

COURSE OUTLINE

I. ORIENTATION

- A. Introduce course and facilities
- B. Discuss syllabus and major objectives
- C. Explain attendance, grading, classroom procedures, code of conduct
- D. Complete course safety requirements/test

II. CAREERS IN DANCE AND CHOREOGRAPHY

- A. Understand the various career pathways related to the dance and choreography industry
- B. Research and present a career project including education needed, salary, local and regional labor outlook, and career trajectory
- C. Interview in person or by phone, web, etc. a person currently employed in the career field
- D. Prepare and participate in a mock audition with community and industry judges, complete with feedback

III. PREPARING FOR COLLEGE AND CAREERS

- A. Review and Discuss California CTE Model Curriculum Standards for Career Ready Practice
- B. Create an Education Plan and a Career Plan aligned with personal goals
- C. Create a Résumé
- D. Create a Career Portfolio
- E. Complete a handwritten/hand-printed Job Application neatly, legibly and with no corrections or mistakes
- F. Practice a professional job interview
- G. Evening of Excellence Essay

IV. HISTORY OF DANCE AND CHOREOGRAPHY

- A. Understand the important historical events and cultural significance of dance and choreography
- B. Analyze the historical and cultural perspective of the dancer in the professional setting
- C. Research and understand various occupations within the Arts, Media, and Entertainment industry sector, specifically related to choreography and dance
- D. Discuss environmentally-sound practices and sustainability within the industry sector

V. ADVANCED ELEMENTS OF CHOREOGRAPHY AND DANCE

- A. Demonstrate movement skills, process sensory information, and describe movement using the professional vocabulary of dance
- B. Apply highly developed physical coordination and control when performing complex movements from a variety of genres
- C. Create and perform complicated works of dance at a level of professionalism
- D. Perform in multiple professional dance genres integrating an advanced level of technical skill and clear intent
- E. Deconstruct formal and informal (improvisational) performances of dance and evaluate using appropriate artistic vocabulary

VI. MUSICALITY

- A. Develop an advanced understanding of music and musical styles and the way they relate to dance and choreography
- B. Sight read music accurately and expressively
- C. Analyze and describe the use of musical elements in a given professional work that makes it unique, interesting, and expressive
- D. Analyze multiple scores from significant works of dance throughout history

VII. CHOREOGRAPHIC PRINCIPLES

- A. Understand and be able to apply choreographic principles, processes, and skills
- B. Notate dances using a variety of systems (labanotation, motif writing, and personal systems)
- C. Apply basic music elements (rhythm, meter, tempo, timbre) to construct and perform dances for a variety of professional settings
- D. Create a dance that utilizes an established dance style or genre in response to an industry specific prompt
- E. Perform works by various dance artists communicating the original intent of the work while employing personal artistic intent and interpretation

COURSE OUTLINE

- F. Perform combinations, in response to audition requirements, in a variety of professional dance genres that demonstrate proficiency relative to industry expectations
- G. Create a diverse body of work in dance, which demonstrates originality, unity, clarity of intent, and a dynamic range of movement appropriate to a variety of professional applications
- H. Create a performance piece using dance structures, musical forms, theatrical elements, and technology for a specific professional application
- I. Perform original works that employ personal artistic intent and respond to industry specific criteria

VIII. DANCE PRODUCTION

- A. Deconstruct the aesthetic values that drive professional performance and the artistic elements necessary for industry production
- B. Critique various pieces of choreography and dance pieces using the language and terminology specific to dance
- C. Use selected criteria to compare, contrast, and assess various professional performance forms
- D. Analyze the aesthetic principles that apply in a professional work designed for live performance, film, video, or live broadcast
- E. Use complex evaluation criteria and terminology to compare and contrast a variety of genres of professional performance products

IX. PROFESSIONAL PRACTICES

- A. Explore the connection between artistic preparation and professional standards and practice
- B. Examine the training, education, and experience needed to pursue specific career options within the dance/ choreography industry
- C. Demonstrate entry-level competencies for a career in dance/ choreography
- D. Understand the technical aspects of lights, sound, properties, costumes, and makeup from the perspective of the professional performer
- E. Contrast differing roles in professional skill sets of creators, performers, and others involved in the production and presentation of the performing arts
- F. Create a career plan leading to professional performance or choreography
- G. Understand how to find an agent and negotiate payment
- H. Discuss the audition process, including preparation and pictures
- I. Discuss professional wellness, health, and nutrition as they relate to the industry

PROJECT-BASED LEARNING

(NAME OF PROJECT) (PRESENTATION ON...)

- A. Research
- B. Outline
- C. First Draft
- D. Final Draft
- E. Presentation

ESSENTIAL STANDARDS AND KEY ASSIGNMENTS

INDUSTRY SECTOR: Arts, Media & Entertainment

ESSENTIAL PATHWAY STANDARD - A1.0

KEY ASSIGNMENT

ESSENTIAL PATHWAY STANDARD - A2.0

KEY ASSIGNMENT

ESSENTIAL PATHWAY STANDARD – A3.0

KEY ASSIGNMENT

ESSENTIAL PATHWAY STANDARD – A4.0

KEY ASSIGNMENT

ESSENTIAL PATHWAY STANDARDS – A5.0

KEY ASSIGNMENT

ESSENTIAL PATHWAY STANDARDS – A6.0

KEY ASSIGNMENT

CTE MODEL CURRICULUM STANDARDS FOR CAREER READY PRACTICE

- 1. Apply appropriate technical skills and academic knowledge.** Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.
- 2. Communicate clearly, effectively, and with reason.** Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.
- 3. Develop an education and career plan aligned with personal goals.** Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.
- 4. Apply technology to enhance productivity.** Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.
- 5. Utilize critical thinking to make sense of problems and persevere in solving them.** Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.
- 6. Practice personal health and understand financial literacy.** Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.
- 7. Act as a responsible citizen in the workplace and the community.** Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.
- 8. Model integrity, ethical leadership, and effective management.** Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.
- 9. Work productively in teams while integrating cultural and global competence.** Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.
- 10. Demonstrate creativity and innovation.** Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.
- 11. Employ valid and reliable research strategies.** Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.
- 12. Understand the environmental, social, and economic impacts of decisions.** Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

CTE ANCHOR STANDARDS—Common Core English Language Arts Alignment

1: Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards. Note: alignment listed within each sector Anchor Standard

2: Communications Language Standard

Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the (career and college) readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. LS 9-10, 11-12.6 Anchor Standard

3: Career Planning and Management Speaking and Listening Standard

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SLS 11-12.2 Anchor Standard

4: Technology Writing Standard

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information. WS 11-12.6 Anchor Standard

5: Problem Solving and Critical Thinking Writing Standard

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WS 11-12.7 Anchor Standard

6: Health and Safety Reading Standards for Science and Technical Subjects

Determine the meaning of symbols, key words, and other domain-specific words and phrases as they are used in a specific scientific or technical context. RSTS 9-10 11-12.4 Anchor Standard

7: Responsibility and Flexibility Speaking and Listening Standard

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SLS 9-10 11-12.1 Anchor Standard

8: Ethics and Legal Responsibilities Speaking and Listening Standard

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the work. SLS 11-12.1d Anchor Standard

9: Leadership and Teamwork Speaking and Listening Standard

Work with peers to promote civil, democratic discussions and decision making; set clear goals and deadlines; and establish individual roles as needed. SLS 11-12.1b Anchor Standard

10: Technical Knowledge and Skills Writing Standard

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. WS 11-12.6 Anchor Standard

11: Demonstration and Application

Demonstrate and apply the knowledge and skills contained in the industry-sector anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and the career technical student organization.