

**CAREER TECHNICAL EDUCATION COURSE DESCRIPTION**

**COURSE TITLE:** Introduction to Choreography: Tumbling

**INDUSTRY SECTOR:** Arts, Media, and Entertainment

**PATHWAY:** Performing Arts

**CALPADS TITLE:** Introduction to Dance/Choreography

**CALPADS CODE:** 7230

<b>HOURS Total</b>	<b>Classroom</b>	<b>Lab Hours</b>
<b>140</b>	<b>100</b>	<b>40</b>

<b>JOB TITLE</b>	<b>O*NET CODE</b>	<b>JOB TITLE</b>	<b>O*NET CODE</b>
Choreographers	27-2032.00	Coaches and Scouts	27-2022.00
Producers and Directors	27-2012.00	Athletes and Sports Competitors	27-2021.00

**COURSE OVERVIEW:**

*This class will focus on safety measures, classroom procedures, and how to strengthen basic tumbling skills through the use of physical strength and flexibility. Also, learning proper technique and form to improve progressions in an entry level tumbling environment.*

*Students will complete CTE courses Arts, media and Entertainment level 1 and Introduction to choreography alongside this course.*

*Using the CTE standards to analyze, explore, demonstrate and understand the performing arts industry.*

**A-G APPROVAL:** Submitted for Fine Arts Approval 2/22/2021

**METHODS OF INSTRUCTION:**

- Direct Instruction
- Group and individual applied projects
- Multimedia
- Demonstration
- Field Trips
- Guest Speakers

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**STUDENT EVALUATION:**

- Student projects
- Written work
- Exams
- Observation record of student performance
- Completion of assignment

**COURSE CONTENT:**

**CTE ANCHOR STANDARDS:**

B1.0 Explore and formulate responses to peer and professional work using the fundamental elements of Theater, Dance, and Music.

B9.0 Explore the connection between artistic preparation and professional standards and practices.

**UNIT 1:**

**Overview & Safety First**

**Content**

**Coursework:**

AME: In Unit 1, you will get an introduction into the four different career pathways under the umbrella of Arts, Media, and Entertainment.

"OverviewThe Career Technical Education (CTE) Model Curriculum Standards publication is organized for use as a complete document or for access to individual industry sectors and pathways. The document includes Standards for Career Ready Practice—which describe the knowledge and skills that students need prior to entering a career technical education program—as part of the career technical education sequence or as integrated elements of other course work in preparation for careers and college.Each of the 15 industry sector sections includes a description, anchor standards, pathway standards, and an academic alignment matrix. The standards can be adjusted to be part of the curriculum (grades seven through twelve), provided through adult education, or included in community college programs. The document also lists the representatives who participated in each sector’s content development and the references that were consulted to revise the CTE standards." - CTE Pathways

**Labwork:**

Students will implement safety measures to not only ensure physical safety, but classroom safety as well. This unit will go over how to properly take care of our

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	equipment, how to safely fall out of any forward and backward rotating skills. Including how to safely bail/fall out of any skills.
<b>Standards</b>	<p><b>CTE STANDARDS:</b></p> <p>B1.0 Explore and formulate responses to peer and professional work using the fundamental elements of Theater, Dance, and Music.</p> <p>B9.0 Explore the connection between artistic preparation and professional standards and practices.</p>
<b>Assignments</b>	<ul style="list-style-type: none"> <li>- Bell work: AME1- Unit I: Arts, Media, and Entertainment Overview</li> <li>- Introduction to Choreography: Unit 1: Performing Arts Pathway Overview</li> <li>- Students take part in a lab class where they will work on the beginning stages of tumbling, strength training and flexibility.</li> <li>- Beginning with daily stretches and safety techniques students will learn how to properly perform these tasks along with learning how to keep their shared equipment cleaned.</li> <li>- Students will work on strength training to prepare for skills which will require strength and flexibility.</li> </ul>
<b>UNIT 2:</b>	<b>Communications &amp; History of Tumbling</b>
<b>Content</b>	<p>Coursework: In Unit 2, you will cover CTE Anchor Standards identified to help you learn how to communicate clearly, effectively, and with reason.</p> <p>"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, are active listeners who speak clearly and with purpose, and are comfortable with the terminology common to the workplace environment. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome." - CTE Pathways</p> <p>Labwork: In this unit students will begin to learn about the history of the sport. How it became, how it has changed and how tumbling is used in performances. They will begin studying</p>

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	the different styles of tumbling and implement the next stage of tumbling.
<b>STANDARDS:</b>	<p><b>CTE STANDARDS:</b></p> <p>B7.0 Analyze the historical and cultural perspective of multiple industry performance products from a discipline-specific perspective.</p> <p>B7.1 Identify and compare how film, theater, television, and electronic media productions influence values and behaviors.</p> <p>B7.2 Analyze the historical and cultural perspective of the dancer in the professional setting.</p> <p>B7.3 Analyze the historical and cultural perspective of the musician in the professional setting.</p> <p>B7.4 Analyze the historical and cultural perspective of the actor and performance artist in the professional setting.</p>
Assignments	<ul style="list-style-type: none"> <li>• Bell Work: AME1-Unit 2: Communications</li> <li>• Introduction to choreography: Unit 2: CTE Standard B1.0 &amp; B2.0</li> <li>• During the lab class, students will research and explore the history of the art of choreographed tumbling.</li> <li>• Mastering proper warm ups and cool downs along with continuous work on flexibility and strength training.</li> </ul>
<b>UNIT 3:</b>	<b>Career Planning &amp; Forward/Backward Rolls</b>
Content	<p>Coursework: OVERVIEW</p> <p>In Unit 3, you will cover CTE Anchor Standards identified to help you develop an education and career plan aligned with personal goals.</p> <p>"Career-ready individuals take personal ownership of their own 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 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</p>

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	<p>planning and execution of education and career plans." - CTE Pathways</p> <p>Labwork: A forward roll is a movement in which the body is turned heels over head with the back of the neck resting on the ground. Backward roll is a movement in which one's body is rolled backwards, by crouching on the ground and lifting one's legs complete over one's head and lifting the head at the end. Students will research and learn the proper ways to begin and finish forward and backward rolls. They will master them and perform them at the end of the unit.</p>
<b>STANDARDS:</b>	<p><b>CTE ANCHOR STANDARDS:</b> CTE Standards: B9.3 Demonstrate entry-level competencies for a career in an artistic or technical field in the theatrical arts. B9.4 Understand the technical aspects of lights, sound, properties, costumes, and makeup from the perspective of the professional performer.</p>
Assignments	<ul style="list-style-type: none"> <li>- Bell Work: AME1-Unit 3: Career Planning and Management</li> <li>- AME1 - Unit 4: Technology Communication</li> <li>- Introduction to Choreography: Unit 3: CTE Standard B3.0</li> <li>- During the lab class, students will work on completing their rolls with proper technique, which will require their practiced flexibility and strength.</li> <li>- Students will continue to work on gaining more strength and flexibility for continued tumbling progressions.</li> </ul>
<b>UNIT 4:</b>	<p><b>Technology/Critical Thinking &amp; Headstands / Handstands</b></p>
Content	<p>Coursework: <b>OVERVIEW</b> In Unit 4, you will get an introduction into how technology will play a role in your career. You will learn how to apply technology to enhance productivity. You will utilize critical thinking to make sense of problems and perseveres in solving them.</p>

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	<p>"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." - CTE Pathways</p> <p>Labwork: A handstand is the act of supporting the body in a stable, inverted vertical position by balancing on the hands. In a basic handstand, the body is held straight with arms and legs fully extended, with hands spaced approximately shoulder-width apart and the legs together. A headstand is an act or instance of supporting the body in a vertical position by balancing on the head usually with the aid of the hands.</p>
<p><b>STANDARDS:</b></p>	<p><b>CTE ANCHOR STANDARDS:</b> CTE Standards:</p> <ul style="list-style-type: none"> <li>- B1.1 Demonstrate movement skills, process sensory information, and describe movement using the professional vocabulary of dance.</li> <li>- B1.2 Apply highly developed physical coordination and control when performing complex locomotor and axial movement phrases from a variety of genres (e.g., refined body articulation, agility, balance, strength).</li> <li>- B7.5 Create a product comparing and contrasting universal themes and sociopolitical issues in a variety of music, dance, or theatrical products.</li> </ul>
<p><b>Assignments</b></p>	<ul style="list-style-type: none"> <li>- Bell Work: AME1 - Unit 5: Problem Solving and Critical thinking</li> <li>- AME1 - Unit 6: Health and Safety</li> <li>- Introduction to Choreography: Unit 4: CTE B4.0</li> <li>- During the lab portion, students will learn proper form and balance for headstands and handstands. They will work on core strength to get the best form for a handstand.</li> <li>- They will work them in a variety of ways to eventually learn to perform them both without assistance.</li> <li>- At the unit end, they will have mastered a basic handstand with a hold of approximately 3 seconds and a headstand with a hold of 10 seconds or more.</li> </ul>

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<b>UNIT 5:</b>	<b>Health/Safety, Responsibility/Flexibility &amp; Frontlimbers / Backbends</b>
Content	<p>Coursework:</p> <p>You will practice personal health and understand financial literacy.</p> <p>"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." - CTE Pathways</p> <p>You will begin to learn how to act as a responsible citizen in the workplace and the community.</p> <p>"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 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." - CTE Pathways</p> <p>Labwork:</p> <p>A front limber is a skill where the student performs a handstand, carries the momentum forward, landing in a bridge, and then pulls their upper body upwards, ending in a standing position.</p> <p>Back limber a.k.a backbend is a movement in which the body is arched backwards and downwards from an upright position until the hands touch the floor or arched upwards from a supine position, using the hands and feet for support.</p> <p>Students will begin to learn progressions for both frontlimber and backbends.</p>

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<b>STANDARDS:</b>	<p><b>CTE ANCHOR STANDARDS:</b>          B1.1 Demonstrate movement skills, process sensory information, and describe movement using the professional vocabulary of dance.          B1.2 Apply highly developed physical coordination and control when performing complex locomotor and axial movement phrases from a variety of genres (e.g., refined body articulation, agility, balance, strength).</p>
Assignments	<ul style="list-style-type: none"> <li>- Bell Work: AME1 - Unit 7: Responsibility and Flexibility</li> <li>- Introduction to choreography: Unit 5: CTE B5.0</li> <li>- In this unit lab, students will begin to progress their handstands into limbers where they will learn to safely land on their feet.</li> <li>- Students will use a variety of mats and equipment to work their way up to gain the strength and knowledge of how to perform these skills on their own without extra mats or equipment.</li> </ul>
<b>UNIT 6:</b>	<b>Ethics &amp; Performance and Performance Knowledge</b>
Content	<p><b>Coursework:</b>          In Unit 8, you will get an introduction to model integrity, ethical leadership, and effective management.</p> <p>"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." - CTE Pathways</p> <p><b>Labwork:</b>          Students will begin to research performance options within the art. We will begin studying different styles of tumbling and how to incorporate dance, theater and music into multiple styles of tumbling performances including: gymnastic, cheer and circus arts.</p>
<b>STANDARDS:</b>	CTE Standards:



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	<p>B7.1 Identify and compare how film, theater, television, and electronic media productions</p> <p>B7.5 Create a product comparing and contrasting universal themes and sociopolitical issues in a variety of music, dance, or theatrical products.</p> <p>B9.5 Contrast differing roles in professional skill sets of creators, performers, and others involved in the production and presentation of the performing arts.</p>
<p><b>Assignments</b></p>	<ol style="list-style-type: none"> <li>1. Bell Work: AME1 - Unit 8: Ethics and Legal Responsibilities</li> <li>2. Introduction to Choreography: Unit 6: BTE B6.0</li> <li>3. In this lab portion of the unit, students will research and explore the variety of performance aspects in which tumbling has been applied.</li> <li>4. Students will work together to create a performance piece using the skills that they have learned over the previous units.</li> <li>5. They will research different professional roles and their expectations in the performing arts industry.</li> <li>6. Students will demonstrate their created performance at the end of the unit.</li> </ol>
<p><b>UNIT 7:</b></p>	<p><b>Leadership/Teamwork &amp; Technique Review</b></p>
<p><b>Content</b></p>	<p><b>Coursework:</b> you will begin to learn how to work productively in teams while integrating cultural and global competence.</p> <p>"Career-ready individuals positively contribute to every team as both team leaders and team members. They apply an awareness of cultural differences to avoid barriers to productive and positive interaction. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members." - CTE Pathways</p> <p><b>Labwork:</b> This unit will take this time to refresh and review the technique that has been learned over the course of the year. They will refocus their form and skills and work on advancing them for the next level of tumbling.</p>

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<b>STANDARDS:</b>	<p><b>CTE ANCHOR STANDARDS:</b> CTE Standards: B1.3 Apply a wide range of kinesthetic communication demonstrating clarity of intent and stylistic nuance.</p>
Assignments	<ol style="list-style-type: none"> <li>1. Bell Work: AME1 - Unit 9: Leadership and Teamwork</li> <li>2. Introduction to Choreography: Unit 7: BTE B7.0</li> <li>3. Students in this unit will go over the skills they have gained and continue to fine tune them.</li> <li>4. Students will peer critique.</li> <li>5. Students will continue to make small advancements in the skills that they have gained.</li> </ol>
<b>UNIT 8:</b>	<b>Technical Knowledge &amp; Endurance / Flexibility</b>
Content	<p><b>Coursework:</b> You will begin to demonstrate creativity, innovation, knowledge, and technical skill within your arts conservatory.</p> <p>"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."</p> <p><b>Labwork:</b> Endurance and flexibility are key as the students prepare to progress into the next level or stage of tumbling. This unit will focus on getting students in a conditioned state while progressing their flexibility to obtain the ability to do the intermediate skills.</p>
<b>STANDARDS:</b>	<p>CTE Standards: B1.3 Apply a wide range of kinesthetic communication demonstrating clarity of intent and stylistic nuance.</p>
Assignments	<ol style="list-style-type: none"> <li>1. Bell Work: AME1 - Unit 10: Technical Knowledge and Skills</li> <li>2. Introduction to Choreography: Unit 8: BTE B8.0</li> </ol>

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	<ol style="list-style-type: none"> <li>3. Students will continue working on the basic tumbling skills they have obtained.</li> <li>4. Students will work more on deep stretching through the lab portion of class.</li> <li>5. Students will choose a workout video from youtube and share with their peers.</li> </ol>
<b>UNIT 9:</b>	<b>Performance and Preparations / Final Project</b>
Content	<p><b>Coursework:</b> You will create a beginner level professional website to employ valid and reliable research strategies.</p> <p>"Career-ready individuals employ research practices to plan and carry out investigations, create solu-tions, 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." - CTE Pathway</p> <p><b>Labwork:</b> In this unit, students will begin to learn what it takes and how to prepare for a career within the art. They will also work on putting together performance pieces.</p>
<b>UNIT 9:</b>	<p><b>CTE Standards:</b></p> <p>B9.1 Examine the training, education, and experience needed to pursue discipline-specific performance options.</p> <p>B9.2 Demonstrate effective knowledge and skills with the audiovisual equipment and technology used in professional performance.</p> <p>B9.6 Create a career plan leading to professional performance in one of the performance disciplines.</p>
Assignments	<ol style="list-style-type: none"> <li>1. Bell Work: AME1 - Unit 11: FINAL PROJECT: Demonstration and Application</li> <li>2. Introduction to Choreography: Unit 9: BTE 9.0</li> </ol>

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	<ol style="list-style-type: none"><li>3. Students will do research on schools/careers in which they could attend after graduation. They will explain what is needed to get into that school or career.</li><li>4. Students will prepare a resume for a career in the performing arts of their choosing.</li><li>5. Students will perform a final professional presentation of their skills obtained over the course of the year.</li></ol>
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