich, Joan, Dance: The Art of Production (3<sup>rd</sup> edition). Hightstown, NJ: Dance Horizons/Princeton Book Company Publishers, 1998.

Humphrey, Doris, The Art of Making Dances. Princeton, NJ: Dance Horizons/Princeton Book Company Publishers, 1991.

**REFERENCES - STUDENT:**

N/A

# DANCE

<p><b>Course Title:</b> DANCE COMPANY</p> <p><b>Module Title:</b> Performance and Production</p> <p><b>Number of Periods:</b> 9 double periods</p>	<p><b>Sequence Reference:</b> DN3470DCO-D</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="4" style="text-align: center;">Senior School Level</th> </tr> <tr> <th style="text-align: center;">S1</th> <th style="text-align: center;">S2</th> <th style="text-align: center;">S3</th> <th style="text-align: center;">S4</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </tbody> </table>	Senior School Level				S1	S2	S3	S4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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<p><b>Subgoal Emphasis:</b></p> <ul style="list-style-type: none"> <li>• 1.1 – 1.5 Technique and Skills</li> <li>• 2.2 – 2.5 History and Culture</li> <li>• 3.3, 3.4 Creativity, Composition &amp; Performance</li> <li>• 4.1 – 4.3 Aesthetic Judgment</li> </ul>	<p><b>Content Focus</b></p> <ul style="list-style-type: none"> <li>• Ballet</li> <li>• Jazz Dance</li> <li>• Modern Dance</li> <li>• Multicultural Dance</li> <li>• Social Dance</li> <li>• Tap Dance</li> </ul>												
<b>Curriculum Objectives:</b>	<b>Content Detail:</b>												
<p><b>At the end of this module, students will:</b></p> <ul style="list-style-type: none"> <li>• understand how to prepare and present a dance concert</li> <li>• select dancers for a dance production</li> <li>• know how to choose costumes and design lighting</li> <li>• describe, analyze and interpret the value of technology to dance productions</li> </ul>	<ul style="list-style-type: none"> <li>• selecting dance pieces</li> <li>• auditions</li> <li>• preparing dances for performances</li> <li>• selecting and obtaining a venue</li> <li>• lighting design</li> <li>• advertisement</li> <li>• performance</li> <li>• technology</li> <li>• dance business:                             <ul style="list-style-type: none"> <li>- box office</li> <li>- posters</li> </ul> </li> <li>• music</li> </ul>												
<b>Module Evaluation:</b>													
<ul style="list-style-type: none"> <li>• <b>Performance Assessments:</b> <ul style="list-style-type: none"> <li>- students should be evaluated upon the completed preparation and production of a dance concert</li> <li>- overall class participation</li> </ul> </li> <li>• <b>Product Assessments:</b> <ul style="list-style-type: none"> <li>- write a 250 word essay on the importance of costume and lighting to a dance production</li> </ul> </li> <li>• <b>Written Assessments:</b> <ul style="list-style-type: none"> <li>- tests and quizzes on:                             <ul style="list-style-type: none"> <li>- performance and production</li> </ul> </li> </ul> </li> </ul>													
<b>Prerequisite Skill Areas</b>	<b>Special Resources</b>												
<p style="text-align: center;">(if any):</p> <ul style="list-style-type: none"> <li>• Successful completion of at least three other dance or performing arts courses, or by permission of instructor</li> </ul>	<p style="text-align: center;">(materials, equipment &amp; community involvement):</p> <ul style="list-style-type: none"> <li>• access to school Auditorium</li> <li>• camcorder</li> <li>• TV/VCR</li> <li>• community dance group visit</li> </ul>												

**GLOSSARY:**

- refer to text

**REFERENCES - TEACHER:**

DuPont, Betty and Schlaich, Joan, Dance: The Art of Production (3<sup>rd</sup> edition). Hightstown, NJ: Dance Horizons/Princeton Book Company Publishers, 1998.

Parson, Thomas E. How To Dance. Reiter-Druck, Berlin, 1980.

Rogers, Frederick, Pand, Dance Horizons. New York, 1980.

**REFERENCES - STUDENT:**

N/A

# DANCE

<p><b>Course Title:</b> DANCE COMPANY</p> <p><b>Module Title:</b> Technique and Skill</p> <p><b>Number of Periods:</b> 10 double periods</p>	<p><b>Sequence Reference:</b> DN3470DCO-E</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th colspan="4" style="text-align: center;">Senior School Level</th> </tr> <tr> <th style="width: 25%;">S1</th> <th style="width: 25%;">S2</th> <th style="width: 25%;">S3</th> <th style="width: 25%;">S4</th> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </table>	Senior School Level				S1	S2	S3	S4	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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S1	S2	S3	S4										
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>										
<p style="text-align: center;"><b>Subgoal Emphasis:</b></p> <ul style="list-style-type: none"> <li>• 1.1 - 1.5 Technique and Skill</li> <li>• 2.1 – 2.5 History and Culture</li> <li>• 3.3, 3.5 Creativity and Composition</li> <li>• 4.1, 4.3 Aesthetic Judgment</li> </ul>	<p style="text-align: center;"><b>Content Focus</b></p> <ul style="list-style-type: none"> <li>• Ballet</li> <li>• Jazz Dance</li> <li>• Modern Dance</li> <li>• Multicultural Dance</li> <li>• Social Dance</li> <li>• Tap Dance</li> </ul>												
<b>Curriculum Objectives:</b>	<b>Content Detail:</b>												
<p><b>At the end of this module, students will:</b></p> <ul style="list-style-type: none"> <li>• demonstrate advanced skills and techniques of various dance forms</li> <li>• kinesthetically explore spatial concepts, levels, directions and dimensions</li> <li>• understand and appreciate dance styles</li> <li>• create/perform a dance expressing students own ideas with technical skill</li> <li>• identify, describe and analyze different dance styles</li> <li>• critique skill of dance performers (video taped performance)</li> </ul>	<ul style="list-style-type: none"> <li>• dance styles</li> <li>• dance terminology</li> <li>• ballet</li> <li>• modern</li> <li>• African</li> <li>• jazz/hip-hop</li> <li>• dance masters (Martha Graham, Alvin Ailey, Ted Shawn Lester Horton, Bournonville, Cecchetti, Johansson, Royal Academy of Dance etc.)</li> <li>• performance</li> <li>• spatial concepts</li> <li>• viewing</li> <li>• critique</li> <li>• technical skill</li> </ul>												
<b>Module Evaluation:</b>													
<ul style="list-style-type: none"> <li>• <b>Performance Assessments:</b> <ul style="list-style-type: none"> <li>- teacher evaluation of improved technical skills</li> <li>- perform at a school assembly or community function</li> <li>- participation in class</li> </ul> </li> <li>• <b>Product Assessments:</b> <ul style="list-style-type: none"> <li>- choreograph a ballet, modern, African, jazz or hip-hop dance</li> <li>- research two dance styles and two dance masters</li> <li>- critique a video-taped dance performance or live performance</li> </ul> </li> <li>• <b>Written Assessments:</b> <ul style="list-style-type: none"> <li>- tests and quizzes on:                             <ul style="list-style-type: none"> <li>- dance terminology</li> <li>- dance styles and technique</li> </ul> </li> </ul> </li> </ul>													
<b>Prerequisite Skill Areas</b> (if any):	<b>Special Resources</b> (materials, equipment & community involvement):												
<ul style="list-style-type: none"> <li>• Ballet II, Modern II or equivalent</li> <li>• critical listening and viewing skills</li> </ul>	<ul style="list-style-type: none"> <li>• CD and cassette player</li> <li>• music</li> <li>• microphone</li> <li>• video tape</li> </ul>												

**GLOSSARY:**

- refer to text

**REFERENCES - TEACHER:**

Dieter, Fricke, Verlag, African Dance. Reiter Druck, Berlin 1980.

Hammond, Sandra N. Ballet: Beyond the Basics. Mayfield Publishing.

Lockhart, Aileene, Pease, Ester E. Modern Dance.

Perces, Marjorie, Forsythe, Anna Marie and Bell, Cherly, The Dance Technique of Lester Horton. Princeton, NJ: Dance Horizons/Princeton Book Company, 1989.

Rogers, Frederick, Pand, Dance: A Basic Educational Technique. Dance Horizons, NY: 1980.

Steek, Judith, History of Ballet & Modern Dance. Hamilyn Publishing Group Limited, London, 1982.

Traguth, Fred, Modern Jazz Dance. Dance Motion Press, NY: 1978.

**REFERENCES - STUDENT:**

N/A

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# **World Dance Forms**

**Course Code:DN2400WRL**

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**MINISTRY OF EDUCATION**

Bermuda

2000

## SENIOR SCHOOL DANCE COURSE OVERVIEW

**Title:** World Dance Forms

**2 credit (s)**  
**60 hour (s)**

**Prerequisite (s):** Dance and Society

**S2 – S4 level (s)**

**Course Code:** DN2400WRL

required or  elective

### Course Description

The development of basic dance skills, for successful participation in the various divisions of cultural and recreational dance will be featured in this course. Students will study the dance and music of European, African, Asian and other cultures as well as the history of these forms.

Assessment will be based on participation and testing of acquired knowledge and understanding of the subject. Appropriate dance clothing and footwear are required.

### Course Requirements

The requirements for this course are as follows:

<b>Performance Assessments:</b> -performance dance steps and movement -demonstrate correct body alignment, styles and forms	<b>50%</b>
<b>Product Assessments:</b> -250 word written self and peer evaluations -250 word written critique on the necessary technique and skill on two dance forms -portfolio: cultural influences of two countries -develop a healthy individual eating plan -250 word written evaluation of dance connections with other art forms -list local and international dance companies -glossary of dance terminology -250 word critique of a live dance performance or video	<b>30%</b>
<b>Written Assessments:</b> <ul style="list-style-type: none"> <li>• tests and quizzes on:               <ul style="list-style-type: none"> <li>-terminology</li> <li>-dance forms/relationships</li> <li>-origin of dance</li> <li>-history and cultural influences</li> <li>-choreographic techniques</li> <li>-body alignment</li> <li>-injury care and prevention</li> <li>-diet on nutrition</li> <li>-muscular and skeletal systems</li> </ul> </li> </ul>	<b>20%</b>
<b>Total</b>	<b>100%</b>

**Course Resources**

Berk, Fred and Venable, Lucy, Ten Folk Dances. Princeton, NJ: Princeton Book Company, 1991.

Calais-Germain, Blandine, Anatomy of Movement. Seattle, WA: Eastland Press, 1993.

Carty, Hilary S. Folk Dances of Jamaica. Princeton, NJ: Dance Horizons/Princeton Book Company, 1987.

Clarkson, Priscilla and Watkins, Andrea, Dancing Longer, Dancing Stronger: A Dancer's Guide To Improving Technique and Preventing Injury. Princeton, NJ: Princeton Co. Publishing, 1990.

Fitt, Sally S. Dance Kinesiology. New York, NY: Simon & Schuster, 1996.

Humphrey, Doris, The Art of Making Dances. Princeton, N.J: Princeton Publishing Company, 1991.

Hayes, Elizabeth Ed.D. Dance Composition and Production (2<sup>nd</sup> edition). Princeton, NJ: Princeton Publishing Company, 1989.

Jackson, Louise, The Bermuda Gombey (2<sup>nd</sup> edition). Bermuda Press, 1997.

**Course Outline**

Module Title	# Double Periods	Module Title	# Double Periods
<b>A. Technique and Skill</b> .....	10	<b>B. History and Culture</b> .....	10
-history and culture		-terminology	
-technique		-origins of dance	
-terminology		-cultural influences	
-body mechanics		-dance relationships	
-dance forms:			
-African			
-Asian			
-European			
<b>C. Anatomy</b> .....	8	<b>D. Choreographic Technique</b> .....	10
-terminology		-choreography	
-stretch & strengthening techniques		-improvisation	
-dance therapy		-movement sequences	
-basic kinesiology		-rhythm patterns	
-diet and nutrition		-music	
-injury care and prevention			

Subtotal .....	38
Optional double periods .....	7
Total double periods.....	45

# SENIOR SCHOOL DANCE

check: S1  S2  S3  S4

## World Dance Forms

GOALS		SUBGOALS		MODULE & CURRICULUM CORRELATION MATRIX			
<b>1</b>	Technique and Skill	1.1	Language	x	x	x	x
		1.2	Meaning	x	x	x	x
		1.3	Principles, Process & Structure	x	x	x	x
		1.4	Physical Conditioning	x	x	x	x
		1.5	Skills	x	x	x	x
<b>2</b>	History and Culture	2.1	Individual Cultural Expression	x	x		
		2.2	Philosophies, Styles, Genres		x	x	
		2.3	Art Relationships		x	x	
		2.4	Other Arts	x	x		
		2.5	Interdisciplinary Connections	x	x	x	x
<b>3</b>	Creativity Composition and Performance	3.1	Improvisation	x			x
		3.2	Interpretation	x			x
		3.3	Thinking Skill Applications	x	x		x
		3.4	Original Compositions	x			x
		3.5	Performance Competencies	x			x
<b>4</b>	Aesthetic Judgment	4.1	Assessment Criteria	x			x
		4.2	Self Assessment	x		x	x
		4.3	Continuing Appreciation	x	x	x	x
<b>CONTENT STRUCTURE</b>		Ballet		x	x	x	x
		Jazz Dance		x	x	x	x
		Modern Dance		x	x	x	x
		Multicultural Dance		x	x	x	x
		Social Dance		x	x	x	x
		Tap Dance		x	x	x	x
<b>MODULES</b>				<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>

### MODULE KEY

A - Technique and Skill  
B - History and Culture

C - Anatomy  
D - Choreographic Technique

# DANCE

**Course Title:** WORLD DANCE FORMS

**Sequence Reference:** DN2400WRL-A

**Module Title:** Technique and Skill

**Senior School Level**

**Number of Periods:** 10 double periods

S1	S2	S3	S4
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Subgoal Emphasis:**

- 1.1 - 1.5 Technique and Skill Development
- 2.1, 2.4, 2.5 History and Culture
- 3.1 - 3.5 Creativity, Composition and Performance
- 4.1 - 4.3 Aesthetic Judgement

**Content Focus**

- Ballet
- Jazz Dance
- Modern Dance
- Multicultural Dance
- Social Dance
- Tap Dance

## Curriculum Objectives:

**At the end of this module, students will:**

- demonstrate technique and skill
- recognize similarities/differences in each dance form
- relate music to particular forms
- understand the historical/cultural significance of the dance forms
- understand the relationship of music to particular dance forms

## Content Detail:

- history and culture
- technique
- terminology
- body mechanics
- music
- evaluation/critique
- viewing
- dance forms:
  - Asian, African, European

## Module Evaluation:

- **Performance Assessments:**
  - perform dance steps and movement
  - demonstrate correct body alignment, styles and forms
  - participation in class
  - self and peer evaluation
- **Product Assessments:**
  - 250 word written critique on the necessary technique and skill of two dance forms
- **Written Assessments:**
  - tests and quizzes on:
    - terminology
    - dance forms of Asia, Africa, Europe

## Prerequisite Skill Areas

(if any):

- S1 level technical skills

## Special Resources

(materials, equipment & community involvement):

- VCR
- visits to local dance events
- library/department research resources
- CD and cassette player
- CDs and cassettes
- videos
- guest lecturers/demonstrations

**GLOSSARY:**

- refer to text

**REFERENCES - TEACHER:**

Jackson, Louise, The Bermuda Gombeys (2<sup>nd</sup> edition). Bermuda Press, 1997.

Carty, Hilary S. Folk Dances of Jamaica. Princeton, NJ: Dance Horizons/Princeton Book Company, 1987.

Berk, Fred and Venable, Lucy, Ten Folk Dances. Princeton, NJ: Princeton Book Company, 1991.

**REFERENCES - STUDENT:**

N/A

# DANCE

<p><b>Course Title:</b> WORLD DANCE FORMS</p> <p><b>Module Title:</b> History and Culture</p> <p><b>Number of Periods:</b> 10 double periods</p>	<p><b>Sequence Reference:</b> DN2400WRL-B</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <th colspan="4" style="text-align: center;">Senior School Level</th> </tr> <tr> <th style="text-align: center;">S1</th> <th style="text-align: center;">S2</th> <th style="text-align: center;">S3</th> <th style="text-align: center;">S4</th> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> <td style="text-align: center;"><input checked="" type="checkbox"/></td> </tr> </table>	Senior School Level				S1	S2	S3	S4	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
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S1	S2	S3	S4										
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>										
<p><b>Subgoal Emphasis:</b></p> <ul style="list-style-type: none"> <li>• 1.1 – 1.5 Technique and Skill</li> <li>• 2.1-2.5 History and Culture</li> <li>• 3.3 Creativity, Composition &amp; Performance</li> <li>• 4.3 Aesthetic Judgement</li> </ul>	<p><b>Content Focus</b></p> <ul style="list-style-type: none"> <li>• Ballet</li> <li>• Jazz Dance</li> <li>• Modern Dance</li> <li>• Multicultural Dance</li> <li>• Social Dance</li> <li>• Tap Dance</li> <li>•</li> </ul>												
<b>Curriculum Objectives:</b>	<b>Content Detail:</b>												
<p><b>At the end of this module, students will:</b></p> <ul style="list-style-type: none"> <li>• understand the history/culture of dance in Bermuda</li> <li>• know the history and influences of the Gombey</li> <li>• understand the history and culture of dance forms</li> <li>• understand how human ideas, feelings and histories are related through dance</li> </ul>	<ul style="list-style-type: none"> <li>• origins of dances</li> <li>• history and culture of dance in Bermuda</li> <li>• the Gombey</li> <li>• cultural influences</li> <li>• terminology</li> <li>• dance relationships</li> </ul>												
<b>Module Evaluation:</b>													
<ul style="list-style-type: none"> <li>• <b>Performance Assessments:</b> - participation in class</li> <li>• <b>Product Assessments:</b> - portfolio: the cultural influences of two of the countries covered in this course, the role of dance in the local and global context and the effect of dance on other art forms</li> <li>• <b>Written Assessments:</b> - tests and quizzes on: - practical and theoretical understanding - origins of dances - dance relationships</li> </ul>													
<b>Prerequisite Skill Areas</b> (if any):	<b>Special Resources</b> (materials, equipment & community involvement):												
<ul style="list-style-type: none"> <li>• S1 level skills</li> </ul>	<ul style="list-style-type: none"> <li>• library/research resources</li> <li>• computer lab</li> <li>• PBS “Dancing” video series</li> <li>• guest lecturers/instructors/demonstrations</li> </ul>												

**GLOSSARY:**

- refer to text

**REFERENCES - TEACHER:**

Jackson, Louise, The Bermuda Gombeys (2<sup>nd</sup> edition). Bermuda Press, 1997.

Carty, Hilary S. Folk Dances of Jamaica. Princeton, NJ: Dance Horizons/Princeton Book Company, 1987.

**REFERENCES - STUDENT:**

N/A

# DANCE

**Course Title:** WORLD DANCE FORMS

**Sequence Reference:** DN2400WRL-C

**Module Title:** Anatomy

**Senior School Level**

**Number of Periods:** 8 double periods

S1	S2	S3	S4
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Subgoal Emphasis:**

- 1.1 – 1.5 Technique and Skill
- 2.2, 2.3, 2.5 History and Culture
- 4.2, 4.3 Aesthetic Judgement

**Content Focus**

- Ballet
- Jazz Dance
- Modern Dance
- Multicultural Dance
- Social Dance
- Tap Dance

**Curriculum Objectives:**

**Content Detail:**

**At the end of this module, students will:**

- understand the human muscular and skeletal systems
- understand the basic principles of movement
- be able to apply preventative techniques to avoid injury
- understand and apply proper dietary/nutritional habits
- improve body alignment
- understand care to injuries

- stretch and strengthening techniques
- dance therapy
- warming up and cooling down
- energy requirements
- facilities – provision and care
- preventative injury conditioning
- injury therapy
- basic kinesiology
- anatomy
- injury care and prevention
- diet and nutrition

**Module Evaluation:**

- **Performance Assessments:**
  - participate in stretch and strengthening techniques
  - self and peer evaluation
  - dance therapy
- **Product Assessments:**
  - write a 250 word self-assessment
  - develop a healthy individual diet plan
- **Written Assessments:**
  - tests and quizzes on:
    - muscular and skeletal systems
    - anatomy
    - diet and nutrition
    - injury care and prevention
    - terminology
    - body alignment

**Prerequisite Skill Areas**

(if any):

- S1 level skills

**Special Resources**

(materials, equipment & community involvement):

- classroom
- LCD/overhead projector

**GLOSSARY:**

- refer to text

**REFERENCES - TEACHER:**

Calais-Germain, Blandine, Anatomy of Movement. Seattle, WA: Eastland Press, 1993.

Fitt, Sally S. Dance Kinesiology. New York, NY: Simon & Schuster, 1996.

Clarkson, Priscilla and Watkins, Andrea, Dancing Longer, Dancing Stronger: A Dancer's Guide To Improving Technique and Preventing Injury. Princeton, NJ: Princeton Co. Publishing, 1990.

**REFERENCES - STUDENT:**

N/A

# DANCE

**Course Title:** WORLD DANCE FORMS

**Sequence Reference:** DN2400WRL-D

**Module Title:** Choreographic Techniques

**Senior School Level**

**Number of Periods:** 10 double periods

S1	S2	S3	S4
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

**Subgoal Emphasis:**

- 1.1 – 1.5 Technique and Skill
- 2.5 History and Culture
- 3.1 – 3.5 Creativity, Composition and Performance
- 4.1 – 4.3 Aesthetic Judgement

**Content Focus**

- Ballet
- Jazz Dance
- Modern Dance
- Multicultural Dance
- Social Dance
- Tap Dance

**Curriculum Objectives:**

**Content Detail:**

**At the end of this module, students will:**

- develop techniques and skills which will enhance their ability to perceive, perform and respond to dance
- create original dance compositions
- evaluate thinking skills applications to dance
- apply complex criteria for assessment of choreography and performance
- apply music to choreography selections

- choreography
- improvisation
- developmental movement sequences
- rhythmic patterns
- music

**Module Evaluation:**

- **Performance Assessments:**
  - choreograph and perform a dance communicating human ideas and feelings
  - improvise a dance using sports themes
  - participation in class
- **Product Assessments:**
  - write a 250 word critique of peer presentations
  - develop a 2 page assessment of personal challenges in the choreographic process
- **Written Assessments:**
  - tests and quizzes on:
  - choreographic techniques

**Prerequisite Skill Areas**

**Special Resources**

(if any):

(materials, equipment & community involvement):

- S1 level (or equivalent ) technical skills
- critical listening and view skills

- camcorder
- VCR
- television
- CD's and cassettes
- CD and cassette player

**GLOSSARY:**

- refer to text

**REFERENCES - TEACHER:**

Humphrey, Doris, The Art of Making Dances. Princeton, N.J: Princeton Publishing Company, 1991.

Hayes, Elizabeth Ed.D. Dance Composition and Production (2<sup>nd</sup> edition). Princeton, NJ: Princeton Publishing Company, 1989.

**REFERENCES - STUDENT:**

N/A

## EXEMPLAR SCORING GUIDE (0 - 4 Scale)

Level	Definition	EQUIVALENT	
		Letter	% mark
<b>4</b>	<b>An excellent performance</b> <ul style="list-style-type: none"> <li>• focuses on the purpose of the task</li> <li>• meets or exceeds all the requirements of the task</li> <li>• organizes content and ideas in a logical way</li> <li>• presents information clearly</li> <li>• includes appropriate detail to support ideas or conclusions</li> <li>• demonstrates creativity, originality and/or initiative</li> </ul>	<b>A</b>	<b>90-100</b>
<b>3</b>	<b>A good performance</b> <ul style="list-style-type: none"> <li>• focuses on purpose of the task</li> <li>• meets all the requirements of the task</li> <li>• organizes content and ideas in a logical way</li> <li>• presents information clearly</li> <li>• includes some detail to support ideas or conclusions</li> </ul>	<b>B</b>	<b>80-89</b>
<b>2</b>	<b>A fair performance</b> <ul style="list-style-type: none"> <li>• has some awareness of the purpose of the task</li> <li>• meets most of the requirements of the task</li> <li>• organizes content and ideas in a logical way</li> <li>• presents information in an understandable way</li> <li>• may not include significant details to support ideas or conclusions</li> </ul>	<b>C</b>	<b>70-79</b>
<b>1 (R)</b>	<b>A poor performance</b> <ul style="list-style-type: none"> <li>• does not fit the purpose of the task</li> <li>• does not meet the requirements of the task</li> <li>• presents information in an unorganized or confused way</li> <li>• does not include details to support ideas or conclusions</li> <li>• Remediation required.</li> </ul>	<b>D</b>	<b>60-69</b>
<b>0 (R)</b>	<b>An unscorable performance</b> <ul style="list-style-type: none"> <li>• does not demonstrate the required knowledge, skills or capabilities</li> <li>• is not understandable, is incomplete or 'defiant' (e.g. "I won't do this").</li> <li>• Extensive remediation is required.</li> </ul>	<b>F</b>	<b>Below 60</b>

'R' – Extensive Remediation required: student may need to repeat or restart work, or teaching method may need to be altered.

An '0' student may be one who refuses to work or needs specialist help.

\* Adapted from British Columbia

**SENIOR 1 DANCE CURRICULUM OBJECTIVES AT A GLANCE  
PACING GUIDE**

Objectives	Time/ Minutes	Date Completed	Objectives	Time/ Minutes	Date Completed
<p><b>A. HEALTH AND SAFETY IN DANCE</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> present a healthful eating plan</li> <li><input type="checkbox"/> increase endurance</li> <li><input type="checkbox"/> work in anatomically correct positions</li> <li><input type="checkbox"/> improve body alignment</li> <li><input type="checkbox"/> condition the body by setting personal goals</li> <li><input type="checkbox"/> comprehend and demonstrate class safety rules</li> <li><input type="checkbox"/> understand care of injuries</li> <li><input type="checkbox"/> utilize dance as therapy</li> <li><input type="checkbox"/> display safety consciousness</li> </ul> <p><b>B. DANCE HISTORY AND CULTURE</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> perform dance steps and gestures</li> <li><input type="checkbox"/> develop a level of physical conditioning, posture and alignment</li> <li><input type="checkbox"/> identify the value of various cultures in dance</li> <li><input type="checkbox"/> differentiate among a broad range of dance styles</li> <li><input type="checkbox"/> identify a broad range of dance styles</li> <li><input type="checkbox"/> evaluate connections between dance and other arts</li> <li><input type="checkbox"/> recognize the role of dance in a local and global context</li> </ul> <p><b>C. DANCE FORMS</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> perform dance steps and movement</li> <li><input type="checkbox"/> recognize the differences in each dance form</li> <li><input type="checkbox"/> practice cooperation in group activities</li> <li><input type="checkbox"/> demonstrate dance principles</li> <li><input type="checkbox"/> demonstrate correct usage of body</li> <li><input type="checkbox"/> critique dance performance</li> <li><input type="checkbox"/> demonstrate dance steps and styles</li> <li><input type="checkbox"/> relate music to particular form</li> <li><input type="checkbox"/> interact with community groups</li> <li><input type="checkbox"/> understand the history of dance</li> </ul>			<p><b>D. DANCE TECHNIQUE AND SKILL</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> demonstrate skill and technique</li> <li><input type="checkbox"/> improve level of physical conditioning, flexibility, strength and endurance</li> <li><input type="checkbox"/> demonstrate correct alignment, posture and placement</li> <li><input type="checkbox"/> explain terminology</li> <li><input type="checkbox"/> evaluate strengths and limitations</li> <li><input type="checkbox"/> demonstrate locomotor and non-locomotor movements</li> <li><input type="checkbox"/> relate music (or sound) to basic steps</li> <li><input type="checkbox"/> demonstrate problems solving attitudes</li> </ul> <p><b>E. DANCE COMPOSITION</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> organize ideas and movement</li> <li><input type="checkbox"/> blend dance elements</li> <li><input type="checkbox"/> understand relationships of dance in time and space</li> <li><input type="checkbox"/> solve problems in choreography</li> <li><input type="checkbox"/> react spontaneously through improvisation</li> <li><input type="checkbox"/> distinguish specific technique from random movement</li> <li><input type="checkbox"/> evaluate strengths and limitations</li> <li><input type="checkbox"/> interpret and communicate ideas and feelings through dance</li> <li><input type="checkbox"/> critique peer dance improvisation</li> </ul> <p><b>F. DANCE PERFORMANCE PRODUCTION</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> plan a performance</li> <li><input type="checkbox"/> identify technical and production needs</li> <li><input type="checkbox"/> recognize the role of organization in production</li> <li><input type="checkbox"/> make informed judgments about performance, production and careers</li> <li><input type="checkbox"/> critique a dance, theatre or music performance or art exhibit</li> <li><input type="checkbox"/> explain how dance relates to the other art forms</li> <li><input type="checkbox"/> demonstrate two, two minute dance forms</li> </ul>		

## SAFETY AT SCHOOLS

The Ministry of Labour and Home Affairs, Health and Safety at Work Act, 1982 provides standards for Safety at School. As developed by the Advisory Council for Health and Safety, these guidelines and similar ones developed in the future are of paramount importance to the well-being of our staff and students. It is expected that all staff members will follow these written guidelines. These are written in the following three documents:

- HSG7                    General Advice
- HSG9                    Safety in Practical Subjects
- HSG10                  Safety in Science Laboratories

These documents suggest safety precautions for all those who work in or attend schools. It is important that teachers, administrators and other users of present school facilities be aware of the dangers which can arise from the incorrect use of materials and equipment. In the senior school, no activity should be undertaken unless it can be made reasonably safe. If the resources are not available to ensure safety, then that activity should not be continued and some other means found to safely provide the necessary educational experience. It is expected that teachers of science, design and technology, family studies, physical education, visual arts and dance pay particular attention to advice for safety in practical subjects and science laboratories.

**SUGGESTIONS FOR INFUSING  
LIBRARY INFORMATION, INFORMATION TECHNOLOGY AND CAREER EDUCATION ACROSS  
DANCE IN SOCIETY**

<b>LIBRARY INFORMATION</b>	<b>S1 Students will:</b>	<b>INFORMATION TECHNOLOGY</b>	<b>S1 Students will:</b>	<b>CAREER EDUCATION</b>	<b>S1 Students will:</b>
<b>Orientation and Organization</b>	<ul style="list-style-type: none"> <li>Construct a bibliography of sources used to compile information on a variety of dancers and works</li> </ul>	<b>Word Processing</b>	<ul style="list-style-type: none"> <li>use a word processor to produce reports/projects and to keep a journal</li> </ul>	<b>Self Assessment</b>	<ul style="list-style-type: none"> <li>compare and contrast journal entries made at the beginning and end of each term identifying strengths in dance</li> <li>participate in critiquing work of self and others</li> <li>keep a journal of reactions to finished work</li> </ul>
<b>Selection and Utilization</b>	<ul style="list-style-type: none"> <li>recognize how different dance forms are depicted in different literature forms e.g. magazine layout, encyclopedias, manuals, etc.</li> </ul>	<b>Spreadsheet</b>	N/A	<b>Career Directions</b>	<ul style="list-style-type: none"> <li>interview a professional about interests, training, job requirements in dance, etc.</li> <li>participate in class discussions with dancers</li> </ul>
<b>Research and Thinking Skills</b>	<ul style="list-style-type: none"> <li>use library sources to compile reports</li> </ul>	<b>Databases</b>	<ul style="list-style-type: none"> <li>compile a database of dancers, dominant dance forms and other facts of interest</li> <li>continue throughout senior level to create a portfolio of dancers met during the course of study</li> </ul>	<b>Career Planning</b>	<ul style="list-style-type: none"> <li>students use organizational skills in a team exercise coordinated by the teacher. The product and process will be graded</li> </ul>
<b>Appreciation of Literature</b>	<ul style="list-style-type: none"> <li>produce a dance from an original story, poem or play</li> </ul>	<b>Desktop Publishing</b>	<ul style="list-style-type: none"> <li>with the aid of Art Shop Deluxe, PrintShop Artists, Adobe Illustrator, etc. create a poster about safety in the dance studio</li> <li>produce visual aids for oral presentation</li> </ul>		

**SUGGESTIONS FOR INFUSING  
LIBRARY INFORMATION, INFORMATION TECHNOLOGY AND CAREER EDUCATION ACROSS**

**DANCE IN SOCIETY**

<b>LIBRARY INFORMATION</b>	<b>S1 Students will:</b>
<b>Production, Application and Communication</b>	<ul style="list-style-type: none"> <li>• evaluate connections among dance and other disciplines</li> </ul>

<b>INFORMATION TECHNOLOGY</b>	<b>S1 Students will:</b>
<b>Enrichment/ Demonstrative Software</b>	<ul style="list-style-type: none"> <li>• explore the power of the computer in designing choreography</li> </ul>
<b>Internet Use</b>	<ul style="list-style-type: none"> <li>• investigate the importance of dance in a region of student's choice</li> <li>• research information about a local dancer for inclusion on the internet or explore the life of a famous dancer from internet sources</li> <li>• design a web page on local dance performers</li> </ul>

<b>CAREER EDUCATION</b>	<b>S1 Students will:</b>
<b>Career Planning</b>	<ul style="list-style-type: none"> <li>• recognize the role of local dance companies</li> </ul>
	<ul style="list-style-type: none"> <li>• explore available dance opportunities</li> </ul>

## PLANNING FOR INTEGRATED CURRICULUM IN THE SENIOR SCHOOLS

When you walk through the Botanical Gardens, you don't hear kiskadees for ten minutes, then the wind rustling for five minutes, and then smell the flowers for three minutes. All of this impacts on you at once and you make the experience into a meaningful whole.

*"Young people are interested in the entire world around them - it doesn't make sense to them to say, 'Mathematics', 'Science' or 'Social Studies'. When instruction jumps from one discipline to another every 45 minutes, learning is fragmented unnecessarily."*

*By Susan Krog,  
Professor of Education  
Western Washington University*

### Where Are We Now?

If we consider a continuum from parallel connections across each discipline to a blending of all subject areas, teachers may be at different stages of integrating curriculum.

**Simplest Stage:** Parallel teachers realign content so that related topics are taught concurrently.

**More Ambitious Stage:** Teachers begin to link subjects by scrutinizing what they teach, reinforcing overlapping concepts and avoiding needless repetition.

**Most Ambitious Stage:** Teachers create interdisciplinary modules that focus on a theme or project.

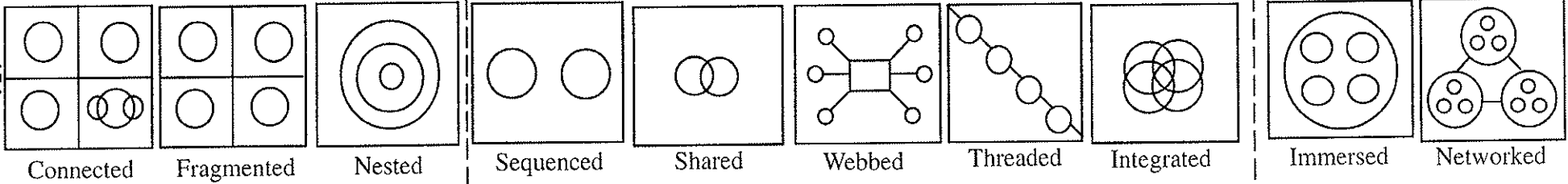
The process of collaboration at the building level will strengthen integrated curriculum and give a vital tool for professional growth of teachers. Appropriate and meaningful staff development, perusal of professional literature, and/or university training on approaches to integrating curriculum is vital to any significant change in education practice. Teachers should find ways to naturally integrate subjects and develop meaningful instruction.

### Design Options (see next page)

Techniques for designing an integrated curriculum include mapping the curriculum and planning an integrated module. To design an integrated curriculum, teachers need to know what is taught in other subject areas and at other grade levels - information that is traditionally not shared.

# How to Integrate the Curriculum

154

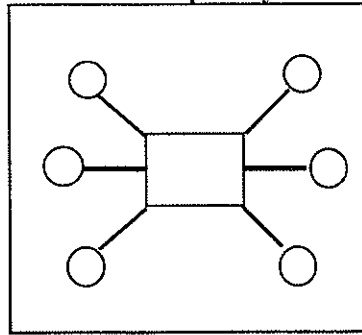


Within single  
disciplines

Across several disciplines

Inside the  
mind of the  
learner

### Multidisciplinary



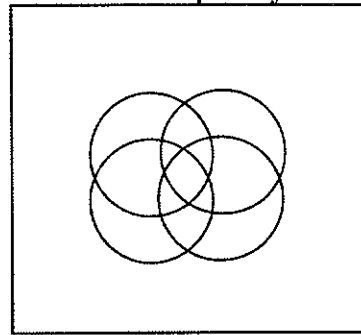
#### Description

The fertile theme is webbed to various contents and disciplines; use the theme to sift out appropriate concepts, topics and

#### Example

Teacher presents a simple topical theme, such as the circus, and webs into the subject areas. A conceptual theme, such as conflict, can be for more depth in the theme

### Interdisciplinary



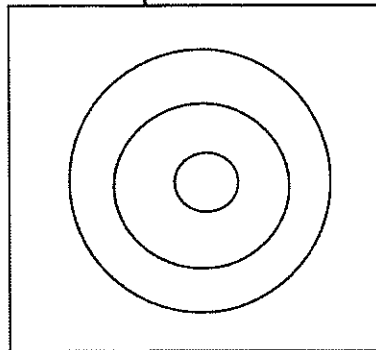
#### Description

This interdisciplinary approach matches subjects for overlaps in and concepts with some team in an authentic integrated

#### Example

In science, the arts, health family studies and design and technology, teachers look for patterning models and approach content through these

### Disciplined-based



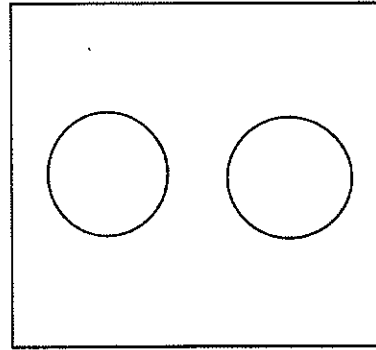
#### Description

Within each subject area, the teacher targets multiple skills: a social skill, a thinking skill and a concept-specific skill.

#### Example

Teacher designs the unit on photosynthesis to simultaneously target consensus seeking (social skill), sequencing (thinking skill) and plant life cycle (science skill)

### Parallel-based



#### Description

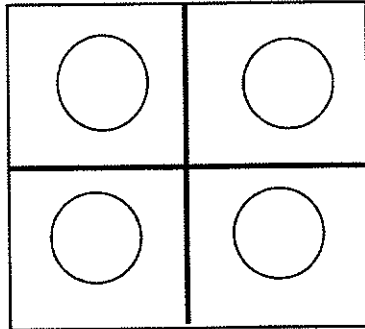
Topics or units of study are rearranged and sequenced to coincide with one another. Similar ideas are taught in concert while remaining separate subjects.

#### Example

English Language Arts teacher an historical novel depicting a particular period while Social Science teacher teaches covers the same period.

Design options for curriculum might include:

### Disciplined-based

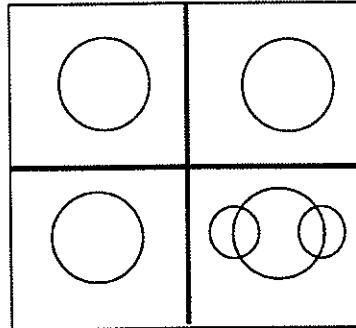


**Description**

The traditional model of separate and distinct disciplines which fragments the subject areas.

**Example**

Teacher applies this view in ics, science and social studies.



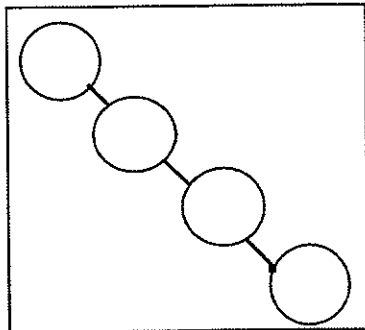
**Description**

Within each subject area, course content is connected topic to topic, concept to concept, one year's work to next and relates idea(s)

**Example**

Teacher relates the concept of to decimals, which in turn relates to money, grades.

### Parallel Disciplines

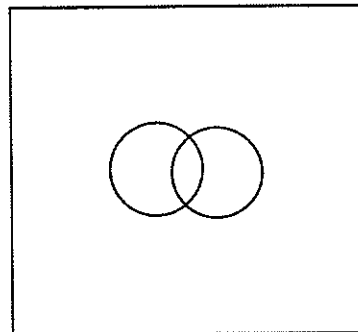


**Description**

The metacurricular approach threads thinking skills, multiple technology and study skills through various disciplines.

**Example**

Teaching staff targets prediction in reading, mathematics and science lab experiments while the social studies teacher targets forecasting current events and thus threads the skill (prediction) across all

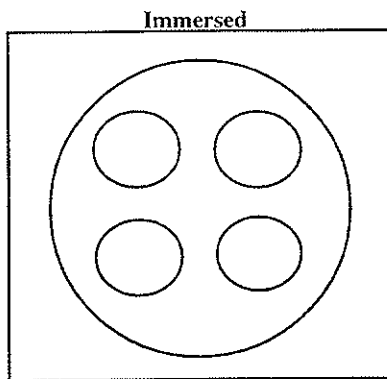


**Description**

Shared planning and teaching take place in two disciplines in which lapping concepts or ideas emerge as organizing

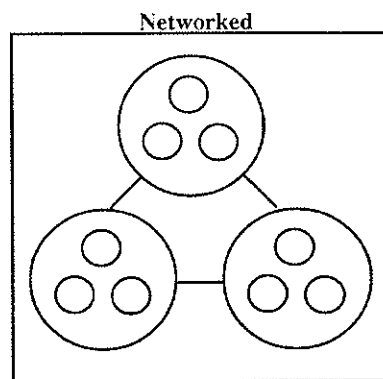
**Example**

Science and mathematics teachers data collection, charting and as shared concepts that can be team-taught.



**Description**

The disciplines become part of the learner's lens of expertise; the learner filters all content through this lens and becomes immersed in his or her own experience.



**Description**

Learner filters all learning through the expert's eye and makes internal connections that lead to external networks of experts in related fields.

### Choosing a Theme

In the initial development of senior schools, four career pathways have been identified:

- Applied Technologies
- Arts and Communications
- Health and Human Services
- International Business and Tourism

Interdisciplinary teachers, along with teachers of other subjects areas should utilize related materials located in their professional library, modifying these as appropriate to their students' needs and interests.

It is important that senior school teachers keep abreast of current research and trends on integrating curriculum and careers associated with the various pathways. Teachers are encouraged to take part in related staff development workshops, read professional literature and/or take university courses.

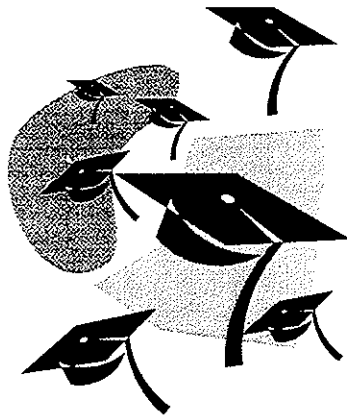
**Teachers should:**

- take inventory of what is already being done - career awareness initiatives, writing across the curriculum, etc.
- design a curriculum map by listing the content of associated subjects and then identify a theme or umbrella
- design an integrated module and develop related lesson plans
- decide on the length of time for completion and an appropriate title
- discover student interest - ask them what they want to know!
- decide whether the theme has substance and application to the real world
- display student work
- celebrate success!

**Department of  
Education**

# **Career Pathways**

**SEPTEMBER 2000**

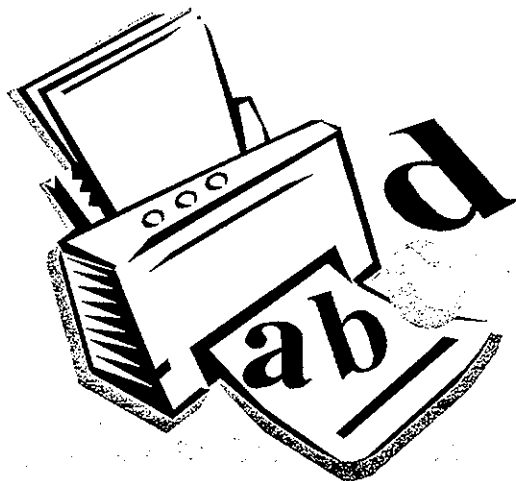


**FOR  
BERMUDA'S  
SENIOR SCHOOLS**

## *Applied Technologies*

Are you practically inclined? Do you enjoy doing puzzles and solving problems? Are you curious about how things work? Are you fascinated by technology? Do you like designing and creating things? Do you love nature? Are you interested in plants and animals? Are you interested in numbers and symbols?

This may be the pathway for you!



# APPLIED TECHNOLOGIES

## PRODUCTION OCCUPATIONS

### **Blue-Collar Worker Supervisors**

### **Food Processing Occupations**

Butchers & Meat, Poultry, & Fish Cutters

### **Inspectors, Testers & Graders**

Boilermakers

Jewellers

Machinists

Metalworking & Plastics-Working Machine Operators

Tool & Die Makers

Welders, Cutters & Welding Machine Operators

### **Plant & Systems Operators**

Electric Power Generating Plant Operators & Power

Distributors & Dispatchers

Stationary Engineers

Water & Wastewater Treatment

Plant Operators

### **Printing Occupations**

Prepress Workers

Printing Press Operators

Bindery Workers

### **Textile, Apparel and Furnishings Occupations**

Shoe & Leather Workers & Repairers

Upholsterers

### **Woodwork Occupations**

### **Miscellaneous Production Occupations**

Dental Laboratory Technicians

Painting & Coating Machine Operators

Photographic Process Workers



### **Transportation & Material Moving Occupations**

Bus drivers

Material Moving Equipment Operators

Truckdrivers

Water Transportation Occupations

### **Handlers, Equipment Cleaners, Helpers & Labourers**

### **Job Opportunities in the Armed Forces**

## ARCHITECTS & SURVEYORS

Architects

Landscape Architects

Surveyors

## CONSTRUCTION TRADES & EXTRACTIVE OCCUPATIONS

Stonemasons

Bulldozer Operators

Carpenters

Carpet Installers

Concrete Masons and Terazzo Workers

Drywall Workers and Lathers

Electricians

Engineering Technicians

Forklift Operators

Glaziers

Insulation Workers

Painters & Paperhangers

Plasterers

Plumbers & Pipefitters

Roofers

Structural & Reinforcing Ironworkers

Tilessetters



## COMPUTER, MATHEMATICAL & OPERATIONS

### RESEARCH OCCUPATIONS

Actuaries

Computer Service Technicians

Computer Systems Analysts

Mathematicians

Operations Research Analysts

Statisticians



## TECHNOLOGISTS (EXCEPT HEALTH)

Air Traffic Controllers

Broadcast Technicians

Computer Programmers

Drafters

Engineering Technicians

Science Technicians

## MECHANICS, INSTALLERS & REPAIRERS

Aircraft Mechanics and Engine specialists

Automotive Body Repairers

Automotive Mechanics

Biomedical Technicians

Diesel Mechanics

Electronic Equipment Repairers

Commercial and Industrial Electronics

Equipment Repairs

Communications Equipment

Mechanics

Computer & Office Machine Repairers

Electronic Home Entertainment

Equipment Repairs

Telephone Installers & Repairers

TV & Radio Repairers

Elevator Installers & Repairers

General Maintenance Mechanics

Heating, Air-Cond. & Refrigeration Technicians

Home Appliance & Power Tool Repairers

Industrial Machinery Repairers

Line Installers & Cable Splicers

Millwrights

Mobile Heavy Equipment Mechanics

Motorcycle, Boat, & Small-Engine Mechanics

Musical Instrument Repairers & Tuners

Small Engine Mechanics

Vending Machine Servicers & Repairers

## ENGINEERS

Chemical Engineers

Civil Engineers

Electrical and Electronics Engineers

Industrial Engineers

Mechanical Engineers



# Career Pathway: Applied Technologies

-----SENIOR SCHOOL-----						-----POST SENIOR-----
Subject		100	200	300	400	<b>Bermuda College</b> <b>Associate Degree Programmes</b> <ul style="list-style-type: none"> <li>▪ Associate in Science</li> <li>▪ Associate in Arts and Science</li> <li>▪ Associate in Arts (<i>Computer Information Systems</i>)</li> <li>▪ Associate in Computer Information Systems</li> <li>▪ Associate in Science (<i>Electronics</i>)</li> <li>▪ Associate in Electronics Technology</li> </ul> <b>Certificate Programmes</b> <ul style="list-style-type: none"> <li>▪ Certificate in Electrical Structure and Maintenance</li> <li>▪ Certificate in Engineering Competencies</li> <li>▪ Certificate in Telecommunications and Electronics</li> <li>▪ Certificate in Motor Vehicle Bodywork</li> <li>▪ Certificate in Motor Vehicle Mechanics</li> <li>▪ Certificate in Plumbing</li> <li>▪ Certificate in Heating, Ventilating and Air Conditioning</li> <li>▪ Certificate in Horticulture</li> <li>▪ Certificate in Wood Trades</li> <li>▪ Developmental Technology</li> </ul> <b>Other Academic Institutions</b> <ul style="list-style-type: none"> <li>▪ Post Graduate Year Programmes</li> <li>▪ Associate Degree Programmes</li> <li>▪ Bachelor's Degree Programmes</li> </ul> <b>Apprenticeship and Trainee Programmes under the Bermuda National Training Board</b>
English Language Arts 16cr		ELA I 4cr	ELA II 4cr	ELA III 4cr	ELA IV 4cr	
Math 12cr		Foundations of Mathematics 4cr	Integrated Math I 4cr or Applied Math I 4cr	Integrated Math II or Business Math I & II or Applied Math II, IIIA & IIIB or Introductory Calculus or Advanced Math		
Science 12cr		Science I 4cr	Science II 4cr	Biology or Chemistry or Physics or Environmental Science or Horticulture or Marine Science or Applied Biology & Chemistry or Applied Physics or Human Biology or Earth Science		
Social Studies 12cr		Overview of Social Studies 4cr	Politics and Law in Action 4cr	Preserving Our Heritage or World Geography or World History		
D & T or Family Studies 2cr		Design & Technology 2cr or Exploring Family Living 2cr				
Bus. Studies and Computer Science 4cr		Business Essentials I 2cr and Computer Science I 2cr				
Physical Education 6cr and Health 4cr		Physical Education I 2cr and Health & Wellness 2cr	Physical Education II 2cr	Physical Education III 2cr and Health Issues 2cr		
The Arts 2cr		Music or Theatre or Dance or Visual Arts (in Society) 2cr		Band/Choir or Theatre or Dance or Visual Arts	Band/Choir or Theatre or Dance or Visual Arts	
Electives from the areas of...		Computer Studies Science	Family Studies Foreign Language	Design & Technology Physical Education	Health	
Possible Electives for Career Pathway		<ul style="list-style-type: none"> <li>• All Computer Science Courses, Technical Theatre &amp; Music Technology</li> <li>• Graphic Communications, Design &amp; Realization, Fashion &amp; Textiles, Electronics Technology, Transportation Technology, Textile Design, &amp; Interior Decorating</li> <li>• Business Essentials II, Foreign Languages &amp; American History</li> </ul>				

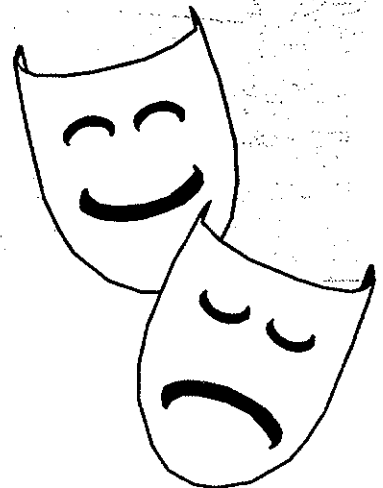
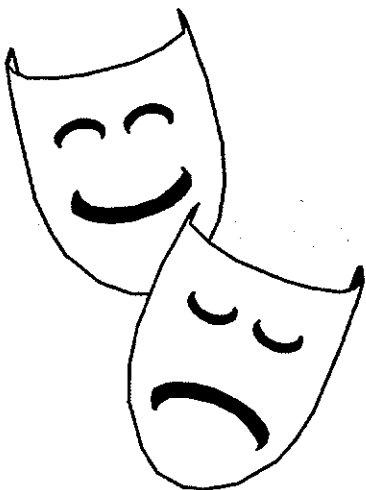
# Career Pathway: "Student Constructed"

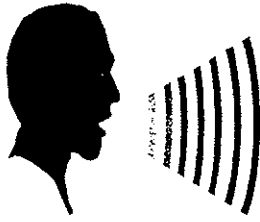
-----SENIOR-----						-----POST SENIOR-----
Subject		100 (28 cr)	200 (18 cr)	300 (20 cr)	400 (4 cr)	Bermuda College
English Language Arts 16cr		ELA I 4cr	ELA II 4cr	ELA III 4cr	ELA IV 4cr	Associate Degree Programmes
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Science 12cr		Science I 4cr	Science II 4cr	4cr		
Social Studies 12cr		Overview of Social Studies 4cr	Politics and Law in Action 4cr	4cr		
D&T or Family Studies 2cr		2cr				
Bus. Studies and Comp. Science 4cr		Business Studies I 2cr and Computer Science I 2cr				
Physical Education 6cr and Health 4cr		Physical Education I 2cr and Health & Wellness 2cr	Physical Education II 2cr	Physical Education III 2cr and Health Issues 2cr		
The Arts 2cr		2cr				Certificate Programmes
Electives from the areas of...		Computer Studies Science	Family Studies Business Studies	Physical Education Foreign Languages	Design & Technology Health	
Possible Electives for Career Pathway		(Additional 46 credit hours required for graduation)				
						<ul style="list-style-type: none"> <li>▪ Post Graduate Year Programmes</li> <li>▪ Associate Degree Programmes</li> <li>▪ Bachelor's Degree Programmes</li> </ul>
						Apprenticeship and Trainee Programmes under the Bermuda National Training Board

# Arts and Communications

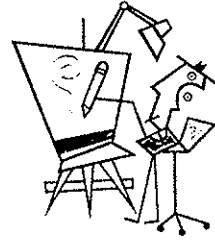
Do you like to communicate ideas? Do you like to express yourself creatively? Do you like to travel and learn about other cultures? Do you enjoy going to concerts and performances? Are you imaginative, innovative and original? Do you like to perform in front of an audience?

This may be the pathway for you!





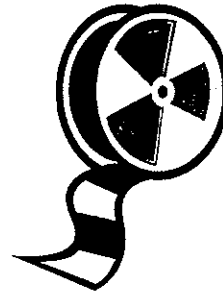
# ARTS &



# COMMUNICATIONS

## COMMUNICATION OCCUPATIONS

Announcers & Newscasters  
Broadcast Technicians  
Composition/Typesetters  
Interpreters & Translators  
Public Relations Specialists  
Radio & Television  
Reporters & Correspondents  
Technical Writers  
Writers & Editors



## VISUAL ARTS OCCUPATIONS



Commercial Artists  
Fashion Designers  
Florists  
Graphic Designers  
Interior Decorators  
Jewelers  
Merchandise Display Workers  
Photographers & Camera Operators  
Visual Artists



## PERFORMING ARTS OCCUPATIONS

Actors, Directors, & Producers  
Dancers & Choreographers  
Models  
Musicians



ref: arts & communications/1s disc SS Certification

# Career Pathway: Arts & Communications

-----SENIOR-----						-----POST SENIOR----
Subject		100	200	300	400	<b>Bermuda College</b> <b>Associate Degree Programmes</b> <ul style="list-style-type: none"> <li>▪ Associate in Arts</li> <li>▪ Associate in Arts &amp; Science</li> <li>▪ Associate in Art &amp; Design</li> </ul>  <b>Other Academic Institutions</b> <ul style="list-style-type: none"> <li>▪ Post Graduate Year Programmes</li> <li>▪ Associate Degree Programmes</li> <li>▪ Bachelor's Degree Programmes</li> </ul> <b>Apprenticeship and Trainee Programmes under the Bermuda National Training Board</b>
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Science 12cr		Science I 4cr	Science II 4cr	Biology or Chemistry or Physics or Environmental Science or Horticulture or Marine Science or Applied Biology & Chemistry or Applied Physics or Human Biology or Earth Science		
Social Studies 12cr		Overview of Social Studies 4cr	Politics and Law in Action 4cr	Preserving our Heritage or World Geography or World History or Introduction to Africa		
D&T or Family Studies 2cr		Design & Technology 2cr or Exploring Family Living 2cr				
Bus. Studies and Computer Science 4cr		Business Studies I 2cr and Computer Science I 2cr				
Physical Education 6cr and Health 4cr		Physical Education I 2cr and Health & Wellness 2cr	Physical Education II 2cr	Physical Education III 2cr and Health Issues 2cr		
The Arts 2cr		Music or Theatre or Dance or Visual Arts (in Society) 2cr		Band/Choir or Theatre or Dance or Visual Arts	Band/Choir or Theatre or Dance or Visual Arts	
Electives from the areas of...		Computer Studies Science	Family Studies Business Studies	Design & Technology Foreign Languages	Health	
Possible Electives for Career Pathway		<ul style="list-style-type: none"> <li>• Business Essentials II, Marketing &amp; Graphic Communication</li> <li>• Journalism &amp; Publications, Speech and Debate, Writer's Workshop, Foreign Languages</li> <li>• Fashion &amp; Textiles Design, Interior Decorating, Textiles Design &amp; Photography</li> </ul>				

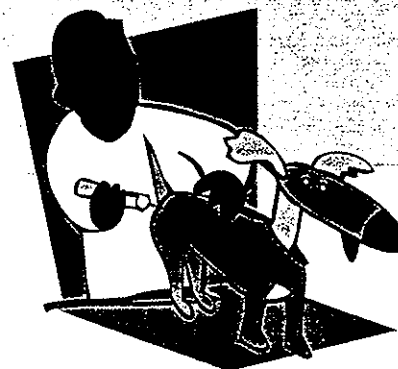
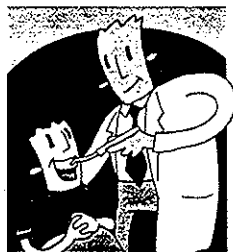
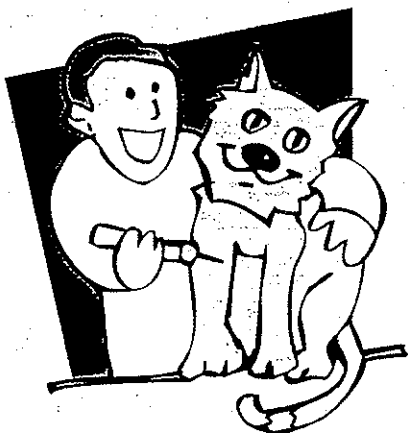
# Career Pathway: "Student Constructed"

-----SENIOR-----						-----POST SENIOR-----	
Subject		100 (28 cr)	200 (18 cr)	300 (20 cr)	400 (4 cr)	Bermuda College	
English Language Arts 16cr		ELA I 4cr	ELA II 4cr	ELA III 4cr	ELA IV 4cr	Associate Degree Programmes	
Math 12cr		Foundations of Mathematics 4cr	Integrated Math I 4cr or Applied Math I 4cr	4cr			
Science 12cr		Science I 4cr	Science II 4cr	4cr			
Social Studies 12cr		Overview of Social Studies 4cr	Politics and Law in Action 4cr	4cr			Certificate Programmes
D&T or Family Studies 2cr		2cr					
Bus. Studies and Comp. Science 4cr		Business Studies I 2cr and Computer Science I 2cr					
Physical Education 6cr and Health 4cr		Physical Education I 2cr and Health & Wellness 2cr	Physical Education II 2cr	Physical Education III 2cr and Health Issues 2cr			
The Arts 2cr		2cr				Other Academic Institutions <ul style="list-style-type: none"> <li>▪ Post Graduate Year Programmes</li> <li>▪ Associate Degree Programmes</li> <li>▪ Bachelor's Degree Programmes</li> </ul>	
Electives from the areas of...		Computer Studies Science	Family Studies Business Studies	Physical Education Foreign Languages	Design & Technology Health		
Possible Electives for Career Pathway		(Additional 46 credit hours required for graduation)					Apprenticeship and Trainee Programmes under the Bermuda National Training Board

# Health and Human Services

Do you like to care for people or animals who are sick? Are you fitness and wellness oriented? Are you interested in how the body works and how disease or drugs affect us? Are you friendly, outgoing, compassionate and cooperative? Do you like to work with people to solve problems? Is it important for you to provide service to the community by doing something that makes things better for other people?

This may be the pathway for you!



# HEALTH & HUMAN SERVICES

## Health Services

### Health Diagnosing Practitioners

Chiropractors  
Dentists  
Opticians  
Optometrists  
Physicians  
Podiatrists  
Veterinarians



### Health Assessment & Treating Occupations

Activity Therapists  
Dietitians & Nutritionists  
Occupational Therapists  
Pharmacists  
Physical Therapists  
Physician Assistants  
Recreational Therapists  
Registered Nurses  
Respiratory Therapists  
Speech-Language Pathologists & Audiologists  
Nursing Aides & Psychiatric Aides



### Health Technologists & Technicians

Certified Nurses Aides  
Clinical Laboratory Technologists & Technicians  
Dental Hygienists  
Dialysis Technicians  
Dispensing Opticians  
EEG Technologists  
EKG Technicians  
Emergency Medical Technicians  
License Practical Nurses  
Medical Record Technicians  
Nuclear Medicine Technologists  
Radiologic Technologists  
Surgical Technicians  
Ultrasound Technologists



### Health Service Occupations

Dental Assistants  
Home Health Aides  
Medical Assistants

## Human Services

### Lawyers & Judges



### Social Scientists & Urban Planners

Economists & Marketing Research Analysts  
Psychologist  
Sociologists  
Urban & Regional Planners

### Social & Recreation Workers

Human Services Workers  
Marriage Counsellors  
Social Workers  
Social Worker Aides  
Recreation Workers  
Substance Abuse Counsellors  
Janitors & Cleaners  
Private and Household Workers



### Religious Workers

Clergy  
Protestant Ministers  
Religious Workers  
Rabbis  
Roman Catholic Priests



### Teachers, Librarians, & Counsellors

Adult Education Teachers  
Archivists & Curators  
College & University Faculty  
Counsellors  
Teachers  
Librarians  
Paraprofessional



### Technologists, Except Health

Library Technicians  
Paralegals

### Protective Service Occupations

Correction's Officers  
Firefighting Occupations  
Security Guard  
Police

### Food & Beverage Preparation & Service Occupations

Chefs, Cooks, & Other Kitchen Workers  
Food & Beverage Service Occupations  
Meat Cutter/Butcher



### Personal Service & Building & Grounds Service Occupations

Animal Caretakers  
Barbers & Cosmetologists  
Flight Attendants  
Gardeners & Groundkeepers  
Homemaker-Home Health Aides

# Career Pathway: Health and Human Services

-----SENIOR-----						-----POST SENIOR-----
Subject		S1	S2	S3	S4	Bermuda College
English Language Arts 16cr		ELA I 4cr	ELA II 4cr	ELA III 4cr	ELA IV 4cr	<b>Associate Degree Programmes</b> <ul style="list-style-type: none"> <li>▪ Associate in Arts</li> <li>▪ Associate in Science</li> <li>▪ Associate in Arts &amp; Science</li> <li>▪ Associate in Arts (<i>Business Administration</i>)</li> <li>▪ Associate in Business Administration</li> <li>▪ Associate in Arts (<i>Hospitality Management</i>)</li> <li>▪ Associate in Hospitality Management</li> <li>▪ Associate in Office Administration</li> <li>▪ Associate in Arts (<i>Human Services</i>)</li> <li>▪ Associate in Human Services</li> </ul>
Math 12cr		Foundations of Mathematics 4cr	Integrated Math I 4cr or Applied Math I 4cr	Integrated Math II or Business Math I & II or Applied Math II, IIIA & IIIB or Calculus or Advanced Math		
Science 12cr		Science I 4cr	Science II 4cr	Biology or Chemistry or Physics or Environmental Science or Horticulture or Marine Science or Applied Biology & Chemistry or Applied Physics or Human Biology or Earth Science		
Social Studies 12cr		Overview of Social Studies 4cr	Politics and Law in Action 4cr	World Geography or World History or Introduction to American History		
D & T or Family Studies 2cr		Design Technology 2cr or Exploring Family Living 2cr				
Bus. Studies and Computer Science 4cr		Business Essentials I 2cr and Computer Science I 2cr				
Physical Education 6cr and Health 4cr		Physical Education I 2cr and Health & Wellness 2cr	Physical Education II 2cr	Physical Education III 2cr and Health Issues 2cr		
The Arts 2cr		Music or Theatre or Dance or Visual Arts (in Society) 2cr		Band/Choir or Theatre or Dance or Visual Arts	Band/Choir or Theatre or Dance or Visual Arts	
Electives from the areas of...		Computer Studies Science	Family Studies Business Studies	Physical Education Foreign Languages	Design & Technology Health	
Possible Electives for Career Pathway		<ul style="list-style-type: none"> <li>• All Health Courses &amp; Business Essentials II</li> <li>• Exploring Family Living, Discovery Food &amp; Nutrition, Meal Management &amp; Hospitality, Exploring Careers in Nutrition &amp; Hospitality, Personal Care, &amp; Child Care</li> <li>• Speech and Debate, Foreign Languages &amp; Preserving Our Heritage</li> </ul>				
						<b>Certificate Programmes</b> <ul style="list-style-type: none"> <li>▪ Certificate for General Secretaries</li> <li>▪ Certificate for Culinary Arts</li> <li>▪ Certificate for Front Office Procedures</li> <li>▪ Certificate in Secretarial Skills</li> <li>▪ Certificate in Food &amp; Beverage Service</li> <li>▪ Certificate for Child Care Assistant</li> <li>▪ Certificate for Geriatric Aids</li> <li>▪ Certificate in Legal Studies</li> <li>▪ Certificate in Hairdressing</li> </ul>
						<b>Other Academic Institutions</b> <ul style="list-style-type: none"> <li>▪ Post Graduate Year Programmes</li> <li>▪ Associate Degree Programmes</li> <li>▪ Bachelor's Degree Programmes</li> </ul>
						<b>Apprenticeship and Trainee Programmes under the Bermuda National Training Board</b>

# Career Pathway: "Student Constructed"

-----SENIOR-----						-----POST SENIOR-----
Subject		100 (28 cr)	200 (18 cr)	300 (20 cr)	400 (4 cr)	Bermuda College
English Language Arts 16cr		ELA I 4cr	ELA II 4cr	ELA III 4cr	ELA IV 4cr	Associate Degree Programmes
Math 12cr		Foundations of Mathematics 4cr	Integrated Math I 4cr or Applied Math I 4cr	4cr		
Science 12cr		Science I 4cr	Science II 4cr	4cr		
Social Studies 12cr		Overview of Social Studies 4cr	Politics and Law in Action 4cr	4cr		Certificate Programmes
D&T or Family Studies 2cr		2cr				
Bus. Studies and Comp. Science 4cr		Business Studies I 2cr and Computer Science I 2cr				Other Academic Institutions
Physical Education 6cr and Health 4cr		Physical Education I 2cr and Health & Wellness 2cr	Physical Education II 2cr	Physical Education III 2cr and Health Issues 2cr		
The Arts 2cr		2cr				
Electives from the areas of...		Computer Studies Science	Family Studies Business Studies	Physical Education Foreign Languages	Design & Technology Health	<ul style="list-style-type: none"> <li>▪ Post Graduate Year Programmes</li> <li>▪ Associate Degree Programmes</li> <li>▪ Bachelor's Degree Programmes</li> </ul>
Possible Electives for Career Pathway		(Additional 46 credit hours required for graduation)				Apprenticeship and Trainee Programmes under the Bermuda National Training Board

## *International Business and Tourism*

Do you enjoy being a leader, organizing people, talking and planning activities? Do you enjoy initiating an idea and seeing it through to the end product? Do you like things neat and orderly? Are you business-minded in organizing your life? Do you value the importance of travel and tourism in Bermuda?

This may be the pathway for you!



# International Business & Tourism



## EXECUTIVE ADMINISTRATIVE, & MANAGERIAL OCCUPATIONS

Accountants & Auditors  
Administrative Services Managers  
Budget Analysis  
Construction & Building Inspectors  
Construction Contractors & Managers  
Cost Estimators  
Education Administrators  
Employment Interviewers  
Engineering, Science, & Data Processing Managers  
Financial Managers  
General Managers & Top Executives  
Government Chief Executives & Legislators  
Health Services Managers  
Hotel Managers & Assistants  
Industrial Production Managers  
Inspectors & Compliance Officers, Except Construction  
Management Analysts & Consultants  
Marketing, Advertising, & Public Relations Managers  
Personnel, Training, & Labour Relations Specialists & Managers  
Property & Real Estate Managers  
Purchasing Agents & Managers  
Restaurant & Food Service Managers  
Underwriters  
Wholesale & Retail Buyers & Merchandise Managers



## MARKETING AND SALES OCCUPATIONS

Advertising Agent  
Cashiers  
Counter & Rental Clerks  
Insurance Agency & Brokers  
Manufacturer's & Wholesale Sales Representatives  
Real Estate Agents, Brokers & Appraisers  
Retail Sales Workers  
Securities & Financial Service Sales Representatives  
Services Sales Representatives  
Stockbrokers  
Travel Agents

## ADMINISTRATIVE SUPPORT OCCUPATIONS

Adjusters, Investigators, & Collectors  
Bank Tellers  
Clerical Supervisors & Managers  
Computer & Peripheral Equipment Operators  
General Office Clerks  
Credit Clerks and Authorizers



## Information Clerks

Hotel & Motel Clerks  
Interviewing & New Accounts Clerks  
Receptionists  
Reservation & Transportation Ticket Agents and Travel Clerks  
Mail Clerks & Messengers  
Material Recording, Scheduling, Dispatching and Distributing Occupations  
Dispatchers  
Stock Clerks  
Traffic, Shipping & Receiving Clerks  
Postal Clerks & Mail Carriers  
Record Clerks  
Billing Clerks  
Bookkeeping, Accounting & Auditing Clerks  
Brokerage Clerks & Statement Clerks  
File Clerks  
Library Assistants & Bookmobile Driver  
Order Clerks  
Payroll & Timekeeping Clerks  
Personnel Clerks  
Receptionists  
Secretaries  
Stenographers & Court Clerk/Reporters  
Telephone, Telegraph & Teletype Operators  
Typist, Word Processors and Data Entry Keyers

# Career Pathway: International Business & Tourism

-----SENIOR-----						-----POST SENIOR---
Subject		100	200	300	400	
English Language Arts 16cr		ELA I 4cr	ELA II 4cr	ELA III 4cr	ELA IV 4cr	<b>Bermuda College</b> <b>Associate Degree Programmes</b> <ul style="list-style-type: none"> <li>▪ Associate in Arts</li> <li>▪ Associate in Science</li> <li>▪ Associate in Arts &amp; Science</li> <li>▪ Associate in Arts (<i>Business Administration</i>)</li> <li>▪ Associate in Business Administration</li> <li>▪ Associate in Arts (<i>Hospitality Management</i>)</li> <li>▪ Associate in Hospitality Management</li> <li>▪ Associate in Arts (<i>Computer Information Systems</i>)</li> <li>▪ Associate in Computer Information Systems</li> </ul> <b>Certificate Programmes</b> <ul style="list-style-type: none"> <li>▪ Certificate for Accounting Systems</li> <li>▪ Certificate for General Secretaries</li> <li>▪ Certificate in Secretarial Skills</li> <li>▪ Certificate in Culinary Arts</li> <li>▪ Certificate for Front Office Procedures</li> <li>▪ Certificate in Food &amp; Beverage Service</li> <li>▪ Certificate in Legal Studies</li> </ul> <b>Other Academic Institutions</b> <ul style="list-style-type: none"> <li>▪ Post Graduate Year Programmes</li> <li>▪ Associate Degree Programmes</li> <li>▪ Bachelor's Degree Programmes</li> </ul> <b>Apprenticeship and Trainee Programmes under the Bermuda National Training Board</b>
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D&T or Family Studies 2cr		Design & Technology 2cr or Exploring Family Living 2cr				
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The Arts 2cr		Music or Theatre or Dance or Visual Arts (in Society) 2cr		Band/Choir or Theatre or Dance or Visual Arts	Band/Choir or Theatre or Dance or Visual Arts	
Electives from the areas of...		Computer Studies Science	Family Studies Foreign Languages	Design & Technology Health		
Possible Electives for Career Pathway		<ul style="list-style-type: none"> <li>• All Computer Science Courses, Computer Keyboarding &amp; Business Applications,</li> <li>• Accounting, Business Essentials II, Business &amp; Personal Law, Economics, Insurance, International Business, Marketing, Office Technology, Small Business Management, Office Technology &amp; Business Application, Travel &amp; Tourism</li> <li>• Personal Care, Discovering Food &amp; Nutrition, Meal Management &amp; Hospitality, Exploring Careers in Nutrition &amp; Hospitality, Speech and Debate and Foreign Languages</li> </ul>				

# Career Pathway: "Student Constructed"

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Social Studies 12cr		Overview of Social Studies 4cr	Politics and Law in Action 4cr	4cr		
D&T or Family Studies 2cr		2cr				
Bus. Studies and Comp. Science 4cr		Business Studies I 2cr and Computer Science I 2cr				
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The Arts 2cr		2cr				Certificate Programmes
Electives from the areas of...		Computer Studies Science	Family Studies Business Studies	Physical Education Foreign Languages	Design & Technology Health	
Possible Electives for Career Pathway		(Additional 46 credit hours required for graduation)				
						Other Academic Institutions
						<ul style="list-style-type: none"> <li>▪ Post Graduate Year Programmes</li> <li>▪ Associate Degree Programmes</li> <li>▪ Bachelor's Degree Programmes</li> </ul>
						Apprenticeship and Trainee Programmes under the Bermuda National Training Board



**PROFESSIONAL ASSOCIATION**

**DANCE**

Name: National Dance Association  
c/o American Alliance for Health, Physical Education,  
Recreation and Dance

Address: 1900 Association Drive  
Reston, VA 20191-1599

Country: U.S.A.

Telephone: (703) 476 3400

Fax: (703) 476 9527

National Dance Association Conference Dates

2000	March 21 – 25	Orlando, Florida
2001	March 27 – 31	Cincinnati, Ohio
2002	April 16 – 20	San Diego, California

## Curriculum Framework & Course Abbreviations

Philosophy	PHL
Goals & Sub Goals	GLS
Performance Indicators	PI
Scope & Sequence	SAS
References	REF
Course Overview	OVW
Correlation Matrix	MTX
Modules	MDL
Teacher Resources	TRS
Student Resources	SRS
Exemplar Scoring Guide	SCO
Rubrics	RUB
Objectives at a Glance	OBJ
Infusing Across the Curriculum	INF
Glossary	GRY
Health and Safety	HAS
Professional Association Directory	PAD
Curriculum Abbreviations	ABR
Appendix	APX

## Programme Abbreviations

Advisory Programme	ADV
Career Education Programme	CED
Functional Skills Programme	FUN
Guidance and Counselling Programme	GUI
Library Information Programme	LIB

# CURRICULUM ABBREVIATIONS

## School Abbreviations

Preschool	PS
Primary School	P1-P6
Middle School	M1-M3
Senior School	S1-S4

## Subject Area Abbreviations

Business Studies	BS
Dance	DN
Design & Technology	DT
English Language Arts	EL
Family Studies	FM
Foreign Languages	FL
Health Education	HE
Computer Science	CS
Mathematics	MT
Music	MU
Physical Education	PE
Science	SC
Social Studies	SS
Theatre	TH
Visual Arts	VR

## Course Code

e.g. Physical and Human Geography II  
SS3192GEO

Subject Area	Course Level	Number Placement	Course Sequence	Course Title
abbreviated subject area	(1-4) representing course level 100-400	(1-99) representing placement of course in each level	(1-4) representing sequence of course with same title	abbreviated course title
<b>SS</b>	<b>3</b>	<b>19</b>	<b>2</b>	<b>GEO</b>
(Social Studies)	(300 level course)	(19th course in 300 series)	(2 <sup>nd</sup> in the sequence of 3 courses)	(Physical and Human Geography)



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