

MISSION TRAILS REGIONAL OCCUPATIONAL PROGRAM

1. **COURSE TITLE:** Professional Dancer's Training Program
2. **CBEDS TITLE:** Dance Choreography and Production
3. **CBEDS NUMBER:** 2352
4. **JOB TITLES:** 151.047-010 Dancer
151.047-018 Dance Director Assistant
151-027.010 Choreographer
151.027-014 Dance Educator
194.282.010 Dance Film/Video
Arts Administrator
Artistic Director
Dance and Fitness Studio Owner
Dance Casting Agent
Dance Historian
Dance Costumer
Dance Lighting Designer

5. **COURSE DESCRIPTION:**

This course is designed to provide students with a thorough knowledge of the fundamentals of dance necessary and the skills necessary for entry-level employment in a range of dance related careers (e.g., professional dancer, choreography, costume design, lighting design, production, marketing, and directing). Students will acquire knowledge of the practical, theoretical, and technical aspects of dance as well as develop strategies for marketing their talents and successfully navigating their career.

Training will include a variety of dance techniques, choreographic tools, dance history, ethnic dance, and dance critique. Students will gain hands-on experience through dance instruction, guest teachers, professional and student choreography, and production of dance performances.

6. **HOURS:** 540

Under the supervision of the instructor, this course requires TBA hours outside the regular scheduled class for rehearsals and performances. A "Placement log" form is strongly recommended for all student unpaid and paid work experiences and/or advanced training.

7. **PREREQUISITES:** Dance I and Dance II or the recommendation of the instructor. Must be 16 years old or 11th grade.

8. **REVISION DATE:** January 2010

9. COURSE OUTLINE:

- a. CONTENT AREA SKILLS:**
 - i. EXPECTED STUDENT OUTCOMES**
 - ii. HOURS OF INSTRUCTION**

COURSE OUTLINE

CONTENT AREA SKILLS	EXPECTED STUDENT OUTCOMES	HOURS		
		CL = Classroom	CC = Comm. Class.	CP = Co-op Ed.
<i>Instruction will include:</i>	<i>Student will be able to:</i>	CL	CC	CP
I. Career Essentials	Students will understand how the Regional Occupational Program (ROP) supports Professional Dance course concepts in preparing them for entry-level positions within the industry. They will obtain specific training competencies by completing performance objectives and classroom requirements, using ROP forms to monitor progress and related instruction; completing assignments for meeting course competencies.	12		
A. Introduction to ROP	<ul style="list-style-type: none"> • Describe how course goals and objectives relate to individual needs/goals. • Examine the goals and objectives, legal requirements, grading, credits, and review of course syllabus. • Establish written personal goals. Analyze the effect of their own cultural experiences on their dramatic work 			
B. Job Search	<ul style="list-style-type: none"> • Apply job search skills: write a resume, develop a photographic portfolio, complete a job application, and audition. 			
<ul style="list-style-type: none"> • Application • Personal Career Portfolio • Job search techniques • Resume writing • Auditioning 				

CONTENT AREA SKILLS	EXPECTED STUDENT OUTCOMES	HOURS CL = Classroom CC = Comm. Class. CP = Co-op Ed.		
<p>I. Career Essentials (continued)</p> <p>C. Job Survival Skills</p> <ul style="list-style-type: none"> • Awareness • Continuous Practice • Teamwork • Positive Communications <p>D. All Aspects of the Industry</p> <ul style="list-style-type: none"> • Career Ladder/Path • Job Descriptions • Labor Market • Employment Trends <p>E. Work Ethics</p> <ul style="list-style-type: none"> • Decision-Making Guidelines • Professional Ethics <p>F. Safety</p> <ul style="list-style-type: none"> • Basic Safety Rules • Responsibilities 	<ul style="list-style-type: none"> • Explore the structure and understand the environment of the workplace, the intensity of competition and the commitment expectations of professional employment. • Apply the concepts of the labor market with regard to understanding that the demand for a dancer or choreographer is derived from the demand for and quality of the services he or she can provide. • Demonstrate an understanding that the higher the quality and more professional the product, and the more highly priced the position offered is likely to be. • Create productions that reflect what society is thinking. . • Analyze the values structure and the development of morals and how they relate to the workplace. • Assess your personal values, morals, and their positive application to desired workplace ethics. • Asses dance safety issues for the stage, rehearsal areas, and work sites. 			

CONTENT AREA SKILLS	EXPECTED STUDENT OUTCOMES	HOURS CL = Classroom CC = Comm. Class. CP = Co-op Ed.		
<p>I. Career Essentials (continued)</p> <p>G. Sexual Harassment</p> <ul style="list-style-type: none"> • What It Is • Unacceptable Behavior • Federal and State Laws • Process for Deterring and Reporting <p>H. Diversity</p> <ul style="list-style-type: none"> • Stereotypes • Prejudice • Discrimination <p>I. Customer Service</p> <p>J. Entrepreneurship</p> <p>K. Exit Activities</p>	<ul style="list-style-type: none"> • Identify verbal, non-verbal, and physical types of harassment as defined by the state/federal law and determine appropriate behavior. • Identify the workplace contributions of cultural differences and how they benefit the organizational structure. • Examine how customer service affects the success of dance production. • Recognize that entrepreneurs possess unique characteristic for starting a business. • Complete all coursework and course evaluation for final course grade. 			

CONTENT AREA SKILLS	EXPECTED STUDENT OUTCOMES	HOURS		
		CL = Classroom	CC = Comm. Class.	CP = Co-op Ed.
II. Artistic Perception A. Technique <ul style="list-style-type: none"> • Dance Forms and Movements. • Elements of Dance • Performance Assessment B. Movement Analysis <ul style="list-style-type: none"> • Dance Elements and Movement • Dance History and other Art Forms C. Choreography <ul style="list-style-type: none"> • Use of Shape, Direction, Path, Range and Level of Movement • Rhythm, Phrasing, Tempo, Accent and Duration. • Release Energy, Sustained, Percussive, Suspended, Swinging, and Collapsing • Dance Terminology and Language of Dance 	Students develop body awareness, movement communication skills; and a capacity for movement response, motor efficiency, musicality, and visual integration. <ul style="list-style-type: none"> • Examine a variety of dance forms and movements with technical accuracy, clarity of emotional and dramatic intent and artistic style. Movements should be at an appropriate level of increasing complexity. • Demonstrate elements of dance incorporating motor efficiency, movement communication, musicality, and visual integration. • Perform movement in both formal and informal settings. • Critique formally and informally individual and peer performances. • Analyze dance elements and movement in a variety of ways (e.g. video, journal, class discussions, etc.) • Apply analysis to improve and/or revise dance movements. • Connect dance elements and movements to dance history; and other art forms. • Explore the different uses of shape, direction, path, range, and level of movement. • Investigate changes in rhythm, phrasing, temp, accent, and duration. • Develop ways to release energy; sustained, percussive, suspended, swinging, and collapsing. • Analyze dance elements and perform dance movements, using the skills, vocabulary, and language of dance. • Demonstrate critical understanding of dance movements in verbal and written analyses of specific dances using appropriate dance terminology. • Create and perform dance combinations and variations using the full range of elements of space, time and force. 	100	50	100

CONTENT AREA SKILLS	EXPECTED STUDENT OUTCOMES	HOURS CL = Classroom CC = Comm. Class. CP = Co-op Ed.		
<p>II. Artistic Perception (continued)</p> <p>D. Performances</p> <ul style="list-style-type: none"> Formal and Informal Performance Opportunities 	<ul style="list-style-type: none"> Produce written projects demonstrating understanding of choreographic principles, process, structures, and forms. Observe filmed representation of choreographic style and structures. Research the development of the form or the choreographer and submit a 1,500-word report on research and conclusions. Perform dances projecting artistic expressions, clarity, musicality, and stylistic nuance. 			

CONTENT AREA SKILLS	EXPECTED STUDENT OUTCOMES	HOURS		
		CL = Classroom	CC = Comm. Class.	CP = Co-op Ed.
III. Creative Expressions A. Body Maintenance <ul style="list-style-type: none"> • Warm Up Exercises • Dance Health Issues B. Assessment and Progress <ul style="list-style-type: none"> • Growth in Skill Development C. Developing Dance Expression <ul style="list-style-type: none"> • Dance and Movement Improvisations • Inspirations, Motivation and Emotion through Movement 	Students make connections between dance compositions and performance and healthful living. <ul style="list-style-type: none"> • Demonstrate care for their bodies through proper conditioning, dance techniques, rest, and nutrition's. • Participation in warm up activities consisting of strength, training, stretching, and the physical skills essential to the dance performer. • Investigate temporary health issues influencing dancers today. (e.g. eating disorder, smoking, injury prevention) • Design and use rubrics to self assess growth in dance skills and performances. • Design and implement goals for improvement. • Monitor growth in skill development and assess performance ability to make connections between dance and healthy living. • Utilize choreography principles and process to express perceptions, feelings, images, and thoughts. • Analyze movement in both spontaneous and structures activities. • Develop persona; creatively by exploring one's own feelings and ideas as a source of inspiration for movement. Mutual respect and appreciation for individual expression will be fostered. • Create movement that conveys the dancer's feelings and ideas to an audience. 	150	100	220

CONTENT AREA SKILLS	EXPECTED STUDENT OUTCOMES	HOURS CL = Classroom CC = Comm. Class. CP = Co-op Ed.		
<p>III. Creative Expression (continued)</p> <p>D. Performance Preparation</p> <ul style="list-style-type: none"> • Characterization in Dance • Dance Collaboration • Dance Interpretation 	<ul style="list-style-type: none"> • Define Character within a dance; develop and present movements to illustrate the character's emotions and personality. • Present dance combinations individually, in pairs, and small or large groups in preparation for formal and informal performances. • Collaborate in teams to develop an interpretive perception of observed professional work seen on stage or in a film, presenting to the class their conclusions in a creative format. Peers will review performance and discuss conclusions • Investigate and discuss professional works to interpret a dancer's emotions and ability to communicate meaning. Create and communicate meaning through dance composition and performance. • Present at least one formal performance for an audience per semester. 			

CONTENT AREA SKILLS	EXPECTED STUDENT OUTCOMES	HOURS		
		CL = Classroom	CC = Comm. Class.	CP = Co-op Ed.
IV. Historical and Cultural Context A. Historical and Cultural Significance and Development of Dance • Cultural Dances and Performances	Students will investigate the role of a dance in historical and contemporary cultures and develop understanding of human diversity and through dance. <ul style="list-style-type: none"> • Examine the cultural differences and commonalities through the study of dance history. • Select a dance from one period or location and develop an interpretive dance to express the results or conclusions. • Investigate, observe and analyze the influences of history and culture on contemporary dance, past and present. • Analyze movement development within a specific culture and produce a written report in appropriate format on the historical development of the dance in the culture. 	50	20	60

CONTENT AREA SKILLS	EXPECTED STUDENT OUTCOMES	HOURS		
		CL = Classroom	CC = Comm. Class.	CP = Co-op Ed.
V. Aesthetic Valuing A. Aesthetic Criteria <ul style="list-style-type: none"> • Aesthetic Perspective of Dance. • Utilizing Terminology and Language in Analyzing Aesthetics of Dance. B. Artistic Decisions <ul style="list-style-type: none"> • Analyze and assess effort and ability in self-choreographed dance. 	Students will analyze, interpret, and judge dance in accord with learned aesthetic principles. <ul style="list-style-type: none"> • Research and identify aesthetic criteria and use those criteria to evaluate different techniques and performance qualities of dance. • Respond to questions using dance terminology to demonstrate understanding of aesthetic evaluation. • Assess and refine self-choreographed dances and analyze artistic decisions within the performance. • Explain and defend choice of movements and dance techniques using dance terminology and aesthetic principles. • Peers will review and provide written critiques of performance and choices made. 	48	30	60
	Total Theory Hours	360		
	Total CC/CP- Hours		200	440

9 COURSE OUTLINE:

b) CAREER PERFORMANCE STANDARDS

i) EXPECTED STUDENT OUTCOMES

ii) HOURS OF INSTRUCTION

COURSE OUTLINE

CAREER PERFORMANCE STANDARDS	EXPECTED STUDENT OUTCOMES	HOURS
Instruction will include:	Student will be able to:	
<p>1. Personal Skills</p> <ul style="list-style-type: none"> ▪ Classroom policies & procedures ▪ Ethics <p>→ Work</p> <p>→ Business</p> <ul style="list-style-type: none"> ▪ Sexual harassment laws ▪ Personal skills, including positive attitude, self-confident, honesty, perseverance & self-discipline ▪ Professional appearance ▪ Time management ▪ Lifelong learning 	<p>1. Understand how personal skill development, including positive attitude, honesty, self-confidence, time management, & other positive traits affect employability.</p> <ul style="list-style-type: none"> ▪ Demonstrate and understand classroom policies & procedures ▪ Define work and business ethics & demonstrate the importance of ethical standards & social responsibilities in the business environment. ▪ Discuss the laws applicable to sexual harassment & discuss tactics for handling harassment situations. ▪ Demonstrate personal skills in class and/or business environment: <ul style="list-style-type: none"> → Positive attitude → Self-confidence → Honesty → Perseverance → Self-discipline ▪ Demonstrate and model personal hygiene and acceptable professional attire ▪ Prioritize tasks and meet deadlines ▪ Explain the importance of lifelong learning 	<p>Integrated in content area skills</p>

CAREER PERFORMANCE STANDARDS	EXPECTED STUDENT OUTCOMES	HOURS
Instruction will include:	Student will be able to:	
<p>2. Interpersonal Skills</p> <ul style="list-style-type: none"> ▪ Group dynamics ▪ Conflict resolution and negotiation ▪ Team work ▪ Etiquette across gender and cultural groups 	<p>2. Understand principles of effective interpersonal skills, including group dynamics, conflict resolution, and negotiation.</p> <ul style="list-style-type: none"> ▪ Identify and explain the key concepts of group dynamics ▪ Discuss and demonstrate the dynamics of conflict resolution and negotiation, and their importance within the business environment ▪ Demonstrate effective teamwork, share responsibilities, accept supervision and assume leadership roles ▪ Demonstrate cooperative working relationships and proper etiquette across gender and cultural groups 	Integrated in content area skills
<p>3. Thinking and Problem-Solving Skills</p> <ul style="list-style-type: none"> ▪ Critical and creative thinking skills ▪ Logical reasoning and problem-solving skills ▪ Numerical estimation, measurement, and calculation ▪ Identify, locate, and organize needed information and propose, evaluate, and select alternative solutions 	<p>3. Understand the importance of critical thinking and problem-solving skills in the workplace.</p> <ul style="list-style-type: none"> ▪ Apply critical and creative thinking skills in a work environment and implement a plan of improvement as needed ▪ Demonstrate logical reasoning and problem solving skills in a work environment ▪ Apply numerical estimation, measurement and calculation skills to business applications including the following: <ul style="list-style-type: none"> → Whole number math → Decimals & fractions → Counting & monetary functions → Use of tables & graphs ▪ Recognize problem situations; identify, locate and organize needed information, and propose, evaluate and select from alternate solutions 	Integrated in content area skills

CAREER PERFORMANCE STANDARDS	EXPECTED STUDENT OUTCOMES	HOURS
Instruction will include:	Student will be able to:	
<p>Communication Skills</p> <ul style="list-style-type: none"> ▪ Written communications ▪ Verbal and Nonverbal communications ▪ Active and effective listening ▪ Proper etiquette in business communications ▪ Writing and editing skills ▪ Use of reference material and handbooks ▪ Oral presentations 	<p>4. Understand principles of effective communication.</p> <ul style="list-style-type: none"> ▪ Read and implement written instructions, technical manuals, written communication, and reference books ▪ Present a positive image of verbal and nonverbal communication through use of appropriate methods ▪ Demonstrate active and effective listening skills through verbal, nonverbal and written feedback ▪ Demonstrate proper etiquette in business communications, including an awareness of requisite for international communications (languages, customs, and time zones) ▪ Demonstrate the following writing and editing skills: <ul style="list-style-type: none"> → Use correct grammar, punctuation, capitalization, vocabulary and spelling → Write, proofread and edit → Select and use appropriate forms of communication ▪ Exhibit a proficiency in the use of reference materials such as dictionary, thesaurus, telephone directory, almanac, zip code directory, and office handbooks 	<p>Integrated in content area skills</p>

<p>5. Occupational Safety</p> <ul style="list-style-type: none"> ▪ Good safety practices 	<p>5. Understand occupational safety issues, including avoidance of physical hazards</p> <ul style="list-style-type: none"> ▪ Model and implement good safety practices including: <ul style="list-style-type: none"> → Avoidance and reporting of physical hazards in the work environment → Safe operation of equipment → Proper handling of hazardous materials 	<p>Integrated in content area skills</p>
<p>CAREER PERFORMANCE STANDARDS</p>	<p>EXPECTED STUDENT OUTCOMES</p>	<p>HOURS</p>
<p>Instruction will include:</p>	<p>Student will be able to:</p>	
<p>Employment Literacy</p> <ul style="list-style-type: none"> ▪ Expand awareness of career opportunities ▪ Set employment goals and objectives ▪ Aptitudes, personal characteristics and interests ▪ Develop portfolio to C-TAP standards ▪ Develop interviewing techniques 	<p>6. Understand career paths and strategies for obtaining employment.</p> <ul style="list-style-type: none"> ▪ Explore career opportunities and develop a career plan ▪ Identify steps for setting goals and writing personal goals and objectives ▪ Examine aptitudes related to career options; relate personal characteristics and interests to educational and occupational opportunities ▪ Develop a portfolio to include the following: <ul style="list-style-type: none"> → Letter of Introduction → Cover letter → Resume → Thank you letter → Job application → Licenses, Certificates and Awards → Transcripts → Letters of Recommendation → Work Samples 	<p>Integrated in content area skills</p>

<p>Technology Literacy</p> <ul style="list-style-type: none"> ▪ Apply Industry specific technology ▪ Use Industry specific software ▪ Demonstrate Keyboarding ▪ Accessing information ▪ Lifelong enhancement of technology skills 	<p>Understand and adapt to changing technology.</p> <ul style="list-style-type: none"> ▪ Identify and demonstrate use of appropriate technology ▪ Identify and use industry specific software ▪ Demonstrate proficiency in alphanumeric keyboarding ▪ Input and retrieve information ▪ Understand the importance of lifelong learning in adapting to changing technology 	<p>Integrated in content area skills</p>
---	--	---

10. ADDITIONAL RECOMMENDED /OPTIONAL ITEMS

a. ARTICULATION:

b. VOCATIONAL CREDIT:

c. ACADEMIC CREDIT:

d. INSTRUCTIONAL STRATEGIES:

e. INSTRUCTIONAL MATERIALS:

f. CERTIFICATES: