



Perris Union High School District Course of Study

A. COURSE INFORMATION

<p>Course Title: (limited to 34 characters with spaces in Infinite Campus)</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Color Guard</div> <p> <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised </p> <p>If revised, the previous course name if there was a change</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Jon Flags/Color Grd</div> <p>Transcript Course Code/Number:</p> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">106541, 106542</div> <p>(To be assigned by Educational Services if it's a new course)</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;">CREDIT TYPE EARNED:</td> <td style="border: 1px solid black; padding: 2px;">CALPADS CODE:</td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">VAPA</td> <td style="border: 1px solid black; padding: 2px;">9291 - 08</td> </tr> </table>	CREDIT TYPE EARNED:	CALPADS CODE:	VAPA	9291 - 08	<p>Subject Area:</p> <p> <input type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input checked="" type="checkbox"/> Visual or Performing Arts <input type="checkbox"/> College Prep Elective <input type="checkbox"/> Other </p> <p>Is this classified as a Career Technical Education course?</p> <p> <input type="checkbox"/> Yes <input type="checkbox"/> No </p> <p>If yes, which pathway does this course align to?</p> <p>Pathway Name:</p> <div style="border: 1px solid black; height: 20px; margin-bottom: 5px;"></div> <p>CTE CDE Code:</p> <div style="border: 1px solid black; height: 20px; margin-bottom: 5px;"></div>	<p>Grade Level(s)</p> <p> <input checked="" type="checkbox"/> MS <input checked="" type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 </p>
CREDIT TYPE EARNED:	CALPADS CODE:					
VAPA	9291 - 08					
<p>Was this course <u>previously approved by UC for PUHSD?</u></p> <p> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No </p> <p style="text-align: center;">(Will be verified by Ed Services)</p> <p>Which A-G Requirement does/will this course meet?</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;">F-Visual and Performing Arts</td> <td style="border: 1px solid black; padding: 2px;"><input checked="" type="checkbox"/> Pending</td> </tr> </table>	F-Visual and Performing Arts	<input checked="" type="checkbox"/> Pending	<p style="text-align: center;">Credential Required to teach this course: <i>To be completed by Human Resources only.</i></p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <p>Single Subject: Music, physical Education Specific Supplementary Arts: Instrumental Music, Dance Specific subject matter Arts: Instrumental Music, dance</p> </div> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center;"> Signature </td> <td style="border: 1px solid black; padding: 5px; text-align: center;"> 4/15/2024 Date </td> </tr> </table>		 Signature	4/15/2024 Date
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<p>Submitted by: Julie Harris Site: SSC Date: 03/17/2024 Email: julie.harris@puhsd.org</p>	<p>Unit Value/Length of Course:</p> <p> <input type="checkbox"/> 0.5 (half-year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one-year equivalent) <input type="checkbox"/> 2.0 (two-year equivalent) <input type="checkbox"/> Other: </p>					
<p>Approvals</p>	<p>Name/Signature</p>	<p>Date</p>				
Director of Curriculum & Instruction		04/18/24				
Asst. Superintendent of Educational Services		4/18/24				
Governing Board						

Prerequisite(s) (REQUIRED):
None
Corequisite(s) (REQUIRED):
None
Brief Course Description (REQUIRED):
This course emphasizes the acquisition and development of fundamental skills in the activity of color guard. Students will train in the area of spin flag, rifle, sabre), dance, and performance. This class is a group activity, so learning to perform together is the ultimate goal. During fall semester students will perform as part of the marching band and perform at all halftime football games and all public performances, and competitions related to the band. During the spring semester students will perform as part of winter color guard and perform at local, regional, and national competitions and public events.

B. COURSE CONTENT
Course Purpose (REQUIRED): <i>What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.</i>
Students will engage in daily aerobic activity, improving cardiovascular performance. Students will also have the experience of improvising and performing movement patterns and compositions. Students will be required to spend time outside the normal school day and on weekends to fulfill the requirements for credit for this class.
Course Outline (REQUIRED): <i>Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.</i>
Unit 1: Ballet Dance Technique In this unit students will demonstrate dance technique for ballet (PE: fitness, dance, individual and team activity).

Activities:

- **Technique Analysis:** An understanding of ballet technique, aesthetic perception, and correct body alignment.
- **Foot, arm, and body positions:** Turn out, Basic five foot and arm positions, Basic positions of the body, efface, ecarte, and croise.
- **Barre work on both sides:** plies (petit and grand), tendus, degages, rand de jambe, releve, and echappes.
- **Center floor:** simple adagio patterns, combine basic foot and arm positions, battement, pirouette.
- **Locomotor movements:** ballet walk and run, triplet, pas du bouree glissade, chasse, and pique.
- **Jumps:** jete, sissones, assembles, saute, pas de chat.
- **Turns:** chaine, pique, pirouette, and soutenu.
Simple sequences across floor combining basic locomotor movement, incorporating different jumps and turns. (Memorize and perform)

Unit 2: Jazz Technique

In this unit, students will demonstrate technique for jazz dance. (PE: fitness, dance, individual activity)

Activities:

- **Technique Analysis:** An understanding of jazz technique, aesthetic perception, correct body alignment, and disalignment.
 - Begin to isolate and move all body parts.
 - Integrate movement patterns using the whole body.
 - Use of opposition in locomotor combinations.
- **Foot, Arm and Bodily Positions:** Use of primarily parallel positions in foot, leg, and hip lines. Various hand styles.
- **Center and Floor Work:** Turns (single only), all style exercises in arm positions, and some isolations.
 - Stretches: whole body stretching.
 - Contractions: abdominal and chest (push-ups).

- **Locomotor Sequences:** Jazz walks and runs, jazz squares, chasses, pas de bourees, and kickball change.
 - Pivot turns and chaine turns.
 - Hitch kicks.
- **Movement Formulas/Choreographed:** show pieces, dance routines
 - Simple sequences across the floor combining basic locomotor movement. (Memorize/Perform)
 - Moving through patterns incorporating difficult locomotor movements (jumps and turns).
 - An entire dance routine.

Unit 3: Techniques of Color Guard

In this unit, students demonstrate technique of color guard equipment principles of Position Sense, Timing, Spatial Pathways, Balance, Moving through Space, and Articulation.

Activities:

- **Muscle Development Vocabulary:** Proper muscle development and strength to manipulate the equipment vocabulary.
- **Choreography:** Expressive efforts of the choreography in relation to the music.
- **Movement Qualities:** Postural and gestural qualities
- **Equipment Use:** Expressive qualities of movement dynamics with equipment (weight/time/space/flow)
 - Knowledge of muscle, tension, flexion, rotation, and breath in relation to the choreography of body and equipment.

Unit 4: Marching and Maneuvering

In this unit, students will demonstrate competency of marching and maneuvering skills.

Activities:

- **File Alignment:** Maintaining file alignment by use of guiding
- **Rank Alignment:** Maintaining rank alignment by use of guiding
- **Flanks**
 - Forward and backward
- **Slides**
 - Forward and backward
- **Obliques**
 - Forward and backward

- **Hip Switches**
- **Maintaining Spacing in Linear and Block Forms**
- **Variations in Marching Step Size**
- **Incorporate Dance Elements into Marching and Maneuvering Sequences**
- **Posture**

Unit #5: Basic Elements of Dance

In this unit, students demonstrate a knowledge and ability to use the basic elements of dance and clarity of intent while applying these elements (space, time, and force). (PE: fitness, analysis of movement)

Activities:

- **Basic Directions:** Effective use of the five basic directions, variations, and combinations of these.
- **Recognition of and an effective use of focus**
 - An entire movement sequence using only one focal point.
 - A movement sequence combining more than one focal point.
- **Understanding and effective use of floor pattern and body design**
 - Difference between symmetrical and asymmetrical design.
 - Create in a group a symmetrical body and asymmetrical body design.
- **Effective use of different levels:** ability to create a movement combination stressing one of three levels and a sequence using multiple levels.
- **Recognition of basic note values:** whole, half, quarter, eighth, and sixteenth notes and rests.
- **Pattern Sequence:** Ability to notate a pattern create a movement sequence.
- **Meter:** Recognition of basic meter.
- **Movement:** Understanding of tempo and how it relates to dance movements.
- **Phrasing:** Understanding of phrasing and how it relates to dance movement.
- **Tension & Release:** Exploring tension and release, weight, force, in qualities of movement.

Unit #6: Discovery and Expression

Students will demonstrate skills in creative discovery and expression which include movement exploration, improvisation, choreography, and performance. (PE: team activity, dance)

Activities:

- **Performance with Equipment:** Ability to choreograph and perform two short ballet or jazz combinations with color guard equipment (flags, rifles, sabres, etc.).
- **Expression:** Expression of theme or dramatic story through color guard choreography with equipment.
 - An emotion and present a short dance study which expresses that emotion.
 - Ability to express an idea or short story through dance movement.
- **Production and Performance:** Planning and production of at least one dance performance.

Unit #7: Analysis of Movement

In this unit, students demonstrate an understanding of aesthetic valuing, appreciation, observation, and judgment about their own and the work of others. (PE: analysis of movement)

Activities:

- **Observation:** Observe each other's work and critique.
- **Technology Use for Choreography:** Effective use of technology for recording, analyzing and creating color guard choreography.
- **Live Performances:** View live performances of independent color guards and take master classes:
 - Write a one page evaluation covering aspects of production.
 - Describe how the qualities of a theatrical production contribute to color guard success.
- **Video Critique:** View color guard videos.
 - Critique verbally or in writing.
 - Identify and evaluate the advantages and limitations of viewing live and recorded performances.
- **Dance Assessment:** Apply criteria based assessments appropriate to various dance forms (e.g. concert jazz, street, liturgical)
- **Preferences:** Defend personal preferences about dance styles and choreographic forms, using criteria based assessment.

Unit #8 Body Control

In this unit, students will demonstrate body control. (PE: fitness)

Activities:

- **Awareness:** Increase strength, flexibility, endurance, and kinesthetic awareness
- **Conditioning:** Improve aerobic/ cardiovascular conditioning.
- **Conditioning:** Implement lifelong skills in body conditioning.

Unit #9: Color Guard Appreciation

In this unit, students will increase their appreciation for the relationship between color guard and other areas in the curriculum.

Activities:

- **Life Long Skills:** Explain how participation in color guard develops creative skills for lifelong learning and wellbeing that are interpersonal and intrapersonal.
- **Future Career Options:** Examine the training, education, and experience needed to pursue color guard and dance career options (e.g., performer, choreographer, dance therapist, teacher, historian, critic, filmmaker).

Writing Assignments (REQUIRED):

Give examples of the writing assignments and the use of critical analysis within the writing assignments.

- **Live Performances:** View live performances of independent color guards and take master classes:
 - Write a one page evaluation covering aspects of production.
 - Describe how the qualities of a theatrical production contribute to color guard success.
- **Video Critique:** View color guard videos.
 - Critique verbally or in writing.
 - Identify and evaluate the advantages and limitations of viewing live and recorded performances.
- **Dance Assessment:** Apply criteria based assessments appropriate to various dance forms (e.g.concert jazz, street, liturgical)
- **Life Long Skills:** Explain how participation in color guard develops creative skills for lifelong learning and wellbeing that are interpersonal and intrapersonal.
- **Future Career Options:** Examine the training, education, and experience needed to pursue color guard and dance career options (e.g., performer, choreographer, dance therapist, teacher, historian, critic, filmmaker).

INSTRUCTIONAL MATERIALS (REQUIRED)

Textbook #1

Title: Western Band Association Manuals & Media, Music & Visual Education	Edition:
Author: Western Band Association	ISBN:
Publisher: http://www.westernbands.org/	Publication Date:
Usage: <input checked="" type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	

Textbook #2

Title:	Edition:
Author:	ISBN:
Publisher:	Publication Date:
Usage: <input type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	

Supplemental Instructional Materials *Please include online, and open source resources if any.*

California Color Guard Circuit Instructor Resources and Media --California Color Guard Circuit
<https://sites.google.com/site/theccgc2015/home>

Winter Guard International Educational DVDs -- Winter Guard International
www.wgi.org

Estimated costs for classroom materials and supplies (REQUIRED). *Please describe in detail.*

If more space is needed than what is provided, please attach a backup as applicable.

Cost for a class set of textbooks: \$	Description of Additional Costs:
Additional costs:\$	
Total cost per class set of instructional materials:	\$

Key Assignments (REQUIRED):

Please provide a detailed description of the Key Assignments including tests, and quizzes, which should

incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete

Student Choreographed Performance

Students will choose a song to choreograph for performance at the Spring Concert. This assignment includes formatting the performance, balancing the performance with dance and equipment work, and following correct musical cues. Students will learn how to break down music to be interpreted through dance and equipment choreography.

- a.) Students will choose a song, choreograph, and stage during the 2 weeks leading up to the Spring Concert.
- b.) The product will be performed as part of the Band Program's Spring concert in front of a live Audience.
- c.) Students will learn how to produce original material for an audience with a guided, authentic process in a controlled environment from start to finish.

Instructional Methods and/or Strategies (REQUIRED):

Please list specific instructional methods that will be used.

Lecture/note taking
Discussions
Demonstrations
Videotaped student performances for self-analysis
Resource materials
Guest speakers
Master classes
Essay assignments

Assessment Methods and/or Tools (REQUIRED):

Please list different methods of assessments that will be used.

Students will be expected to participate constructively and positively in class activities on a regular basis. Results will be recorded.

Students will be given objective and essay exams.

Students will dress out and satisfactorily complete all assigned projects.

Students will write analytical essays, including performance critiques, exposition, cause effect, compare/contrast, and persuasion.

Students will participate in all performances.

