

**CAREER TECHNICAL EDUCATION COURSE DESCRIPTION**

**COURSE TITLE:** Intermediate Choreography: Tumbling

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

**PATHWAY:** Performing Arts

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

**CALPADS CODE:** 7231

<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:**

In this course we will cover the next progressions in tumbling. We will move beyond rolls and handstands and towards round offs, back handsprings, front handsprings and more. All while reviewing our safety techniques and using proper form and shaping throughout our progressions.

Alongside this lab course students will complete the CTE courses: Arts, Media and Entertainment level 2 and Intermediate Choreography.

**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.

<b>UNIT 1:</b>	<b>Overview &amp; Safety Review</b>
Content	<p>Coursework:</p> <p>AME: In Unit 1, you will get an introduction into the four different career pathways under the umbrella of Arts, Media, and Entertainment.</p> <p>"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</p> <p>Labwork:</p>

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	<p>Students will review safety measures to not only ensure physical safety, but classroom safety as well. This unit will review how to properly take care of our equipment and how to safely fall out of any forward and backward rotating skills. Including how to safely bail/fall out of any skills.</p> <p>We will also review a variety of performances, genres and styles.</p>
<p><b>Standards</b></p>	<p><b>CTE STANDARDS:</b></p> <p>B8.4 Use complex evaluation criteria and terminology to compare and contrast a variety of genres of professional performance products.</p> <p>B1.7 Deconstruct formal and informal (improvisational) performances of theater, dance, and music, both live and electronic, and evaluate using appropriate artistic vocabulary.</p>
<p><b>Assignments</b></p>	<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>
<p><b>UNIT 2:</b></p>	<p><b>Communications &amp; Technique Overview/Progressions</b></p>
<p><b>Content</b></p>	<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</p>

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	<p>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><b>Labwork:</b> In this unit we will review past techniques and go over expected progressions. Students will demonstrate their current skills and remind their body of the movements. Students will also work on conditioning and flexibility.</p>
<b>STANDARDS:</b>	<p><b>CTE STANDARDS:</b></p> <p>CTE Standards: B1.1 Demonstrate movement skills, process sensory information, and describe movement using the professional vocabulary of dance. B8.0 Deconstruct the aesthetic values that drive professional performance and the artistic elements necessary for industry production.</p>
Assignments	<ul style="list-style-type: none"> <li>• Bell Work: AME2-Unit 2: Communications</li> <li>• Intermediate choreography: Unit 2: CTE Standard B1.0 &amp; B2.0</li> <li>• Students will touch base with the skills they have already obtained. We will review their technique.</li> <li>• Students will have a discussion on what expectations they have for their progressions for the intermediate class.</li> <li>• During lab class, students will work on their flexibility and strength. They will be warming back up into tumbling again.</li> </ul>
<b>UNIT 3:</b>	<p><b>Career Planning &amp; Handstand Forward rolls/Back Extension rolls</b></p>
Content	<p>Coursework: OVERVIEW In Unit 3, you will cover CTE Anchor Standards identified to help you develop an education and career plan aligned with personal goals.</p>

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	<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 planning and execution of education and career plans." - CTE Pathways</p> <p><b>Labwork:</b> 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>
<p><b>STANDARDS:</b></p>	<p><b>CTE ANCHOR STANDARDS:</b></p> <p>CTE Standards: B1.3 Apply a wide range of kinesthetic communication demonstrating clarity of intent and stylistic nuance. B8.1 Critique discipline-specific professional works using the language and terminology specific to the discipline.</p>
<p><b>Assignments</b></p>	<ul style="list-style-type: none"> <li>- Bell Work: AME2-Unit 3: Career Planning and Management</li> <li>- AME2 - Unit 4: Technology Communication</li> <li>- Introduction to Choreography: Unit 3: CTE Standard B3.0</li> <li>- During this lab, students will progress from their standard forward and backward rolls into handstand forward rolls and back extension rolls.</li> <li>- Students will also work on critiquing performances and research on proper terminology.</li> </ul>

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	<ul style="list-style-type: none"> <li>- At the end of the unit, students will demonstrate their new skills with proper technique and form.</li> </ul>
<b>UNIT 4:</b>	<b>Technology/Critical Thinking &amp; Walkovers</b>
<b>Content</b>	<p>Coursework: OVERVIEW</p> <p>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> <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:</p> <p>A front walkover is an acrobatic movement sequence. It begins with the performer standing up straight with arms raised and positioned near to the ears. The performer then lunges forward and quickly raises one leg, with the other leg following as if transitioning to a handstand. The performer will then pass through a split handstand and return back to a standing position with one leg in front of the other.</p> <p>A back walkover is an acrobatic movement in which a performer transitions from a standing position, with their arms at their ears, to a bridge, while maintaining a split, and then back to a standing position again, undergoing a complete revolution of the body in the process.</p>
<b>STANDARDS:</b>	<p><b>CTE ANCHOR STANDARDS:</b></p> <p>CTE Standards:</p> <p>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> <p>B3.3 Create a product which assesses professional theater, film, and video performance products using the vocabulary of theater, such as genre, style, acting values, theme, and design.</p>
<b>Assignments</b>	<ul style="list-style-type: none"> <li>- Bell Work: AME2 - Unit 5: Problem Solving and Critical thinking</li> </ul>

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	<ul style="list-style-type: none"> <li>- AME2 - Unit 6: Health and Safety</li> <li>- Intermediate Choreography: Unit 4: CTE B4.0</li> <li>- During this lab students will learn proper progressions into the front and back walkovers.</li> <li>- Students will practice using a variety of equipment to prepare them to complete the skill on their own.</li> <li>- Students will also complete standard B3.3.</li>   <li>- At the end of the unit students will perform their new skills.</li> </ul>
<p><b>UNIT 5:</b></p>	<p><b>Health/Safety, Responsibility/Flexibility &amp; Cartwheels/Roundoffs</b></p>
<p>Content</p>	<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>

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	<p>A cartwheel is a sideways rotary movement of the body. It is performed by bringing the hands to the floor one at a time while the body inverts. The legs travel over the body trunk while one or both hands are on the floor, and then the feet return to the floor one at a time, ending with the athlete standing upright. A roundoff is similar to a cartwheel, except the performer lands with two feet placed together on the ground instead of one foot at a time, facing the direction of arrival.</p>
<p><b>STANDARDS:</b></p>	<p><b>CTE ANCHOR STANDARDS:</b> CTE Standards: B1.4 Differentiate dance vocabulary to describe movement and dance in a professional setting. B8.3 Analyze the aesthetic principles that apply in a professional work designed for live performance, film, video, or live broadcast.</p>
<p>Assignments</p>	<ul style="list-style-type: none"> <li>- During their lab, students will work on obtaining a cartwheel first. This can be done by using a variety of mats and spotting techniques.</li> <li>- After students have mastered their cartwheel, they will train for the round off. The round off will also be trained with equipment and spotting techniques.</li> <li>- Students will also research the principles that apply in professional work designed for live performance, film video or live broadcast.</li> <li>- At the end of the unit, the student will demonstrate their mastered skills.</li> </ul>
<p><b>UNIT 6:</b></p>	<p><b>Ethics &amp; Handstand Techniques</b></p>
<p>Content</p>	<p>Coursework: In Unit 6, 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>Labwork:</p>



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	<p>A press handstand is a handstand done starting from either a standing or sitting position. If you are going to be starting from a sitting position, you should be sitting on the floor with your legs in a straddle and your hands on the ground in front of you. A press handstand is a controlled handstand starting from a still position and slowly moving your hands one step at a time in a circular direction to make a 180 or 360 degree turn, then stepping down one leg at a time to finish.</p>
<b>STANDARDS:</b>	<p>CTE Standards:            B1.0 Explore and formulate responses to peer and professional work using the fundamental elements of Theater, Dance, and Music.            B3.0 Observe, deconstruct, and analyze peer and professional theater, film, video, and electronic media and respond using the vocabulary of theater.</p>
<b>Assignments</b>	<ol style="list-style-type: none"> <li>1. Bell Work: AME2 - Unit 8: Ethics and Legal Responsibilities</li> <li>2. Intermediate Choreography: Unit 6: BTE B6.0</li> <li>3. Students will begin to perfect their handstands and move them toward a press handstand. This will take a lot of strength.</li> <li>4. Students will work on their conditioning and their flexibility to perform the skills in this unit.</li> <li>5. They will also be working on handstand pirouettes. They will start with one step at a time eventually finishing in a full pirouette.</li> <li>6. Students will evaluate a performance from peers and professional performances.</li> <li>7. At units end, students will demonstrate their newly mastered skills.</li> </ol>
<b>UNIT 7:</b>	<b>Leadership/Teamwork &amp; Handsprings/Strength Training</b>
<b>Content</b>	<p>Coursework:            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</p>

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	<p>and find ways to increase the engagement and contribution of other members." - CTE Pathways</p> <p><b>Labwork:</b> As the students quickly progress, they will need to strengthen their bodies to continue progressing. Back handspring drills consist of a multitude of jumping drills, arm swing drills. power drills. snap down drills and more..</p>
<b>STANDARDS:</b>	<p><b>CTE ANCHOR STANDARDS:</b> CTE Standards: B3.1 Identify the use of metaphor, subtext, and symbolic elements in text and performance of professional theatrical work (live or recorded).</p>
<b>Assignments</b>	<ol style="list-style-type: none"> <li>1. Bell Work: AME2 - Unit 9: Leadership and Teamwork</li> <li>2. Intermediate Choreography: Unit 7: BTE B7.0</li> <li>3. In the lab, students will learn to do drills that will prepare them to obtain a back handspring.</li> <li>4. They will work daily drills and shaping. They will include snap down drills, rebound drills, arm swing drills and shaping drills.</li> <li>5. Students will also intensify their strength training to give them the full body power to complete a back handspring.</li> <li>6. Students will research to complete standard B3.1.</li> <li>7. At the end of the unit, students will demonstrate their mastery of the drills to prove they are ready to move into back handsprings.</li> </ol>
<b>UNIT 8:</b>	<b>Technical Knowledge &amp; Back Handsprings</b>
<b>Content</b>	<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></p>

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	<p>A handspring is an acrobatic move in which a person executes a complete revolution of the body by lunging headfirst from an upright position into an inverted vertical position and then pushing off from the floor with the hands so as to leap back to an upright position.</p>
<b>STANDARDS:</b>	<p><b>CTE Standards:</b> B3.2 Research, analyze, and plan a theatrical performance (live or recorded) with the director, designer, or playwright.</p>
<b>Assignments</b>	<ol style="list-style-type: none"> <li>1. Bell Work: AME2 - Unit 10: Technical Knowledge and Skills</li> <li>2. Intermediate Choreography: Unit 8: BTE B8.0</li> <li>3. Back handsprings tend to take longer to learn. For this unit students will practice a variety of ways to back handspring.</li> <li>4. Students will start with a spotted back handspring using equipment.</li> <li>5. Students will transition to completing a back handspring on their own while using equipment.</li> <li>6. Students will complete standard B3.2.</li> <li>7. Students will progress to using no help to complete a back handspring and will demonstrate so at the end of the unit.</li> </ol>
<b>UNIT 9:</b>	<b>Performance and Preparations / Final Project</b>
<b>Content</b>	<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 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." - CTE Pathway</p> <p><b>Labwork:</b> During this unit students will review what it takes to become a professional in an arts field including dance, cheer, film, music. They will also work on putting together performance pieces.</p>
<b>UNIT 9:</b>	<b>CTE Standards:</b>

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	<p>B1.5 Create and perform complicated works of dance at a level of professionalism (i.e., a high level of refinement).</p> <p>B1.6 Perform in multiple professional dance genres integrating an advanced level of technical skill and clear intent.</p> <p>B8.2 Use selected criteria to compare, contrast, and assess various professional performance forms.</p>
<p><b>Assignments</b></p>	<ol style="list-style-type: none"> <li>1. Bell Work: AME2 - Unit 11: FINAL PROJECT: Demonstration and Application</li> <li>2. Intermediate Choreography: Unit 9: BTE 9.0</li> <li>3. For this unit, students will be working on performance pieces.</li> <li>4. Students will also assess professional performance pieces.</li> <li>5. Students will research the necessary qualities to plan their future in the arts field.</li> <li>6. At the end of the unit students will perform their final professional performances.</li> </ol>