



# Perris Union High School District Course of Study

## A. COURSE INFORMATION

<p><b>Course Title:</b> (limited to 34 characters with spaces in Infinite Campus)</p> <p style="border: 1px solid black; padding: 2px;">Ballet Folklorico (Level 1)</p> <p> <input checked="" type="checkbox"/> New  <input type="checkbox"/> Revised         </p> <p>If revised, the previous course name if there was a change</p> <p style="border: 1px solid black; height: 20px; margin: 5px 0;"></p> <p><b>Transcript Course Code/Number:</b></p> <p style="border: 1px solid black; height: 20px; margin: 5px 0;"></p> <p>(To be assigned by Educational Services if it's a new course)</p> <p>CREDIT TYPE EARNED: <b>CALPADS CODE:</b></p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 5px 0;"> <tr> <td style="width: 70%; padding: 2px;">VAPA or Elective</td> <td style="width: 30%; padding: 2px;">9080-01</td> </tr> </table>	VAPA or Elective	9080-01	<p><b>Subject Area:</b></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 checked="" type="checkbox"/> No         </p> <p>If yes, which pathway does this course align to?</p> <p>Pathway Name:</p> <p style="border: 1px solid black; height: 20px; margin: 5px 0;"></p> <p><b>CTE CDE Code:</b></p> <p style="border: 1px solid black; height: 20px; margin: 5px 0;"></p>	<p><b>Grade Level(s)</b></p> <p> <input type="checkbox"/> MS  <input type="checkbox"/> HS  <input type="checkbox"/> 5  <input type="checkbox"/> 6  <input type="checkbox"/> 7  <input type="checkbox"/> 8  <input checked="" type="checkbox"/> 9  <input checked="" type="checkbox"/> 10  <input checked="" type="checkbox"/> 11  <input checked="" type="checkbox"/> 12         </p>		
VAPA or Elective	9080-01					
<p><b>Was this course <u>previously approved by UC</u> for PUHSD?</b></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> <p style="border: 1px solid black; padding: 2px; width: 80%;">F or G</p>	<p><b>Credential Required to teach this course:</b> <i>To be completed by Human Resources only.</i></p> <p style="font-family: cursive;">Single Subject: Dance Specific Supplementary Auth: Dance P.E. authorizations issued prior to 2022 are authorized to teach Dance Content</p> <table style="width: 100%; margin-top: 10px;"> <tr> <td style="width: 70%; border: 1px solid black; text-align: center;"> </td> <td style="width: 30%; border: 1px solid black; text-align: center;">           1/8/2024            /Date         </td> </tr> <tr> <td style="text-align: center;">Signature</td> <td></td> </tr> </table>			1/8/2024 /Date	Signature	
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Signature						
<p><b>Submitted by: KATHERYN PEREZ</b>  <b>Site: PERRIS HIGH SCHOOL</b>  <b>Date: January 4, 2024</b>  <b>Email: KATHERYN.PEREZ@PUHSD.ORG</b></p>	<p><b>Unit Value/Length of Course:</b></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>					
<b>Approvals</b>	<b>Name/Signature</b>	<b>Date</b>				
Director of Curriculum & Instruction		01/10/2024				
Asst. Superintendent of Educational Services		01-10-2024				
Governing Board						

**Prerequisite(s) (REQUIRED): NONE**

**Corequisite(s) (REQUIRED): NONE**

**Brief Course Description (REQUIRED):**

This course is designed to teach students the cultural dances of Mexico and other Latin/Hispanic countries, their historical geographical, and both lineage & mythological roots, the significance of the costumes and the instruments associated with each one. (Folklorico provides students with an opportunity to explore the large variety of dance styles that have evolved in Mexico and other Latin/Hispanic countries as a result of the confluence of music, rhythm and dance from (but not limited to) Pre-Hispanic Indian, European, African and Asian cultures.)

This course will help students learn the skills of dance while improving their technique, poise, self confidence, motor skill control, creative ability, as well as deepening their understanding of and appreciation-cultural-tolerance for the rich and colorful heritage that each dance represents.

Students will learn and perform dances from each of the six principle dance regions of Mexico, as well as (but not limited to) Dances from other countries located in Central America, South America, also including the European Colonizing Countries and Eastern Hemisphere Countries affected by the Columbian Exchange (such as Argentina, Brazil, Costa Rica, El Slavador, (Spain) Flamenco, Nigeria, Cameroon, Tobago and Trinidad, and Contemporary Dances learning the associated vocabulary of each region of dance).

Students will create unique bodies of work characteristic of each region development or group, couple and individual choreographies using a variety of body motion.

Proper health practices (warm-up, cool-down, stretching, biomechanical control, etc.) will be applied to develop lifelong habits of emotional and physical health as well as applying these practices to demonstrate the scientific study of dance and fitness.

**B. COURSE CONTENT**

**Course Purpose (REQUIRED):**

*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.*

**The need for this course (Purpose):**

Is to provide students with an opportunity to develop & refine their motor movement and dance skills in a progressive curriculum

that builds upon the technique, poise, self confidence, motor skill control, creative ability, as well as deepening their understanding of culture: 1. cultural appreciation and 2. cultural-tolerance for the rich and colorful heritage that each dance represents. This course is a developmental and creative movement dance class, which will allow dance students to take dance technique all four years of high school.

**Course Outline (REQUIRED):**

*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.*

**COURSE OUTLINE TIME ALLOTMENT:**

Semester 1

**UNIT I**

**Basic Movement Skills and Preparing to Dance (2 weeks)**

- A. Appropriate attire, preparation for dance
- B. Learn and demonstrate the elements of perfect placement for proper posture and alignment in dance
- C. Learn and perform warm up routine
- D. Identify the beat of the music
- E. Simple “across the floor” movement in simple meter

**UNIT II**

**Using Space, Direction and Weight Change in Axial and Locomotor Movement (2 weeks)**

- A. Introduce the 9 fixed points of the stage
- B. Incorporate basic dance movement terminology and stage direction
- C. Explore and demonstrate movement using weight, direction and level changes

**UNIT III.**

**Exploring Phrasing and Qualities of Movement (2 weeks)**

- A. Expand understanding of movement quality: sharp, chop (staccato), smooth (legato), swinging, vibrate, pulse, undulate, collapse, rise, fall, recover, suspend, sustain
- B. Memorization of movement phrases
- C. Creation through Improvisation
- D. Primitive and Ancient Dance History

**UNIT IV. Dance Fundamentals (Ballet & Ballet Folklorico) and Introductory Terminology (2 weeks)**

- A. The 5 Ballet positions
- B. Introduce and demonstrate elementary body and head positions/directions
- C. Introduce basic Port de bras (movement of the arms) alone and with footwork
- D. Vary timing of combined movement; fast (allegro), medium (moderato), and slow (adagio)
- E. Introduce Era 3 of Dance History – Renaissance and the development of the Ballet
- F. Ballet Folklorico: Foot positioning and Footwork
- G. Ballet Folklorico Series

**UNIT V. Creating and Evaluating Regions of Mexico Dance Studies (6 weeks)**

- A. Listen to Music & Watch Dances from different regions of Mexico and identify the style and major instruments for each genre.
- B. Identify Music & Dances from the following regions:
  - 1. North

- 2. Central
- 3. East
- 4. West
- 5. South

C. Language of Ballet Folklorico

D. Traditional Roots of Ballet Folklorico

E. Norteno Dances (Monterey, Laredo)

F. Mestizo Dances (Nayarit, Chiapas, Yucatan)

G. Classic Dances

F. Tech rehearsal for timing and transitions as it relates to a Folklorico performance.

**End of Semester I - Evaluations:**

A. Review with Students Teacher generated rubrics

B. Videotaping of Performances & Evaluations.

**Semester II**

**UNIT VI. Introduction to Dance Genres and History (12 weeks total)**

A. Review, Learn, Perform, Analyze, and Evaluate, Folk Dance, Social Dance and Forms (at least one - two dances from each category)

- 1. Circle, procession, lines
- 2. Men and women's role in folk/social dance
- 3. Cultural and Historical significance and meaning of specific dances and steps
- 4. Ethnic dance styles and their influence on other styles of dance.
  - a. Sones Jarochos (Veracruz)
  - b. Revolutionary Dances
  - c. Banda Dances (Sinaloa)
  - d. Huasteca Dances (Tamaulipsa)
  - e. Ritual Dances

**UNIT VII. Introduction to Influential Latin/Hispanic, Influential European Colonizing Countries, and Eastern Hemisphere Countries affected by the Columbian Exchange: Dance Genres and History (6 weeks)**

A. Review, Learn, Perform, Analyze, and Evaluate, Folk Dance, Social Dance and Forms (at least one - two dances from each category)

- 1. Circle, procession, lines
- 2. Men and women's role in folk/social dance
- 3. Cultural and Historical significance and meaning of specific dances and steps
- 4. Ethnic dance styles and their influence on other styles of dance (but not limited to).
  - a. Argentina
  - b. Brazil
  - c. Colombia
  - d. Spain
  - e. El Salvador

- f. Cuba
- g. Tobago & Trinidad
- h. Nigeria
- i. Cameroon

**Activity Project:**

Students will research and create a slideshow project

**End of Semester II - Evaluations:**

- A. Review with Students Teacher generated rubrics
- B. Videotaping of Performances & Evaluations.

**Detailed Course Outline of Study and Specific Activities  
Semester 1**

**UNIT I.**

**Basic Movement Skills and Preparing to Dance (2 weeks)**

- A. Appropriate attire, preparation for dance
  - 1. Footwear, clothing, hair, jewelry
- B. Learn and demonstrate the elements of perfect placement for proper posture and alignment in dance
  - 1. Feet, knees, hips, stomach, ribs, chest, shoulders, head
  - 2. Weight distribution
  - 3. Breathing
  - 4. Focus
- C. Learn and perform warm up routine
  - 1. Isolations
  - 2. Body Position: Standing stretches and bending
  - 3. Floor stretches
  - 4. Gross muscle warm up
  - 5. Arm, Hand, Leg & Foot Control Technique
  - 6. Flexibility
  - 7. Understand the reasons for the warm up
    - a. Practice technique
    - b. Warm up the large muscle groups
    - c. Prevent injury
    - d. Mental preparation and focus
    - e. Increase range of motion and flexibility
- D. Identify the beat of the music
  - 1. Clap beat and varying rhythms within 4/4 time
  - 2. Perform simple walking and axial movement using beat and varying rhythm in 4/4 time
- E. Simple "across the floor" movement in simple meter
  - 1. Organize students into "across the floor" warm up groups (establish traffic pattern)

2. Footwork: Walk, stomp, chasse, skip (in passé position), gallop, hop, run, alone and in combinations
3. Stress proper carriage while moving
4. Spot Technique
5. Opposition Movement Technique
6. Cardiovascular workout

**Unit Objectives:**

1. Students will understand the importance of proper dress for dance.
2. Students will understand and demonstrate proper dance class organization.
3. Students will learn and demonstrate proper dance stretch and warm up exercises.
4. Students will be able to relate the significance of warm up to dance technique and performance
5. Students will identify beat and rhythmic variations in a variety of musical selections

**Activities:**

1. While playing a variety of music genres (classical, pop, rap, folk, etc.), have students clap hands, stomp feet, snap fingers, or perform simple arm or leg motion with the beat and on the off-beat.
2. Have students count the number of beats within a phrase of music (measure).
3. Have students identify the number of 8-count sections in a phrase of music.
4. Ask students to identify all the ways a body part can move (rotation, hinge, etc)
5. Create a warm up routine based on student input about how body parts move.
6. Have students practice the “traffic pattern” across the floor.
7. Have students learn and explain how different muscle groups relate to dance movements

**UNIT II.**

**Using Space, Direction and Weight Change in Axial and Locomotor Movement (2 weeks)**

- A. Introduce the 9 fixed points of the stage
- B. Incorporate basic dance movement terminology and stage direction
  1. Forward (en avant)
  2. Backward (en arriere)
  3. Sideways (de cote)
- C. Explore and demonstrate movement using weight, direction and level changes
  1. Walk in circles (clock/counter-clock wise)
  2. Pivots (45 and 90 degree)
  3. Steps moving forward
  4. Steps moving backward (reverse)
  5. Side to side (lunge, slide)
  6. Ball change (to the side, front, back)
  7. Standing vs. gesturing leg (balance)
  8. On the floor, in the air, positive and negative space

**Objectives:**

1. Students will perform locomotor steps in a variety of directions
2. Students will demonstrate ambidexterity by performing movement on both the left and right sides of the body

3. Students will demonstrate the ability to sequence movement phrases that incorporate a variety of directional changes and balancing elements.

**Activities:**

1. Have students rehearse the basic walk forward, backward, in circles. Change tempo and level.
2. Increase the difficulty by combining simple port de bras and walking steps adding elements of direction.
3. Create a movement phrase for the right side of the body. Have the students solve and demonstrate the ability to do the same phrase on the left. Do the same with other directions.
4. Have students connect the use of curved and linear pathways with the appropriate arm movement

**UNIT III.**

**Exploring Phrasing and Qualities of Movement (2 weeks)**

A. Expand understanding of movement quality: sharp, chop (staccato), smooth (legato), swinging, vibrate, pulse, undulate, collapse, rise, fall, recover, suspend, sustain

1. Students demonstrate various steps or combinations of steps by changing the quality

B. Memorization of movement phrases

1. Teacher taught, steps, phrases, sequence, (beginning, middle, end) a. Literacy connection to storytelling and/or poetry

C. Creation through Improvisation

1. When presented with a movement problem, students use prior knowledge to connect movement steps into phrases
2. Given a movement problem, students organize 2 or 3 phrases into a group piece, using a particular movement quality
3. Students perform their movement phrases
4. Students identify the movement quality and discuss

D. Primitive and Ancient Dance History

1. Dance and non-verbal communication, storytelling

**Objectives:**

1. Students will understand and demonstrate their ability to manipulate movement phrases by varying the quality (energy and force) of the movement.
2. Students will begin to memorize more complex movement phrases.
3. Students will begin to understand the elements of choreography by combining 3 or more movement phrases together using tempo, space, and quality of movement
4. Students will tell a story incorporating the story format; beginning, middle and end using movement and gesture only and perform it to the class.
5. Students will be introduced to the early development of movement used as a means of communication and its importance to society.

**Activities:**

1. Using a movement sequence, have the student change the energy and force (quality) of the movement. An example would be using peanut butter as a medium. Move as if you were in smooth peanut butter (meaning the movement should be slow and legato) and compare the same phrase as it is done through chunky peanut butter (slow and staccato). Use a variety of energy changes to interpret a single movement phrase.

2. Have the class identify the force that each group chooses to use in the phrase. Discuss.
3. Identify musical selections that would be appropriate for a variety of phrases.
4. Increase difficulty by expanding the parameters: add time (tempo), space (levels) and energy into a movement phrase. Discuss the use of repetition.
5. Have students either create a story or select an existing story or poem, identify the beginning, middle and end. Create the story in picture and movement form and demonstrate it to the class. Have the class evaluate the presentation for understanding. Have students make suggestions for improvement to give the story clarity.
6. Students select a piece of vocal music that suggests a universal theme, such as a love song, a war song, or a song about good and evil. Students improvise movement, perform research about the theme, analyze music, and develop, revise, and refine movement ideas -- each creating a dance that conveys the story of and reflects the structure of the music. Students use their journals to document the choreographic process. Students note use of dance elements, the structure of dance (beginning, middle, end) and aesthetic principles of dance (contrast, unity, development).

#### **UNIT IV.**

##### **Dance Fundamentals (Ballet & Ballet Folklorico) and Introductory Terminology (2 weeks)**

- A. The 5 Ballet positions
- B. Introduce and demonstrate elementary body and head positions/directions
  1. Epaulement (shouldering, slight twist of torso to audience)
  2. Croise (crossed, on diagonal to the audience)
  3. en face (directly facing the audience)
  4. Turnout
  5. En avant (to travel forward)
  6. A la seconde (to the side)
  7. En derriere (to the back)
  8. Demi plie in positions 1-5 (half)
  9. Grand plie in positions 1-3 (large)
  10. Releve (rise to toes, balance on the ball of the foot)
- C. Introduce basic Port de bras (movement of the arms) alone and with footwork
- D. Vary timing of combined movement; fast (*allegro*), medium (*moderato*), and slow (*adagio*)
- E. Introduce Era 3 of Dance History – Renaissance and the development of the Ballet
- F. Ballet Folklorico: Foot positioning and Footwork
  1. carretillas
  2. Maquinita-redobles-trenecitos
  3. volados-tijeras
  4. paso borracho
  5. Zapateado
- G. Ballet Folklorico Series of:
  1. Footwork rhythmic styles
  2. Blocking stage placement and choreographies.
  3. Improve on partner/group technique, and dynamics.

#### **UNIT V.**

##### **Creating and Evaluating Regions of Mexico Dance Studies (6 weeks)**

- A. Listen to Music & Watch Dances from different regions of Mexico and identify the style and major instruments for each genre.
- B. Identify Music & Dances from the following regions:



1. North

Polkas, Huapango Norteño, Calabaceado, Chotis, Redova, Corridos

2. Central

Huapango, Balona, Cuadrillas, Son Zacatecano, Waltz,

3. East

Son Jarocho, Huapangos, Danzon

4. West

Jarabes, Sones, Gustos, , Sones de Artesia, Tixtla

5. South

Chilenas, Sones Isleños, Jaranas, Chontales, Bombas

C. Language of Ballet Folklorico

D. Traditional Roots of Ballet Folklorico

E. Norteno Dances (Monterey, Laredo)

1. Santa Rita
2. La Cacahuata
3. Cerro de la Silla
4. La Pasula

F. Mestizo Dances (Nayarit, Chiapas, Yucatan)

1. El Diablo
2. La Majahua
3. Fiesta del Pueblo
4. Las Galas
5. Rascapetatee
6. Chiapanecas

G. Classic Dances

1. La Madrugada (Western Mexico)
2. Las Copetonas (Jalisco Mexico)
3. La Negra (Jalisco México)
4. El Huaco (Nicaragua)
5. Las Alazanas (Jalisco Mexico)
6. El Gusto (coast of Guerrero)

F. Tech rehearsal for timing and transitions as it relates to a Folklorico performance.

**Objectives and Activities:**

1. Students will understand and demonstrate the role of performer and audience member
2. Students will present memorized and/or original choreography for presentation to the class. (This could be either a formal or informal presentation)
3. Students will evaluate their individual, group, and peer's performance.
4. Students will identify strengths and offer suggestions for improvement based on their knowledge of time, space, energy and phrasing
5. Students will present their portfolio of work done in the first semester. Students use their journals to trace their development in mastering technical skills in composing and performing dance. They reflect upon their recurring stumbling blocks, their patterns of achievement, and their kinesthetic, visual, and aural preferences, skills, and

growth. They reflect upon how such abilities and challenges manifest themselves in other parts of their lives and studies.

**Activity: End of Semester Exhibition/ Practicum**

1. Students will Participate in dance performances for a live audience.
2. Students Participate in performances
  - a. For Peers in class presentation.
  - b. For invited guests during school hours- presentation to peers.
  - c. For invited guests and parents- after school hours- presentation to family and friends.
3. Students will Work cooperatively with peers and adults during rehearsals and/or performances to prepare for presentation of dances.
4. Explore the dynamics of theater protocol.

**End of Semester Evaluations:**

**A. Review with Students Teacher generated rubrics**

1. Individual rubrics
2. Couples rubrics
3. Group rubrics

**B. Videotaping of Performances.**

1. Teacher videotapes
2. Peer/self evaluation

**Detailed Course Outline of Study and Specific Activities  
Semester II**

**UNIT VI.**

**Introduction to Dance Genres and History (12 weeks total)**

**A. Review, Learn, Perform, Analyze, and Evaluate, Folk Dance, Social Dance and Forms (at least one - two dances from each category)**

1. Circle, procession, lines
2. Men and women's role in folk/social dance
3. Cultural and Historical significance and meaning of specific dances and steps
4. Ethnic dance styles and their influence on other styles of dance.
  - a. Sones Jarochos (Veracruz)
    1. El Ahualulco
    2. El Tilingo
    3. La Bamba
    4. El Colas
    5. La Tuza
    6. La Yerbabuena

- b. Revolutionary Dances
  - 1. Coronelas
  - 2. Juana Gallo
  - 3. Adelta
  - 4. Los Barreteros
  - 5. La Mala Palabre
  - 6. Jesusita
- c. Banda Dances (Sinaloa)
  - 1. El Sauza y La Palma
  - 2. El Son de los Aguacates
  - 3. El Sinaloense
- d. Huasteca Dances (Tamaulipsa)
  - 1. El Cielito
  - 2. El Bejuquito
  - 3. El Aguanieves
- e. Ritual Dances
  - 1. Sonora -Danza del Venado
  - 2. Los Mayas- Los Concheros
  - 3. Los Aztecas- Danza Del Sol

## UNIT VII.

### **Introduction to Influential Latin/Hispanic Dance Genres and History (6 weeks)**

A. Review, Learn, Perform, Analyze, and Evaluate, Folk Dance, Social Dance and Forms (at least one - two dances from each category)

- 1. Circle, procession, lines
- 2. Men and women's role in folk/social dance
- 3. Cultural and Historical significance and meaning of specific dances and steps
- 4. Ethnic dance styles and their influence on other styles of dance (but not limited to).
  - a. Argentina
  - b. Brazil
  - c. Colombia
  - d. Spain
  - e. El Salvador
  - f. Cuba

### **Objectives and Activities:**

- 1. Students will understand and demonstrate the role of performer and audience member
- 2. Students will present memorized and/or original choreography for presentation to the class. (This could be either a formal or informal presentation)
- 3. Students will evaluate their individual, group, and peer's performance.
- 4. Students will identify strengths and offer suggestions for improvement based on their knowledge of time, space,

energy and phrasing

5. Students will present their portfolio of work done in the first semester. Students use their journals to trace their development in mastering technical skills in composing and performing dance. They reflect upon their recurring stumbling blocks, their patterns of achievement, and their kinesthetic, visual, and aural preferences, skills, and growth. They reflect upon how such abilities and challenges manifest themselves in other parts of their lives and studies.

**Activity Project:**

Students will research and create a slideshow project

Connecting and applying what is learned in Folklorico Dance as it relates to:

1. Art forms
2. Subject areas
3. Careers.

**Activity: End of Semester Exhibition/ Practicum**

1. Students will Participate in dance performance for a live audience.
2. Students Participate in performances
  - a. For Peers in class presentation.
  - b. For invited guests during school hours- presentation to peers.
  - c. For invited guests and parents- after school hours- presentation to family and friends.
3. Students will Work cooperatively with peers and adults during rehearsals and/or performances to prepare for presentation of dances.
4. Explore the dynamics of theater protocol.

**End of Semester Evaluations:**

A. Review with Students Teacher generated rubrics

1. Individual rubrics
2. Couples rubrics
3. Group rubrics

B. Videotaping of Performances.

1. Teacher videotapes
2. Peer/self evaluation

**Writing Assignments (REQUIRED):**

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

**Objectives and Activities:**

1. Students will understand and demonstrate the role of performer and audience member
2. Students will present memorized and/or original choreography for presentation to the class. (This could be either a formal or informal presentation)
3. Students will evaluate their individual, group, and peer's performance.

4. Students will identify strengths and offer suggestions for improvement based on their knowledge of time, space, energy and phrasing
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**Activity Project:**

Students will research and create a slideshow project

Connecting and applying what is learned in Folklorico Dance as it relates to:

1. Art forms
2. Subject areas
3. Careers.

**Activity: End of Semester Exhibition/ Practicum**

1. Students will Participate in dance performance for a live audience.
2. Students Participate in performances
  - a. For Peers in class presentation.
  - b. For invited guests during school hours- presentation to peers.
  - c. For invited guests and parents- after school hours- presentation to family and friends.
3. Students will Work cooperatively with peers and adults during rehearsals and/or performances to prepare for presentation of dances.
4. Explore the dynamics of theater protocol.

**INSTRUCTIONAL MATERIALS (REQUIRED)**

**Textbook #1**

Title:	Edition:
Author:	ISBN: ISBN-10
Publisher:	Publication Date:
Usage: <input type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	

**Textbook #2**

Title:	Edition:
Author:	ISBN:
Publisher:	Publication Date:

Usage:

- Primary Text  
 Read in entirety or near

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

**Suggested Texts & Materials:**

(1) *Regional Dances of Mexico*, Kendrick, Edith Johnston, Dallas: Banks Upshaw. 1935.

(2) *The World of Aztecs*, William-H. Prescott, Minerva 1990.

(3) *Dancing Throughout Mexican History (1325-1910)*, by Sajuanita Martinez-Hunter. Edited by Gabriela Mendoza-Garcia. 2018. Mexico Lindo Press.  
ISBN-10 0692099662

**Videos, DVD:**

• *Bailables y Danzas de Chiapas. Organización Cultural de Chiapas Ballet Folklórico de la Universidad de Guadalajara.* Universidad de Guadalajara

<https://www.youtube.com/watch?v=ZxrTOON7vFY>

• *Raíces del Pueblo, Cantos y Danzas de Veracruz.* Universidad Veracruzana de Xalapa.

<https://www.youtube.com/watch?v=YpvtKt-g5lo>

• *Ballet Folklórico Nacional de Mexico, Folkloric Dances of Mexico.* Inside Mexico, Bellaire, TX

<https://www.youtube.com/@mexicanrecords6737>

• *Quetzalli Veracruz Xalapa, Veracruz*

<https://www.youtube.com/@TheBalletquetzalli/videos>

• *Ballet Folklórico de México de Amalia Hernández.* CONACULTA, Mexico City

<https://www.youtube.com/watch?v=U1136iMm1xM&t=870s>

• *Dos Ballets y un Coreógrafo.* Ballet Folklórico de la Universidad de Colima.

<https://www.youtube.com/watch?v=28oCE9eULd0>

**Web Sites:**

Gabriela Mendoza-Garcia Ballet Folklórico

<https://gabrielamendozagarciafolklorico.com/research/>

Cultura UDG

<https://www.youtube.com/@CulturaUDG1>

Ballet Folklórico Nacional de Mexico, Folkloric Dances of Mexico.

<https://www.youtube.com/@mexicanrecords6737>

Difusión Cultural U de C

<https://www.youtube.com/@DifusionCulturalUdeC>

•Quetzalli Veracruz Xalapa, Veracruz

<https://www.youtube.com/@TheBalletquetzalli/videos>

**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:\$	
<b>Total cost per class set of instructional materials:</b>	\$

### 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

### Objectives and Activities:

1. Students will understand and demonstrate the role of performer and audience member
2. Students will present memorized and/or original choreography for presentation to the class. (This could be either a formal or informal presentation)
3. Students will evaluate their individual, group, and peer's performance.
4. Students will identify strengths and offer suggestions for improvement based on their knowledge of time, space, energy and phrasing
5. Students will present their portfolio of work done in the first semester. Students use their journals to trace their development in mastering technical skills in composing and performing dance. They reflect upon their recurring stumbling blocks, their patterns of achievement, and their kinesthetic, visual, and aural preferences, skills, and growth. They reflect upon how such abilities and challenges manifest themselves in other parts of their lives and studies.

### Activity Project:

Students will research and create a slideshow project

Connecting and applying what is learned in Folklorico Dance as it relates to:

1. Art forms
2. Subject areas
3. Careers.

### Activity: End of Semester Exhibition/ Practicum

1. Students will Participate in dance performance for a live audience.

2. Students Participate in performances
  - a. For Peers in class presentation.
  - b. For invited guests during school hours- presentation to peers.
  - C. For invited guests and parents- after school hours- presentation to family and friends.
3. Students will Work cooperatively with peers and adults during rehearsals and/or performances to prepare for presentation of dances.
4. Explore the dynamics of theater protocol.

**Instructional Methods and/or Strategies (REQUIRED):**

Please list specific instructional methods that will be use.

**METHODS:** A variety of instructional strategies will be used to accommodate all learning styles and to reinforce reading, writing and physical activity skills while learning physical education content:

- Teacher demonstrations
- Lecture
- Cooperative learning
- Observation
- Master classes
- Video technology
- Audio equipment
- Written materials

**Assessment Methods and/or Tools (REQUIRED):**

Please list different methods of assessments that will be used.

Techniques and terminology may be used to develop rhythmic patterns to create choreography.

- . Performances and rehearsals
- . Daily attendance and participation
- . Written performance critiques
- . Movement composition

**Student centered learning to include:** peer coaching; reciprocal teaching; checklists; video (peer and self-analysis); guided discovery; stations and circuits; and task cards .

**EVALUATION:** Student achievement in this course will be measured using multiple assessment tools including but not limited to: (a grading scale and/or rubric should be included)

**COURSE PACING GUIDE AND OBJECTIVES (REQUIRED)**

Day(s)	Objective	Standard(s)	Chapter(s)	Ref ere
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2 week s	<p><b>Unit Objectives:</b></p> <ol style="list-style-type: none"> <li>1. Students will understand the importance of proper dress for dance.</li> <li>2. Students will understand and demonstrate proper dance class organization.</li> <li>3. Students will learn and demonstrate proper dance stretch and warm up exercises.</li> <li>4. Students will be able to relate the significance of warm up to dance technique and performance</li> <li>5. Students will identify beat and rhythmic variations in a variety of musical selections</li> </ol> <p><b>Activities:</b></p> <ol style="list-style-type: none"> <li>1. While playing a variety of music genres (classical, pop, rap, folk, etc.), have students clap hands, stomp feet, snap fingers, or perform simple arm or leg motion with the beat and on the off-beat.</li> <li>2. Have students count the number of beats within a phrase of music (measure).</li> <li>3. Have students identify the number of 8-count sections in a phrase of music.</li> <li>4. Ask students to identify all the ways a body part can move (rotation, hinge, etc)</li> <li>5. Create a warm up routine based on student input about how body parts move.</li> <li>6. Have students practice the “traffic pattern” across the floor.</li> <li>7. Have students learn and explain how different muscle groups relate to dance movements</li> </ol>	<p><i>Development of Motor Skills, Technical Expertise, and Dance Movements</i></p> <p>Standard 1.1 Demonstrate refined physical coordination when performing movement phrases (e.g., alignment, agility, balance, strength).</p> <p>Standard 1.2 Memorize and perform works of dance, demonstrating technical accuracy and consistent artistic intent.</p> <p>Standard 1.3 Perform in multiple dance genres (e.g., modern, ballet, jazz, tap, traditional/recreational).</p> <p><i>Comprehension and Analysis of Dance Elements</i></p> <p>Standard 1.4 Demonstrate clarity of intent while applying kinesthetic</p>	<p>Semester 1 UNIT I <b>Basic Movement Skills and Preparing to Dance (2 weeks)</b></p> <ol style="list-style-type: none"> <li>A. Appropriate attire, preparation for dance</li> <li>B. Learn and demonstrate the elements of perfect placement for proper posture and alignment in dance</li> <li>C. Learn and perform warm up routine</li> <li>D. Identify the beat of the music</li> <li>E. Simple “across the floor” movement in simple meter</li> </ol>	<p>http s:// ww w.c de.c a.g ov/ be/ st/s s/va pac ont ent stds .asp</p>

		<p>principles for all dance elements.</p> <p><i>Development of Dance Vocabulary</i>  <b>Standard 1.5</b>  Apply knowledge of dance vocabulary to distinguish how movement looks physically in space, time, and force/energy).</p> <p><i>Connections and Applications Across Disciplines</i>  <b>Standard 5.1</b>  Demonstrate effective use of technology for recording, analyzing, and creating dances.  <b>Standard 5.2</b>  Apply concepts from anatomy, physiology, and physics to the study and practice of dance techniques.</p> <p><i>Development of Life Skills and Career Competencies</i>  <b>Standard 5.3</b>  Explain how dancing presents opportunities</p>		
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		<p>and challenges to maintain physical and emotional health and how to apply that information to current training and lifelong habits.</p> <p><b>Standard 5.4</b> Explain how participation in dance develops creative skills for lifelong learning and wellbeing that are interpersonal and intrapersonal.</p> <p><b>Standard 5.5</b> Examine the training, education, and experience needed to pursue dance career options (e.g., performer, choreographer, dance therapist, teacher, historian, critic, filmmaker).</p>		
2 weeks	<p><b>Standard 1.1</b> Demonstrate refined physical coordination when performing movement phrases (e.g., alignment, agility, balance, strength).</p> <p><b>Standard 1.2</b> Memorize and perform works of dance, demonstrating technical accuracy and consistent artistic intent.</p> <p><b>Standard 1.2 (A)</b> Demonstrate knowledge and skill by performing in school and public.</p>	<p><b>Objectives:</b></p> <p>1. Students will perform locomotor steps in a variety of directions</p> <p>2. Students will demonstrate ambidexterity by</p>	<p><b>UNIT II</b> <b>Using Space, Direction and Weight Change in Axial and Locomotor Movement (2 weeks)</b> A. Introduce the 9 fixed points of the stage</p>	<p><a href="http://www.wcde.cagov/be/st/s/va/pac">http://www.wcde.cagov/be/st/s/va/pac</a></p>

	<p><b>Standard 1.3 Perform in multiple dance genres (e.g., modern, ballet, jazz, tap, traditional/recreational).</b></p> <p><b>Standard 1.4 Demonstrate clarity of intent while applying kinesthetic principles for all dance elements.</b></p> <p><b>Standard 1.5 Apply knowledge of dance vocabulary to distinguish how movement looks physically in space, time, and force/energy).</b></p> <p><b>Standard 2.2 Identify and apply basic music elements (e.g., rhythm, meter, tempo, timbre) to construct and perform dances.</b></p> <p><b>Standard 2.7 Teach movement patterns and phrases to peers.</b></p> <p><b>Standard 5.2 Apply concepts from anatomy, physiology, and physics to the study and practice of dance techniques.</b></p>	<p>performing movement on both the left and right sides of the body</p> <p>3. Students will demonstrate the ability to sequence movement phrases that incorporate a variety of directional changes and balancing elements.</p> <p><b>Activities:</b></p> <p>1. Have students rehearse the basic walk forward, backward, in circles. Change tempo and level.</p> <p>2. Increase the difficulty by combining simple port de bras and walking steps adding elements of direction.</p> <p>3. Create a movement phrase for the right side of the body. Have the students solve and demonstrate the ability to do the same phrase on the left. Do</p>	<p><b>B. Incorporate basic dance movement terminology and stage direction</b></p> <p><b>C. Explore and demonstrate movement using weight, direction and level changes</b></p>	<p>ont ent stds .asp</p>
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		the same with other directions. 4. Have students connect the use of curved and linear pathways with the appropriate arm movement		
2 weeks	<p><b>Standard 1.1</b> Demonstrate refined physical coordination when performing movement phrases (e.g., alignment, agility, balance, strength).</p> <p><b>Standard 1.2</b> Memorize and perform works of dance, demonstrating technical accuracy and consistent artistic intent.</p> <p><b>Standard 1.2 (A)</b> Demonstrate knowledge and skill by performing in school and public.</p> <p><b>Standard 1.3</b> Perform in multiple dance genres (e.g., modern, ballet, jazz, tap, traditional/recreational).</p> <p><b>Standard 1.4</b> Demonstrate clarity of intent while applying kinesthetic principles for all dance elements.</p> <p><b>Standard 1.5 (A)</b> Demonstrate understanding of dance terminology through written and oral explanation.</p> <p><b>Standard 1.5</b> Apply knowledge of dance vocabulary to distinguish how movement looks physically in space, time, and force/energy).</p> <p><b>Standard 2.1</b> Create a body of works of dance demonstrating originality, unity, and clarity of intent. Application of Choreographic Principles and Processes to Creating Dance.</p> <p><b>Standard 2.2 (A)</b> Identify and apply elements of dance, such as rhythm, tempo, spatial awareness, and dance notation to a specific song.</p> <p><b>Standard 2.2</b> Identify and apply basic music elements (e.g., rhythm, meter, tempo, timbre) to construct and perform dances.</p> <p><b>Standard 2.3</b> Design a dance that utilizes an established dance style or genre. Communication of Meaning in Performance of Dance</p>	<p><b>Objectives:</b></p> <p>1. Students will understand and demonstrate their ability to manipulate movement phrases by varying the quality (energy and force) of the movement.</p> <p>2. Students will begin to memorize more complex movement phrases.</p> <p>3. Students will begin to understand the elements of choreography by combining 3 or more movement phrases together using tempo, space, and quality of movement</p> <p>4. Students will tell a story incorporating the story format;</p>	<p><b>UNIT III.</b></p> <p><b>Exploring Phrasing and Qualities of Movement (2 weeks)</b></p> <p>A. Expand understanding of movement quality: sharp, chop (staccato), smooth (legato), swinging, vibrate, pulse, undulate, collapse, rise, fall, recover, suspend, sustain</p> <p>B. Memorization of movement phrases</p> <p>C. Creation through Improvisation</p> <p>D. Primitive and Ancient Dance History</p>	<p><a href="http://www.wcde.ca.gov/be/st/s/va/pac/ont/ent/stds.asp">http://www.wcde.ca.gov/be/st/s/va/pac/ont/ent/stds.asp</a></p>

<p>Standard 2.4 Perform original works that employ personal artistic intent and communicate effectively.</p> <p>Standard 2.5 Perform works by various dance artists communicating the original intent of the work while employing personal artistic intent and interpretation. Development of Partner and Group Skills</p> <p>Standard 2.6 Collaborate with peers in the development of choreography in groups (e.g., duets, trios, small ensembles).</p> <p>Standard 2.7 Teach movement patterns and phrases to peers.</p> <p>Standard 5.3 Explain how dancing presents opportunities and challenges to maintain physical and emotional health and how to apply that information to current training and lifelong habits.</p> <p>Standard 5.4 Explain how Folklorico Dance presents opportunities for physical and emotional growth. Apply that information to current training and lifelong habits.</p>	<p>beginning, middle and end using movement and gesture only and perform it to the class.</p> <p>5. Students will be introduced to the early development of movement used as a means of communication and its importance to society.</p> <p>Activities:</p> <ol style="list-style-type: none"> <li>1. Using a movement sequence, have the student change the energy and force (quality) of the movement. An example would be using peanut butter as a medium. Move as if you were in smooth peanut butter (meaning the movement should be slow and legato) and compare the same phrase as it is done through chunky peanut butter (slow and staccato). Use a variety of energy</li> </ol>		
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		<p>changes to interpret a single movement phrase.</p> <p>2. Have the class identify the force that each group chooses to use in the phrase. Discuss.</p> <p>3. Identify musical selections that would be appropriate for a variety of phrases.</p> <p>4. Increase difficulty by expanding the parameters: add time (tempo), space (levels) and energy into a movement phrase. Discuss the use of repetition.</p> <p>5. Have students either create a story or select an existing story or poem, identify the beginning, middle and end. Create the story in picture and movement form and demonstrate it to the class. Have the class evaluate the presentation for understanding.</p>		
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		<p>Have students make suggestions for improvement to give the story clarity.</p> <p>6. Students select a piece of vocal music that suggests a universal theme, such as a love song, a war song, or a song about good and evil. Students improvise movement, perform research about the theme, analyze music, and develop, revise, and refine movement ideas -- each creating a dance that conveys the story of and reflects the structure of the music. Students use their journals to document the choreographic process. Students note use of dance elements, the structure of dance (beginning, middle, end) and</p>		
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		aesthetic principles of dance (contrast, unity, development).		
2 week 5	<p>Standard 1.1 Demonstrate refined physical coordination when performing movement phrases (e.g., alignment, agility, balance, strength).</p> <p>Standards 1.2 Memorize and perform works of dance, demonstrating technical accuracy and consistent artistic intent.</p> <p>Standard 1.3 Perform in multiple dance genres (e.g., modern, ballet, jazz, tap, traditional/recreational).</p> <p>Standard 1.4 Demonstrate clarity of intent while applying kinesthetic principles for all dance elements.</p> <p>Standard 1.5 Apply knowledge of dance vocabulary to distinguish how movement looks physically in space, time, and force/energy).</p> <p>Standard 2.1 Create a body of works of dance demonstrating originality, unity, and clarity of intent.</p> <p>Standard 2.2 Identify and apply basic music elements (e.g., rhythm, meter, tempo, timbre) to construct and perform dances.</p> <p>Standard 2.3 Design a dance that utilizes an established dance style or genre.</p> <p>Standard 2.4 Perform original works that employ personal artistic intent and communicate effectively.</p> <p>Standard 2.5 Perform works by various dance artists communicating the original intent of the work while employing personal artistic intent and interpretation.</p> <p>Standard 2.6 Collaborate with peers in the development of choreography in groups (e.g., duets, trios, small ensembles).</p> <p>Standard 2.7 Teach movement patterns and phrases to peers.</p> <p>Standard 3.1 Identify and perform folk/traditional, social, and theatrical dances with appropriate stylistic nuances.</p> <p>Standard 3.2 Describe ways in which folk/traditional, social, and theatrical dances reflect their specific cultural context.</p> <p>Standard 3.3 Explain how the works of dance by major choreographers communicate universal themes and sociopolitical issues in their historical/cultural contexts (e.g., seventeenth century Italy, eighteenth-century</p>	<p>bjectives:</p> <p>1. Students will understand and demonstrate their ability to manipulate movement phrases by varying the quality (energy and force) of the movement.</p> <p>2. Students will begin to memorize more complex movement phrases.</p> <p>3. Students will begin to understand the elements of choreography by combining 3 or more movement phrases together using tempo, space, and quality of movement</p> <p>4. Students will tell a story incorporating the story format: beginning, middle and end using movement and gesture only</p>	<p><b>UNIT IV. Dance Fundamentals (Ballet &amp; Ballet Folklorico) and Introductory Terminology (2 weeks)</b></p> <p>A. The 5 Ballet positions</p> <p>B. Introduce and demonstrate elementary body and head positions/directions</p> <p>C. Introduce basic Port de bras (movement of the arms) alone and with footwork</p> <p>D. Vary timing of combined movement: fast (allegro), medium (moderato), and slow (adagio)</p> <p>E. Introduce Era 3 of Dance History – Renaissance and the development of the Ballet</p> <p>F. Ballet Folklorico: Foot positioning and Footwork</p> <p>G. Ballet Folklorico Series</p>	<p><a href="http://www.wvde.org/best/svacontentstds.asp">http://www.wvde.org/best/svacontentstds.asp</a></p>

	<p>France, the women's suffrage movement, dance in the French courts, Chinese cultural revolution).</p> <p><b>Standard 3.4 Explain how dancers from various cultures and historical periods</b></p> <p><b>Standard 4.4 Research and identify dances from different historical periods or cultures and make connections between social change and artistic expression in dance.</b></p> <p><b>Standard 4.5 Identify and evaluate the advantages and limitations of viewing live and recorded dance performances.</b></p> <p><b>Standard 5.2 Apply concepts from anatomy, physiology, and physics to the study and practice of dance techniques.</b></p>	<p>and perform it to the class.</p> <p><b>5. Students will be introduced to the early development of movement used as a means of communication and its importance to society.</b></p> <p><b>Activities:</b></p> <p><b>1. Using a movement sequence, have the student change the energy and force (quality) of the movement. An example would be using peanut butter as a medium. Move as if you were in smooth peanut butter (meaning the movement should be slow and legato) and compare the same phrase as it is done through chunky peanut butter (slow and staccato). Use a variety of energy changes to interpret a single movement phrase.</b></p>		
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		<p><b>2. Have the class identify the force that each group chooses to use in the phrase. Discuss.</b></p> <p><b>3. Identify musical selections that would be appropriate for a variety of phrases.</b></p> <p><b>4. Increase difficulty by expanding the parameters: add time (tempo), space (levels) and energy into a movement phrase. Discuss the use of repetition.</b></p> <p><b>5. Have students either create a story or select an existing story or poem, identify the beginning, middle and end. Create the story in picture and movement form and demonstrate it to the class. Have the class evaluate the presentation for understanding. Have students make suggestions for improvement to</b></p>		
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		<p>give the story clarity.</p> <p>6. Students select a piece of vocal music that suggests a universal theme, such as a love song, a war song, or a song about good and evil. Students improvise movement, perform research about the theme, analyze music, and develop, revise, and refine movement ideas -- each creating a dance that conveys the story of and reflects the structure of the music. Students use their journals to document the choreographic process. Students note use of dance elements, the structure of dance (beginning, middle, end) and aesthetic principles of dance (contrast, unity,</p>		
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		development).		
6 weeks	<p>Standard 1.1 Demonstrate refined physical coordination when performing movement phrases (e.g., alignment, agility, balance, strength).</p> <p>Standards 1.2 Memorize and perform works of dance, demonstrating technical accuracy and consistent artistic intent.</p> <p>Standard 1.3 Perform in multiple dance genres (e.g., modern, ballet, jazz, tap, traditional/recreational).</p> <p>Standard 1.4 Demonstrate clarity of intent while applying kinesthetic principles for all dance elements.</p> <p>Standard 1.5 Apply knowledge of dance vocabulary to distinguish how movement looks physically in space, time, and force/energy).</p> <p>Standard 2.1 Create a body of works of dance demonstrating originality, unity, and clarity of intent.</p> <p>Standard 2.2 Identify and apply basic music elements (e.g., rhythm, meter, tempo, timbre) to construct and perform dances.</p> <p>Standard 2.3 Design a dance that utilizes an established dance style or genre.</p> <p>Standard 2.4 Perform original works that employ personal artistic intent and communicate effectively.</p> <p>Standard 2.5 Perform works by various dance artists communicating the original intent of the work while employing personal artistic intent and interpretation.</p> <p>Standard 2.6 Collaborate with peers in the development of choreography in groups (e.g., duets, trios, small ensembles).</p> <p>Standard 2.7 Teach movement patterns and phrases to peers.</p> <p>Standard 3.1 Identify and perform folk/traditional, social, and theatrical dances with appropriate stylistic nuances.</p> <p>Standard 3.2 Describe ways in which folk/traditional, social, and theatrical dances reflect their specific cultural context.</p> <p>Standard 3.3 Explain how the works of dance by major choreographers communicate universal themes and sociopolitical issues in their historical/cultural contexts (e.g., seventeenth century Italy, eighteenth-century France, the women's suffrage movement, dance in the French courts, Chinese cultural revolution).</p> <p>Standard 3.4 Explain how dancers from various cultures and historical periods</p>	<p>UNIT V. <b>Creating and Evaluating Regions of Mexico Dance Studies (6 weeks)</b></p> <p>A. Listen to Music &amp; Watch Dances from different regions of Mexico and identify the style and major instruments for each genre.</p> <p>B. Identify Music &amp; Dances from the following regions:</p> <p>1. North Polkas, Huapango Norteño, Calabaceado, Chotis, Redova, Corridos</p> <p>2. Central Huapango, Balona, Cuadrillas, Son Zacatecano, Waltz,</p> <p>3. East Son Jarocho, Huapangos, Danzon</p> <p>4. West Jarabes, Sones, Gustos, , Sones de Artesia, Tixtla</p>	<p><b>UNIT V. Creating and Evaluating Regions of Mexico Dance Studies (6 weeks)</b></p> <p>A. Listen to Music &amp; Watch Dances from different regions of Mexico and identify the style and major instruments for each genre.</p> <p>B. Identify Music &amp; Dances from the following regions:</p> <p>1. North 2. Central 3. East 4. West 5. South</p> <p>C. Language of Ballet Folklorico</p> <p>D. Traditional Roots of Ballet Folklorico</p> <p>E. Norteno Dances (Monterey, Laredo)</p> <p>F. Mestizo Dances (Nayarit, Chiapas, Yucatan)</p> <p>G. Classic Dances</p> <p>F. Tech rehearsal for timing and transitions as it relates to a Folklorico performance.</p> <p><b>End of Semester I - Evaluations:</b></p> <p>A. Review with Students Teacher generated rubrics</p> <p>B. Videotaping of Performances &amp; Evaluations.</p>	<p><a href="http://www.w.cde.ca.gov/be/st/s/va/pac/ontent/stds.asp">http://www.w.cde.ca.gov/be/st/s/va/pac/ontent/stds.asp</a></p>

	<p><b>Standard 4.4</b> Research and identify dances from different historical periods or cultures and make connections between social change and artistic expression in dance.</p> <p><b>Standard 4.5</b> Identify and evaluate the advantages and limitations of viewing live and recorded dance performances.</p> <p><b>Standard 5.2</b> Apply concepts from anatomy, physiology, and physics to the study and practice of dance techniques.</p>	<p><b>5. South Chilenas, Sones Isleños, Jaranas, Chontales, Bombas</b></p> <p><b>C. Language of Ballet Folklorico</b></p> <p><b>D. Traditional Roots of Ballet Folklorico</b></p> <p><b>E. Norteno Dances (Monterey, Laredo)</b></p> <ol style="list-style-type: none"> <li>1. Santa Rita</li> <li>2. La Cacahuata</li> <li>3. Cerro de la Silla</li> <li>4. La Pasula</li> </ol> <p><b>F. Mestizo Dances (Nayarit, Chiapas, Yucatan)</b></p> <ol style="list-style-type: none"> <li>1. El Diablo</li> <li>2. La Majahua</li> <li>3. Fiesta del Pueblo</li> <li>4. Las Galas</li> <li>5. Rascapatee</li> <li>6. Chiapanecas</li> </ol> <p><b>G. Classic Dances</b></p> <ol style="list-style-type: none"> <li>1. La Madruga</li> </ol>		
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		<p>da (Western Mexico)</p> <p>2. Las Copetonas (Jalisco Mexico)</p> <p>3. La Negra (Jalisco México)</p> <p>4. El Huaco (Nicaragua)</p> <p>5. Las Alazanas (Jalisco Mexico)</p> <p>6. El Gusto (coast of Guerrero)</p> <p>F. Tech rehearsal for timing and transitions as it relates to a Folklorico performance.</p> <p><b>Objectives and Activities:</b></p> <p>1. Students will understand and demonstrate the role of performer and audience member</p> <p>2. Students will present memorized and/or original choreography for</p>		
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		<p>presentation to the class. (This could be either a formal or informal presentation 3. Students will evaluate their individual, group, and peer's performance.</p> <p>4. Students will identify strengths and offer suggestions for improvement based on their knowledge of time, space, energy and phrasing</p> <p>5. Students will present their portfolio of work done in the first semester. Students use their journals to trace their development in mastering technical skills in composing and performing dance. They reflect upon their recurring stumbling blocks, their patterns of achievement, and their kinesthetic, visual, and aural</p>		
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		<p>preferences, skills, and growth. They reflect upon how such abilities and challenges manifest themselves in other parts of their lives and studies.</p> <p><b>Activity: End of Semester Exhibition/ Practicum</b></p> <ol style="list-style-type: none"> <li>1. Student s will Particip ate in dance perform ances for a live audienc e.</li> <li>2. Student s Particip ate in perform ances             <ol style="list-style-type: none"> <li>a. For Peers in class presentation.</li> <li>b. For invited guests during school hours- presentation to peers.</li> <li>C. For invited guests and parents-</li> </ol> </li> </ol>		
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		<p>after school hours- presentation to family and friends.</p> <p>3. Students will Work cooperatively with peers and adults during rehearsals and/or performances to prepare for presentation of dances.</p> <p>4. Explore the dynamics of theater protocol.</p>		
	<p>Standard 2 Explore establish dance artists' works. Analyze and assimilate the artist's original intent.</p> <p>Standard 2 Participate in one performance each semester.</p> <p>Standard 2 Participate in performances for three different audiences each semester.</p> <p>Standard 2 Work cooperatively with peers and adults during rehearsals and/or performances on and off campus.</p>	<p><b>End of Semester Evaluations:</b></p> <p>A. Review with Students Teacher generated rubrics</p>		<p><a href="http://www.wcde.ca.gov/best/svaspac">http://www.wcde.ca.gov/best/svaspac</a></p>

<p>Standard 2.1 Create a body of works of dance demonstrating originality, unity, and clarity of intent. Application of Choreographic Principles and Processes to Creating Dance.</p> <p>Standard 2.2 (A) Identify and apply elements of dance, such as rhythm, tempo, spatial awareness, and dance notation to a specific song.</p> <p>Standard 2.2 Identify and apply basic music elements (e.g., rhythm, meter, tempo, timbre) to construct and perform dances.</p> <p>Standard 2.3 Design a dance that utilizes an established dance style or genre. Communication of Meaning in Performance of Dance</p> <p>Standard 2.4 Perform original works that employ personal artistic intent and communicate effectively.</p> <p>Standard 2.5 Perform works by various dance artists communicating the original intent of the work while employing personal artistic intent and interpretation. Development of Partner and Group Skills</p> <p>Standard 2.6 Collaborate with peers in the development of choreography in groups (e.g., duets, trios, small ensembles).</p> <p>Standard 2.7 Teach movement patterns and phrases to peers.</p> <p>Standard 3 Enhance through repetition the different nuances and characteristics between regional dances.</p> <p>Standard 3 History and Function of Dance Explain the relevance of traditional attire as it relates to the social and geographical environment.</p> <p>Standard 3 Diversity of Dance Analyze dance in terms of an art form, a medium of expression, and its role in society.</p> <p>Standard 3.1 Identify and perform folk/traditional, social, and theatrical dances with appropriate stylistic nuances.</p> <p>Standard 3.2 Describe ways in which folk/traditional, social, and theatrical dances reflect their specific cultural context.</p> <p>Standard 3.3 Explain how the works of dance by major choreographers communicate universal themes and sociopolitical issues in their</p>	<p>1. Individual rubrics</p> <p>2. Couples rubrics</p> <p>3. Group rubrics</p> <p>B. Videotaping of Performances.</p> <p>1. Teacher videotapes</p> <p>2. Peer/self evaluation</p>		<p>ont ent stds .asp</p>
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	<p>historical/cultural contexts (e.g., seventeenth century Italy, eighteenth-century France, the women's suffrage movement, dance in the French courts, Chinese cultural revolution).</p> <p>Standard 3.4 Explain how dancers from various cultures and historical periods reflect diversity and values (e.g., ethnicity, gender, body types, and religious intent).</p> <p><b>Standard 4 Meaning and Impact of Dance</b> Identify the dynamics that contribute to a successful dance performance in a theatrical production. (e.g., music, lighting, costuming, set design, timing and transitions)</p> <p><i>Description, Analysis, and Criticism of Dance</i></p> <p>Standard 4.1 Describe how the qualities of a theatrical production contribute to the success of a dance performance (e.g., music, lighting, costuming, text, set design).</p> <p>Standard 4.2 Apply criteria-based assessments appropriate to various dance forms (e.g., concert jazz, street, liturgical).</p> <p>Standard 4.3 Defend personal preferences about dance styles and choreographic forms, using criteria based assessment.</p> <p><i>Meaning and Impact of Dance</i></p> <p>Standard 4.4 Research and identify dances from different historical periods or cultures and make connections between social change and artistic expression in dance.</p> <p>Standard 4.5 Identify and evaluate the advantages and limitations of viewing live and recorded dance performances.</p>			
12 weeks	<p><b>Standard 4</b> Identify the dynamics that contribute to a successful dance performance in a theatrical production. (e.g., music, lighting, costuming, set design, timing and transitions)</p>	<p><b>Objectives and Activities:</b></p> <p>1. Students will understand and</p>	<p><b>Semester II</b> <b>UNIT VI. Introduction to Dance Genres and History (12 weeks total)</b></p>	<p><a href="http://www.wcde.c">http://www.wcde.c</a></p>

<p><b>Standard 4</b> Apply regional assessment criteria to various traditional dances.</p> <p><i>Description, Analysis, and Criticism of Dance</i></p> <p><b>Standard 4.1</b> Describe how the qualities of a theatrical production contribute to the success of a dance performance (e.g., music, lighting, costuming, text, set design).</p> <p><b>Standard 4.2</b> Apply criteria-based assessments appropriate to various dance forms (e.g., concert jazz, street, liturgical).</p> <p><b>Standard 4.3</b> Defend personal preferences about dance styles and choreographic forms, using criteria based assessment.</p> <p><i>Meaning and Impact of Dance</i></p> <p><b>Standard 4.4</b> Research and identify dances from different historical periods or cultures and make connections between social change and artistic expression in dance.</p> <p><b>Standard 4.5</b> Identify and evaluate the advantages and limitations of viewing live and recorded dance performances.</p> <p><b>Standard 5</b> Incorporate the use of technology for self and group evaluation or research.</p>	<p>demonstrate the role of performer and audience member</p> <p>2. Students will present memorized and/or original choreography for presentation to the class. (This could be either a formal or informal presentation</p> <p>3. Students will evaluate their individual, group, and peer's performance.</p> <p>4. Students will identify strengths and offer suggestions for improvement based on their knowledge of time, space, energy and phrasing</p> <p>5. Students will present their portfolio of work done in the first semester. Students use their journals to trace their development in mastering technical skills in composing and performing dance. They</p>	<p><b>A. Review, Learn, Perform, Analyze, and Evaluate, Folk Dance, Social Dance and Forms (at least one - two dances from each category)</b></p> <ol style="list-style-type: none"> <li>1. Circle, procession, lines</li> <li>2. Men and women's role in folk/social dance</li> <li>3. Cultural and Historical significance and meaning of specific dances and steps</li> <li>4. Ethnic dance styles and their influence on other styles of dance.       <ol style="list-style-type: none"> <li>a. Sones Jarochos (Veracruz)</li> <li>b. Revolutionary Dances</li> <li>c. Banda Dances (Sinaloa)</li> <li>d. Huasteca Dances (Tamaulipsa)</li> <li>e. Ritual Dances</li> </ol> </li> </ol>	<p>a.g ov/ be/ st/s s/va pac ont ent stds .asp</p>
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		<p>reflect upon their recurring stumbling blocks, their patterns of achievement, and their kinesthetic, visual, and aural preferences, skills, and growth. They reflect upon how such abilities and challenges manifest themselves in other parts of their lives and studies.</p> <p><b>Activity:</b> <b>Exhibition/ Practicum</b></p> <ol style="list-style-type: none"> <li>1. Student s will Particip ate in dance perform ances for a live audienc e.</li> <li>2. Student s Particip ate in perform ances <ol style="list-style-type: none"> <li>a. For Peers in class presentation.</li> <li>b. For invited guests</li> </ol> </li> </ol>		
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		<p>during school hours- presentation to peers.</p> <p>C. For invited guests and parents- after school hours- presentation to family and friends.</p> <p>3. Students will Work cooperatively with peers and adults during rehearsals and/or performances to prepare for presentation of dances.</p> <p>4. Explore the dynamics of theater protocol.</p>		
6 weeks	Standard 2 Explore establish dance artists' works. Analyze and assimilate the artist's original intent.	<b>Objectives and Activities:</b> 1. Students will	<b>UNIT VII. Introduction to Influential Latin/Hispanic, Influential</b>	<a href="http://www.w.c">http://www.w.c</a>

<p>Standard 2.1 Create a body of works of dance demonstrating originality, unity, and clarity of intent. Application of Choreographic Principles and Processes to Creating Dance.</p> <p>Standard 2.2 (A) Identify and apply elements of dance, such as rhythm, tempo, spatial awareness, and dance notation to a specific song.</p> <p>Standard 2.2 Identify and apply basic music elements (e.g., rhythm, meter, tempo, timbre) to construct and perform dances.</p> <p>Standard 2.3 Design a dance that utilizes an established dance style or genre. Communication of Meaning in Performance of Dance</p> <p>Standard 2.4 Perform original works that employ personal artistic intent and communicate effectively.</p> <p>Standard 2.5 Perform works by various dance artists communicating the original intent of the work while employing personal artistic intent and interpretation. Development of Partner and Group Skills</p> <p>Standard 2.6 Collaborate with peers in the development of choreography in groups (e.g., duets, trios, small ensembles).</p> <p>Standard 2.7 Teach movement patterns and phrases to peers.</p> <p>Standard 3 Enhance through repetition the different nuances and characteristics between regional dances.</p> <p>Standard 3 Explain the relevance of traditional attire as it relates to the social and geographical environment.</p> <p>Standard 3 Analyze dance in terms of an art form, a medium of expression, and its role in society.</p> <p>Standard 3 Enhance through repetition the different nuances and characteristics between regional dances.</p> <p>Standard 3 History and Function of Dance Explain the relevance of traditional attire as it relates to the social and geographical environment.</p> <p>Standard 3 Diversity of Dance Analyze dance in terms of an art form, a medium of expression, and its role in society.</p>	<p>understand and demonstrate the role of performer and audience member</p> <p>2. Students will present memorized and/or original choreography for presentation to the class. (This could be either a formal or informal presentation</p> <p>3. Students will evaluate their individual, group, and peer's performance.</p> <p>4. Students will identify strengths and offer suggestions for improvement based on their knowledge of time, space, energy and phrasing</p> <p>5. Students will present their portfolio of work done in the first semester. Students use their journals to trace their development in mastering technical skills in composing and performing</p>	<p><b>European Colonizing Countries, and Eastern Hemisphere Countries affected by the Columbian Exchange: Dance Genres and History (6 weeks)</b></p> <p>A. Review, Learn, Perform, Analyze, and Evaluate, Folk Dance, Social Dance and Forms (at least one - two dances from each category)</p> <ol style="list-style-type: none"> <li>1. Circle, procession, lines</li> <li>2. Men and women's role in folk/social dance</li> <li>3. Cultural and Historical significance and meaning of specific dances and steps</li> <li>4. Ethnic dance styles and their influence on other styles of dance (but not limited to).       <ol style="list-style-type: none"> <li>a. Argentina</li> <li>b. Brazil</li> <li>c. Colombia</li> <li>d. Spain</li> <li>e. El Salvador</li> <li>f. Cuba</li> <li>g. Tobago &amp; Trinidad</li> <li>h. Nigeria</li> <li>i. Cameroon</li> </ol> </li> </ol> <p><b>Activity Project:</b> Students will research and create a slideshow project</p> <p><b>End of Semester II - Evaluations:</b></p> <p>A. Review with Students Teacher generated rubrics</p>	<p>de.c a.g ov/ be/ st/s s/va pac ont ent stds .asp</p>
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<p>Standard 3.1 Identify and perform folk/traditional, social, and theatrical dances with appropriate stylistic nuances.</p> <p>Standard 3.2 Describe ways in which folk/traditional, social, and theatrical dances reflect their specific cultural context.</p> <p>Standard 3.3 Explain how the works of dance by major choreographers communicate universal themes and sociopolitical issues in their historical/cultural contexts (e.g., seventeenth century Italy, eighteenth-century France, the women's suffrage movement, dance in the French courts, Chinese cultural revolution).</p> <p>Standard 3.4 Explain how dancers from various cultures and historical periods reflect diversity and values (e.g., ethnicity, gender, body types, and religious intent).</p> <p>Standard 2 Participate in one performance each semester.</p> <p>Standard 2 Participate in performances for three different audiences each semester.</p> <p>Standard 2 Work cooperatively with peers and adults during rehearsals and/or performances on and off campus.</p> <p>Standard 4 Identify the dynamics that contribute to a successful dance performance in a theatrical production. (e.g., music, lighting, costuming, set design, timing and transitions)</p> <p>Standard 4.1 Describe how the qualities of a theatrical production contribute to the success of a dance performance (e.g., music, lighting, costuming, text, set design).</p> <p>Standard 4.2 Apply criteria-based assessments appropriate to various dance forms (e.g., concert jazz, street, liturgical).</p> <p>Standard 4.3 Defend personal preferences about dance styles and choreographic forms, using criteria based assessment.</p> <p><i>Meaning and Impact of Dance</i></p> <p>Standard 4.4 Research and identify dances from different historical periods or cultures and make</p>	<p>dance. They reflect upon their recurring stumbling blocks, their patterns of achievement, and their kinesthetic, visual, and aural preferences, skills, and growth. They reflect upon how such abilities and challenges manifest themselves in other parts of their lives and studies.</p> <p><b>Activity:</b> <b>Exhibition/ Practicum</b></p> <ol style="list-style-type: none"> <li>1. Students will Participate in dance performances for a live audience.</li> <li>2. Students Participate in performances       <ol style="list-style-type: none"> <li>a. For Peers in class presentation.</li> <li>b. For</li> </ol> </li> </ol>	<p>B. Videotaping of Performances &amp; Evaluations.</p>	
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	<p>connections between social change and artistic expression in dance.</p> <p><b>Standard 4.5</b> Identify and evaluate the advantages and limitations of viewing live and recorded dance performances.</p> <p><b>Standard 5</b> Incorporate the use of technology for self and group evaluation or research.</p> <p><b>Standard 5</b> Connecting and applying what is learned in Folklorico Dance as it relates to other art forms, subject areas and in careers.</p> <p><b>Standard 5</b> Students apply what they learn in Folklorico Dance across subject areas. They develop competencies, creative skills in problem solving, communications, time management and resources that contribute to lifelong learning.</p> <p><b>Standard 5</b> Students will gain an understanding of careers related to folkloric dance.</p>	<p>invited guests during school hours- presentation to peers.</p> <p><b>C.</b> For invited guests and parents- after school hours- presentation to family and friends.</p> <p><b>3.</b> Students will Work cooperatively with peers and adults during rehearsals and/or performances to prepare for presentation of dances.</p> <p><b>4.</b> Explore the dynamics of theater protocol.</p>		
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<p>Standard 2.1 Create a body of works of dance demonstrating originality, unity, and clarity of intent. Application of Choreographic Principles and Processes to Creating Dance.</p> <p>Standard 2.2 (A) Identify and apply elements of dance, such as rhythm, tempo, spatial awareness, and dance notation to a specific song.</p> <p>Standard 2.2 Identify and apply basic music elements (e.g., rhythm, meter, tempo, timbre) to construct and perform dances.</p> <p>Standard 2.3 Design a dance that utilizes an established dance style or genre. Communication of Meaning in Performance of Dance</p> <p>Standard 2.4 Perform original works that employ personal artistic intent and communicate effectively.</p> <p>Standard 2.5 Perform works by various dance artists communicating the original intent of the work while employing personal artistic intent and interpretation. Development of Partner and Group Skills</p> <p>Standard 2.6 Collaborate with peers in the development of choreography in groups (e.g., duets, trios, small ensembles).</p> <p>Standard 4 Identify the dynamics that contribute to a successful dance performance in a theatrical production. (e.g., music, lighting, costuming, set design, timing and transitions)</p> <p>Standard 4 Apply regional assessment criteria to various traditional dances.</p> <p>Standard 4.1 Describe how the qualities of a theatrical production contribute to the success of a dance performance (e.g., music, lighting, costuming, text, set design).</p> <p>Standard 4.2 Apply criteria-based assessments appropriate to various dance forms (e.g., concert jazz, street, liturgical).</p> <p>Standard 4.3 Defend personal preferences about dance styles and choreographic forms, using criteria based assessment.</p> <p><i>Meaning and Impact of Dance</i></p> <p>Standard 4.4 Research and identify dances from different historical periods or cultures and make</p>	<p><b>End of Semester Evaluations:</b></p> <p>A. Review with Students Teacher generated rubrics critique student work and provide feedback for learning and understanding.</p> <p>1. Individual rubrics: critique student work and provide feedback for learning and understanding.</p> <p>2. Couples rubrics: critique student work and provide feedback for learning and understanding.</p> <p>3. Group rubrics</p> <p>B. Videotaping of Performances. Critique student work and provide feedback for learning and understanding.</p> <p>1. Teacher videotapes for student use to:</p> <p>2. Peer/self evaluation</p>	<p><b>End of Semester Evaluations:</b></p> <p>A. Review with Students Teacher generated rubrics</p> <p>1. Individual rubrics</p> <p>2. Couples rubrics</p> <p>3. Group rubrics</p> <p>B. Videotaping of Performances.</p> <p>1. Teacher videotapes</p> <p>2. Peer/self evaluation</p>	<p><a href="http://www.w.cde.ca.gov/be/st/s/vapaccontentstds.asp">http://www.w.cde.ca.gov/be/st/s/vapaccontentstds.asp</a></p>
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	<p>connections between social change and artistic expression in dance.</p> <p><b>Standard 4.5</b> Identify and evaluate the advantages and limitations of viewing live and recorded dance performances.</p> <p><b>Standard 5</b> Incorporate the use of technology for self and group evaluation or research.</p> <p><b>Standard 5 Connections and Applications Across Disciplines</b>          Incorporate the use of technology for self and group evaluation or research.</p> <p><i>Connections and Applications Across Disciplines</i></p> <p><b>Standard 5.1</b> Demonstrate effective knowledge and skills in using audiovisual equipment and technology when creating, recording, and producing dance.</p> <p><b>Standard 5.2</b> Compare the study and practice of dance techniques to motion, time, and physical principles from scientific disciplines (e.g., muscle and bone identification and usage; awareness of matter, space, time, and energy/force). <i>Development of Life Skills and Career Competencies</i></p> <p><b>Standard 5.3</b> Synthesize information from a variety of health-related resources to maintain physical and emotional health.</p> <p><b>Standard 5.4</b> Determine the appropriate training, experience, and education needed to pursue a variety of dance and dance-related careers.</p>	<p>For the purpose of critique student work and provide feedback for learning and understanding.</p>		

**C. HONORS COURSES ONLY**

Indicate how much this honors course is different from the standard course.

N/A

#### D. BACKGROUND INFORMATION

##### Context for course (optional)

###### **Objectives:**

###### **Students will be able to:**

- Identify the vocabulary of steps, music and costumes associated with specific dances and the culture and region that it belongs to.
- Execute the correct techniques particular to each dance.
- Demonstrate the dances with technical accuracy and clarity of historical and/or dramatic intent.
- Identify the instruments(s) associated with regional dances.
- Be able to perform dances from the six major regions of Mexico, identify costume and cultural elements, and to recognize the characteristic music of the region.
- Be able to perform dances from the influential Latin/Hispanics Countries, identify costume and cultural elements, and to recognize the characteristic music of the region.
- Be able to perform dances from the influential European Colonizing Countries and Eastern Hemisphere Countries affected by the Columbian Exchange, identify costume and cultural elements, and to recognize the characteristic music of the region.
- Exhibit an understanding of the choreography of the dances through reflection and performance.
- Use higher order thinking skills to develop an original dance from an idea to a performance.
- Interpret an established dance without losing the original intent of the dance.
- Research and identify dance related occupations and future outlook.
- Identify the influence that other cultures have had in each dance.

##### History of Course Development (optional)

###### **Goals:** (Students needs the course is intended to meet) Students will Learn to:

- Develop body awareness; movement control and communication skills; and a capacity for movement response, motor efficiency and multisensory integration (VAPA1).
- Explore dance elements and perform dance movements, using the skills, vocabulary and language of a dance (VAPA2).
- Make connections between dance composition and performance and healthy living (VAPA5).
- Use choreographic principles and processes to express perceptions, feelings, images and thoughts (VAPA 4).
- Create and communicate meaning through dance composition and performance (VAPA 2 & 3).
- Develop knowledge, understanding, and tolerance of human diversity through dance (VAPA 3).
- Investigate the role of dance in historical and contemporary cultures (VAPA 3 & 5).
- Analyze, interpret, and judge dance in accor with learned aesthetic principles (VAPA 4).
- Study the events in history that influenced the various styles of music, dance, and costumes (VAPA 3).
- Learn the instruments particular to a regional dance (VAPA 1).
- Examine dance and dance related occupations (VAPA 5).
- Use technology to reinforce and enhance dance concepts across the curriculum. (VAPA 5)