

Senior School Curriculum

Dance



MINISTRY OF EDUCATION

Bermuda

2000

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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 21st 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.

CONTENTS

	Page
INTRODUCTION	
Overview	1
Goals of Education	2
Career Pathways	2
Graduation Requirements	3
Senior School Courses at a Glance	7
Curriculum Framework:	
Philosophy	11
Goals and Subgoals	13
Performance Indicators	15
Scope and Sequence	19
References	25
SENIOR SCHOOL COURSES	
Introduction to Senior School Curriculum	27
Senior School Goal	28
Rationale	29
Graphic Organiser	31
Course Descriptions at a Glance	33
Course Overviews:	
(Description, Requirements, Resources, Outline, Correlation Matrix & Modules)	
Dance in Society.....	35
Ballet, Modern, Tap & Jazz I	53
Ballet, Modern, Tap & Jazz II	67
Dance and Sports	81
Dance Production	91
Popular & Social Dance	101
Dance Company	113
World Dance Forms	131

RESOURCES

Teacher and Student Resources:

Exemplar Scoring Guide	145
Curriculum Objectives at a Glance Pacing Guide	147
Health & Safety	149

Infusing Across the Curriculum:

Information Technology, Library Information & Career Education	151
--	-----

Planning for Integrated Curriculum	153
--	-----

Career Pathway Course Guides: (with required/elective course outlined)

Applied Technology	161
Arts and Communications	165
Health and Human Services	169
International Business and Tourism	173

Personal Education Plan	177
-------------------------------	-----

Professional Association(s) Directory	179
---	-----

Curriculum Abbreviations	181
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The restructured curriculum development process began in 1994 under the leadership of Dr. Helen Stemler, restructuring curriculum coordinator. During 1994-1995, the frameworks for the entire curriculum development process were developed by the writing teams in the various content areas. From 1995-1997 the curricula for the middle level were created. Thanks also to Dr. Gina Tucker, curriculum coordinator 1998-1999. Special thanks to Mrs. Kalreta Conyers-Steede, education officer business studies, who coordinated the final production of these curriculum documents 1999-2000.

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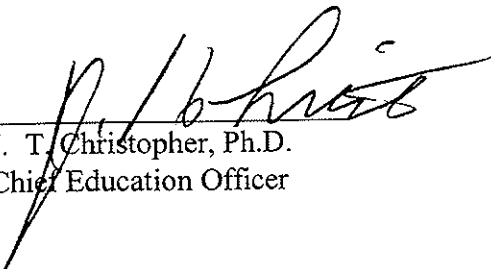
FOREWORD

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
TOTALS	28	18	18	6	70

*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?

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

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 & Literature I (R) English Language & Literature II (R)</p> <p>English Language & Literature III English Language & Literature IV Journalism & Publications Literature of Africa, Bermuda & the Caribbean Reading & Study Skills Speech & 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 & 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 & 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>

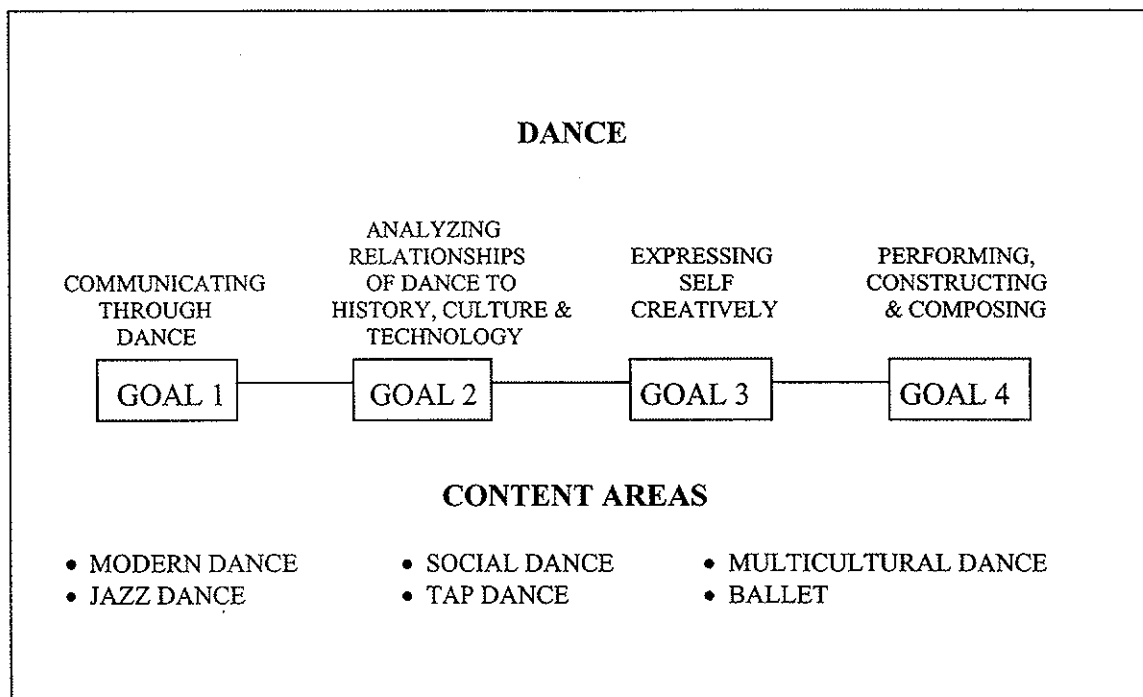
Business Studies (BS)	Computer Science (CS)
<p>Business Essentials I (R)</p> <p>Accounts I Accounts II Business & Personal Law Business Essentials II Computer Keyboarding & Business Applications Economics Insurance International Business Marketing Office Technology Office Technology & Business Application Small Business Management Travel & 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>
Design & Technology (DT)	Family Studies (FM)
<p>Design & Technology</p> <p>Design & Realization I Design & Realization II Design & 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 & Development I Child Care as a Profession II Discovering Food & Nutrition Exploring Careers in Design & Textiles Exploring Careers in Nutrition & Hospitality Fashion & Textile Design Interior Decorating Meal Management & Hospitality Personal Care I Personal Care II Textile Design</p>

Music (MU)	Visual Art (VR)
<p>Music in Society</p> <p><u>Instrumental Music</u> Instrumental Ensemble Instrumental Independent Study Jazz Band Keyboard Lab Music Technology Show Band Ensemble</p> <p><u>Vocal Music</u> Concert Choir Vocal Independent Study Vocal Ensemble</p>	<p>Visual Art in Society</p> <p>Ceramics Drawing & Painting Drawing, Painting & Printed Works Photography Three Dimensional Visual Art</p>
Dance (DN)	Theatre (TH)
<p>Dance in Society</p> <p>Ballet, Modern, Tap & Jazz I Ballet, Modern, Tap & Jazz II Dance & Sports Dance Production Popular & 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 & Wellness (R) Health Issues(R)</p> <p>Tobacco, Alcohol & Other Drugs (A)* First Aid CPR (A)* Relationships & Human Sexuality (B)** Diseases, Prevention & 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

GOAL 1	Students will be able to develop techniques and skills which will enhance their ability to perceive, perform and respond to dance.			
DANCE	PERFORMANCE INDICATORS			
Sub Goals	PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
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**

GOAL 2		Students will analyze the relationships of dance to history, culture and technology.			
DANCE		PERFORMANCE INDICATORS			
Sub Goals		PS – P3* Learning Phase A	P4 - P6* Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
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

GOAL 3		Students will develop the ability to express themselves creatively.			
DANCE		PERFORMANCE INDICATORS			
Sub Goals		PS – P3* Learning Phase A	P4 - P6* Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
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**

GOAL 4	Students will develop the ability to make aesthetic judgments through dance experiences.			
DANCE	PERFORMANCE INDICATORS			
Sub Goals	PS – P3 Learning Phase A	P4 - P6 Learning Phase B	M1 - M3 Learning Phase C	S1 - S4 Learning Phase D
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"> • warm-up • elements • space • levels • shape • time • flow • effort 	<ul style="list-style-type: none"> • warm-up • composing using elements
Dance Techniques	N/A	N/A	<ul style="list-style-type: none"> • Horton/Graham technique • beginning technique of modern dance 	<ul style="list-style-type: none"> • Horton/Graham technique • Cunningham technique • other techniques
Dance Composition	N/A	N/A	<ul style="list-style-type: none"> • idea development • sensory stimulation 	<ul style="list-style-type: none"> • short dance studies • dance composition • multimedia stimuli
Dance Theory	N/A	N/A	<ul style="list-style-type: none"> • modern dance analysis • dance terminology 	<ul style="list-style-type: none"> • techniques and styles
History/Culture of Modern Dance	N/A	N/A	<ul style="list-style-type: none"> • modern dance choreographers 	<ul style="list-style-type: none"> • research investigations
Aesthetic Judgment	N/A	N/A	<ul style="list-style-type: none"> • evaluation • style • appreciation 	<ul style="list-style-type: none"> • performance • style • appreciation • critique

*As appropriate, integrate into rhythemics 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"> • warm up • isolations 	<ul style="list-style-type: none"> • warm up • isolations
Dance Techniques	N/A	N/A	<ul style="list-style-type: none"> • lyrical • popular 	<ul style="list-style-type: none"> • lyrical • popular
Dance Composition	N/A	N/A	<ul style="list-style-type: none"> • idea development 	<ul style="list-style-type: none"> • concepts • short dances • computerized dance
Dance Theory	N/A	N/A	<ul style="list-style-type: none"> • jazz dance analysis • choreography 	<ul style="list-style-type: none"> • techniques styles
History/Culture of Jazz Dance	N/A	N/A	<ul style="list-style-type: none"> • famous jazz dancers and choreographers • history of jazz dance 	<ul style="list-style-type: none"> • research • famous dancers and choreographers
Aesthetic Judgment	N/A	N/A	<ul style="list-style-type: none"> • group evaluation • self evaluation • style • appreciation 	<ul style="list-style-type: none"> • jazz dance performance • style • appreciation • critique

*As appropriate, integrate into rhythemics 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"> • time • shape • space • levels • effort 	<ul style="list-style-type: none"> • time • shape • space • levels • effort
Dance Technique	N/A	N/A	<ul style="list-style-type: none"> • steps • turns • jumps 	<ul style="list-style-type: none"> • transitions
Dance Composition	N/A	N/A	<ul style="list-style-type: none"> • crazes 	<ul style="list-style-type: none"> • ballroom • style differentiation
Dance Theory	N/A	N/A	<ul style="list-style-type: none"> • analysis 	<ul style="list-style-type: none"> • analysis
History/Culture of Social Dance	N/A	N/A	<ul style="list-style-type: none"> • crazes 	<ul style="list-style-type: none"> • ballroom dance
Aesthetic Judgment	N/A	N/A	<ul style="list-style-type: none"> • self evaluation • style • appreciation 	<ul style="list-style-type: none"> • research • style • appreciation • critique

*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"> • warm-up • time • shape • space • flow • effort • terminology 	<ul style="list-style-type: none"> • warm-up • time • shape • space • flow • effort
Dance Techniques	N/A	N/A	<ul style="list-style-type: none"> • tap dance steps • composition 	<ul style="list-style-type: none"> • tap dance • complex steps • choreography • critique/review
Dance Theory	N/A	N/A	<ul style="list-style-type: none"> • tap dance choreography 	<ul style="list-style-type: none"> • techniques and styles
Dance Composition	N/A	N/A	<ul style="list-style-type: none"> • simple composition 	<ul style="list-style-type: none"> • advanced composition
History/Culture Tap Dance	N/A	N/A	<ul style="list-style-type: none"> • choreographers • famous tap dancers 	<ul style="list-style-type: none"> • research investigation
Aesthetic Judgment	N/A	N/A	<ul style="list-style-type: none"> • group evaluation • self evaluation • style • appreciation 	<ul style="list-style-type: none"> • performance • style analysis • appreciation • evaluation <ul style="list-style-type: none"> - self - others

*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"> • warm-up • shape • space • time • flow • effort • levels 	<ul style="list-style-type: none"> • warm-up • shape • space • time • flow • effort • levels
Dance Techniques	N/A	N/A	<ul style="list-style-type: none"> • multicultural dance <ul style="list-style-type: none"> - steps - combinations - rhythmic 	<ul style="list-style-type: none"> • multicultural dances • choreography • critique
Dance Composition	N/A	N/A	<ul style="list-style-type: none"> • idea development • simple composition 	<ul style="list-style-type: none"> • concepts • short dance studies • computerized dance compositions
Dance Theory	N/A	N/A	<ul style="list-style-type: none"> • multicultural dance <ul style="list-style-type: none"> - terminology - cultural analysis 	<ul style="list-style-type: none"> • dance comparisons <ul style="list-style-type: none"> - techniques - styles - cultural analysis
History/Culture of Multicultural Dance	N/A	N/A	<ul style="list-style-type: none"> • famous choreographers • famous dancers • dance of specific culture 	<ul style="list-style-type: none"> • research
Aesthetic Judgment	N/A	N/A	<ul style="list-style-type: none"> • self evaluation • appreciation 	<ul style="list-style-type: none"> • performance observation and critique • appreciation • critique

*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"> • warm-up • barre work • carriage of arms • footwork 	<ul style="list-style-type: none"> • centre of interest • barre work • carriage of work • footwork
Dance Techniques	N/A	N/A	<ul style="list-style-type: none"> • ballet techniques • combinations 	<ul style="list-style-type: none"> • ballet techniques • combinations
Dance Composition	N/A	N/A	<ul style="list-style-type: none"> • intermediate composition • auditory stimuli 	<ul style="list-style-type: none"> • advance composition • multi-sensory stimuli
Dance Theory	N/A	N/A	<ul style="list-style-type: none"> • choreography • movement analysis • costumes/scenery 	<ul style="list-style-type: none"> • choreography • movement analysis • costumes/scenery
History/Culture of Ballet Dance	N/A	N/A	<ul style="list-style-type: none"> • famous dancers • famous choreographers • ballet in history and culture • pioneers of ballet • self and peer evaluation • observation • enjoyment 	<ul style="list-style-type: none"> • famous dancers • famous choreographers • ballet in history and culture • pioneers of ballet • performance observance and critique • enjoyment

*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 21st 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:

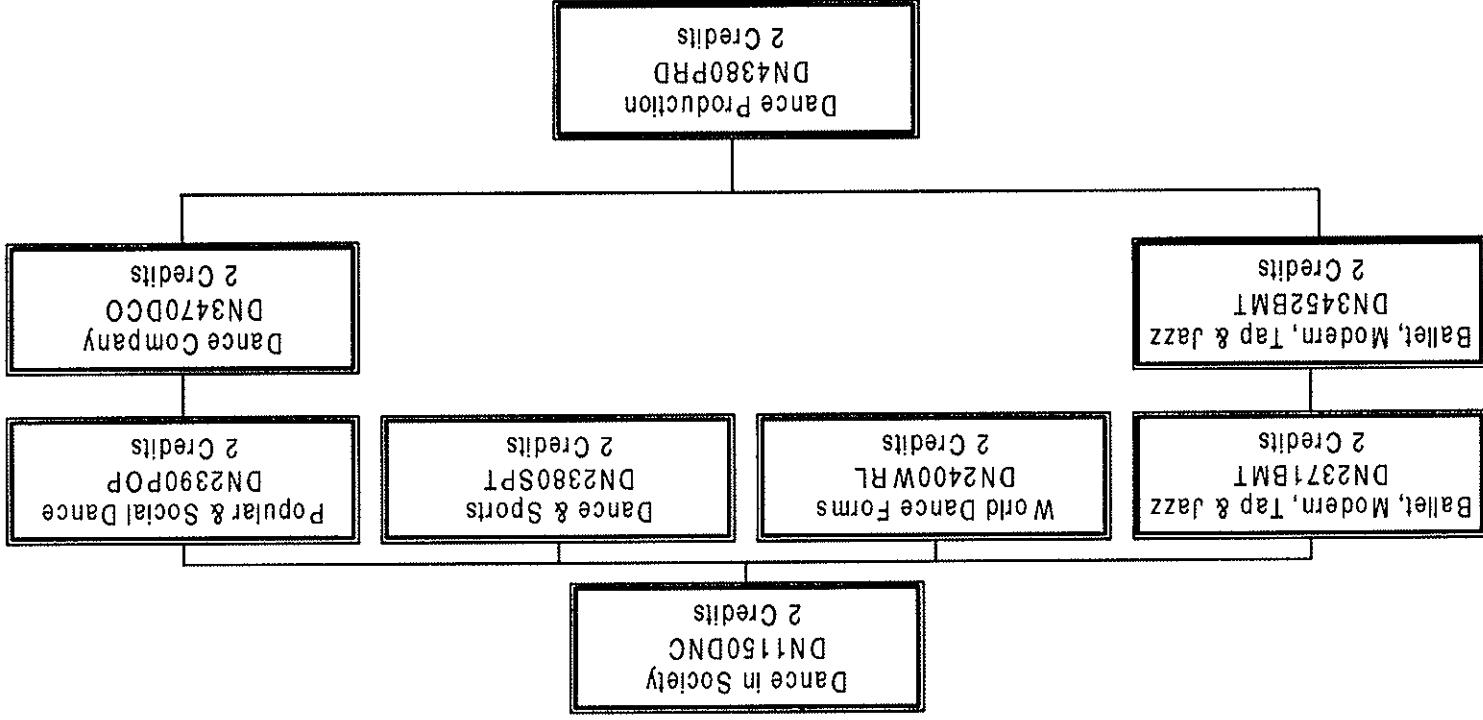
To ensure students become critical and analytical readers, logical and insightful thinkers, and concise users of visual, written and oral language.

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.

Dance in Society

Course Code:DN1150DNC



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:

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

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
A. Health and Safety in Dance 5 - diet and nutrition for dancers - appearance, attire and etiquette - dance safety - facilities – provision and care - dance therapy		B. Dance History and Culture 5 - origins of dance - history and culture of dance in Bermuda - The Gombey - cultural influences - dance and other arts	
C. Dance Forms 5 - history of ballet, tap dance, modern - dance, jazz dance, folk and social dance - dance in the community - elements of dance forms - dance terminology		D. Dance Technique and Skills 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	
E. Dance Composition 5 - choreography (small group or solo) - symmetrical and asymmetrical designs - multicultural and social themes - dance forms - dance critique - improvisation		F. Dance Performance & Production 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					
1	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
2	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
3	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
4	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
CONTENT STRUCTURE	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	
MODULES				A	B	C	D	E	F

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>Course Title: DANCE IN SOCIETY</p> <p>Module Title: Health And Safety in Dance</p> <p>Number of Periods: 5 double periods</p>	<p>Sequence Reference: DN1150DNC-A</p> <p style="text-align: center;">Senior School Level</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="padding: 2px;">S1</td> <td style="padding: 2px;">S2</td> <td style="padding: 2px;">S3</td> <td style="padding: 2px;">S4</td> </tr> <tr> <td style="text-align: center; padding: 2px;"><input checked="" type="checkbox"/></td> <td style="text-align: center; padding: 2px;"><input type="checkbox"/></td> <td style="text-align: center; padding: 2px;"><input type="checkbox"/></td> <td style="text-align: center; padding: 2px;"><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;">Subgoal Emphasis:</p> <ul style="list-style-type: none"> • 1.1 - 1.5 Technique and Skill • 2.1 - 2.5 History and Culture • 3.1 - 3.5 Creativity, Composition and Performance • 4.2, 4.3 Aesthetic Judgment 	<p style="text-align: center;">Content Focus</p> <ul style="list-style-type: none"> • Ballet • Jazz Dance • Modern Dance • Multicultural Dance • Social Dance • Tap Dance 								
Curriculum Objectives:	Content Detail:								
<p>At the end of this module, students will:</p> <ul style="list-style-type: none"> • present a healthy eating plan • increase endurance • work in anatomically correct positions • improve body alignment • condition the body by setting personal goals • comprehend and demonstrate safety rules • understand care of injuries • utilize dance as therapy • display safety consciousness 	<ul style="list-style-type: none"> • nutritional meal planning • weight control • energy requirements • psychological factors for health • eating disorders • correct anatomical techniques • preventive injury conditioning • warming up and cooling down • dance therapy • facilities- provision and care 								
Module Evaluation:									
<ul style="list-style-type: none"> • Performance Assessments: -presentation on the importance of nutrition, energy, weight control and psychological factors for dance • Product Assessments: -develop a healthy eating plan -write a 250 word self assessment • Written Assessments: -tests and quizzes on: -terminology -correct anatomical techniques 									
Prerequisite Skill Areas	Special Resources								
<p style="text-align: center;">(if any):</p> <ul style="list-style-type: none"> • N/A 	<p style="text-align: center;">(materials, equipment & community involvement):</p> <ul style="list-style-type: none"> • text • VCR and television • videos • computers 								

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

