

CAREER TECHNICAL EDUCATION COURSE DESCRIPTION

COURSE TITLE: Advanced Choreography: Tumbling
INDUSTRY SECTOR: Arts, Media, and Entertainment
PATHWAY: Performing Arts
CALPADS TITLE: Introduction to Dance/Choreography
CALPADS CODE: 7232

| HOURS Total | Classroom | Lab Hours |
|--------------------|------------------|------------------|
| 140 | 100 | 40 |

| JOB TITLE | O*NET CODE | JOB TITLE | O*NET CODE |
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| 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 be learning about performances and how to tell a story throughout a speechless performance. We will be learning how to show emotion, not only through our faces, but through the skills used for the performance. This course will also cover the next progressive stages of tumbling. Including, back tucks, double back handsprings, running tumbling and more. Students will also be completing the CTE courses and standards. Alongside this lab course students will complete the CTE courses: Arts, Media and Entertainment level 3 and Advanced 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: | |
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| UNIT 1: | Overview & Safety Review |
| 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 col-lege 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> <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</p> |

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| | <p>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> |
| Standards | <p>CTE STANDARDS: B6.0 Apply skill and knowledge in acting, directing, design, and composition to create formal and informal (improvised) theater, film, video, and electronic media performances. B6.1 Demonstrate media appropriate acting choices using script analysis, character research, reflection, and revision in live and recorded performance applications.</p> |
| Assignments | <ul style="list-style-type: none"> - Bell work: AME3- Unit I: Arts, Media, and Entertainment Overview - Advanced Choreography: Unit 1: Performing Arts Pathway Overview - In this lab class students will refresh their current skills and technique. - Students will demonstrate and review safety techniques to assure they are ready to take the next progressions. |
| UNIT 2: | <p>Communications & Technique Overview/Progressions</p> |
| Content | <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 we will review past techniques and go over expected progressions. Students will demonstrate their current skills and</p> |

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| | remind their body of the movements. Students will also work on conditioning and flexibility. |
| STANDARDS: | <p>CTE STANDARDS:</p> <p>B6.5 Improvise or write dialogues and scenes applying basic dramatic structure (exposition, complication, crises, climax, and resolution) appropriate to a variety of industry settings.</p> <p>B6.6 Work collaboratively as designer, producer, or actor to meet directorial goals in scenes and plays from a variety of professional sources.</p> |
| Assignments | <ul style="list-style-type: none"> • Bell Work: AME3-Unit 2: Communications • Advanced choreography: Unit 2: CTE Standard B1.0 & B2.0 • Students will touch base with the skills they have already obtained. We will review their technique. • Students will have a discussion on what expectations they have for their progressions for the advanced class. • Students will also collaborate on the standards 6.5 and 6.6. |
| UNIT 3: | Career Planning & Story Creating |
| Content | <p>Coursework:</p> <p>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 planning and execution of education and career plans." - CTE Pathways</p> <p>Labwork:</p> <p>In this unit students will learn how to create a story using their art and also how to create a story outside of their art in film, dance or music arts.</p> |

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| STANDARDS: | <p>CTE ANCHOR STANDARDS:</p> <p>B4.6 Perform combinations, in response to audition requirements, in a variety of professional dance genres that demonstrate proficiency relative to industry expectations.</p> <p>B4.7 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.</p> |
| Assignments | <ul style="list-style-type: none"> - Bell Work: AME3-Unit 3: Career Planning and Management - AME3 - Unit 4: Technology Communication - Advanced Choreography: Unit 3: CTE Standard B3.0 - In this unit students will focus on creativity and performance. - Students will also be working on their strength and flexibility. The learning of new skills will require students to gain more strength and flexibility to be able to master. - They will create, perform and demonstrate a variety of pieces. |
| UNIT 4: | Technology/Critical Thinking & Round Off Connections |
| Content | <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: 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</p> |

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| | <p>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> |
| <p>STANDARDS:</p> | <p>CTE ANCHOR STANDARDS: CTE Standards: 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). 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> |
| <p>Assignments</p> | <ul style="list-style-type: none"> - Bell Work: AME3 - Unit 5: Problem Solving and Critical thinking - AME3 - Unit 6: Health and Safety - Advanced Choreography: Unit 4: CTE B4.0 - In this unit students will practice how to safely connect their round off to multiple skills. - Some skills will require the use of equipment, while others will need hands on spotting. - Students will also be working on their strength and flexibility. The learning of new skills will require students to gain more strength and flexibility to be able to master. - At the end of the unit students will perform the connected skills that they have learned and mastered. |
| <p>UNIT 5:</p> | <p>Health/Safety, Responsibility/Flexibility & Back Handsprings</p> |
| <p>Content</p> | <p>Coursework:</p> <p>You will practice personal health and understand financial literacy.</p> |

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| | <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: Back handsprings can connect to multiple skills i.e: another back handspring, back tuck, back handspring step out and more.</p> |
| <p>STANDARDS:</p> | <p>CTE ANCHOR STANDARDS: B4.2 Notate dances using a variety of systems (Labanotation, motif writing, and personal systems). B4.3 Apply basic music elements (rhythm, meter, tempo, timbre) to construct and perform dances for a variety of professional settings. B4.4 Create a dance that utilizes an established dance style or genre in response to an industry-specific prompt.</p> |
| <p>Assignments</p> | <ul style="list-style-type: none"> - In this lab students will begin connecting skill to their back handsprings. They will use equipment and stations to continue progressing. - Students will use hands-on spotting to assist them in gaining new skills. - Students will also learn to map and notate performances. |

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| | <ul style="list-style-type: none"> - Students will incorporate dance into a tumbling routine choosing their own music. |
| UNIT 6: | Ethics & Standing Tuck |
| Content | <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: In this unit students will learn to perform a standing tuck with using a variety of training techniques.</p> |
| STANDARDS: | <p>CTE Standards: B4.5 Perform works by various dance artists communicating the original intent of the work while employing personal artistic intent and interpretation.</p> |
| Assignments | <ol style="list-style-type: none"> 1. Bell Work: AME3 - Unit 8: Ethics and Legal Responsibilities 2. Advanced Choreography: Unit 6: BTE B6.0 3. In this unit students will continue to develop their strength and flexibility through circuit training and deep stretching. 4. Students will practice standing tuck drills on multiple training stations. 5. Students will also work on standing tuck with variations of equipment and hands on spotting. 6. Students will work on performing a variety of dance pieces. 7. At the end of the unit students will perform their learned tasks and skills. |

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| UNIT 7: | Leadership/Teamwork & Handsprings/Front Tucks |
| Content | <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 and find ways to increase the engagement and contribution of other members." - CTE Pathways</p> <p>Labwork: A front handspring is an athletic maneuver where a performer completes a 360-degree revolution of his or her body. Starting off facing forward the student will flip in an arch landing back on their feet facing forward. A front tuck is a maneuver in which a performer runs, punches off of the floor, tucks their knees and flips in a forward motion completing a 360 rotation and landing back on their feet.</p> |
| STANDARDS: | <p>CTE ANCHOR STANDARDS: CTE Standards: B6.2 Use acting choices, such as script analysis, character research, reflection, and revision; and apply to a variety of professional settings. B6.3 Create performance products applying basic dramatic structure: exposition, complication, conflict, crises, climax and resolution.</p> |
| Assignments | <ol style="list-style-type: none"> 1. Bell Work: AME3 - Unit 9: Leadership and Teamwork 2. Advanced Choreography: Unit 7: BTE B7.0 3. The students will begin to get comfortable with forward rotation. 4. Students will begin practicing front handsprings and front tucks using various pieces of equipment. 5. After students master the skill on equipment, they will move to getting a hands on spot. 6. Eventually, students will progress to completing the skill without any assistance. 7. Students will research how they can apply different acting styles to create a performance. They will also research basic dramatic structure to a performance. |

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| UNIT 8: | Technical Knowledge & Running Tumbling Connections |
| Content | <p>Coursework: 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>Labwork: Running tumbling can consist of many connected skills. Some running connections will only have two connected skills, but can have upward of three or four. Running tumbling can be connected to forward or backward tumbling skills and can even consist of both.</p> |
| STANDARDS: | <p>CTE Standards: B6.4 Design, produce, or perform scenes applicable to a variety of professional settings and media applications.</p> |
| Assignments | <ol style="list-style-type: none"> 1. Bell Work: AME3 - Unit 10: Technical Knowledge and Skills 2. Advanced Choreography: Unit 8: BTE B8.0 3. Students will continue to work on their strength and flexibility through circuit training and deep stretching. 4. Students will learn to connect the skills that they have in a variety of ways. 5. They will research tumbling passes or create their own and practice it until mastery. 6. Students may use equipment or spotting to gain the confidence to master the tumbling pass. 7. Students will research and design and produce a professional like performance. |
| UNIT 9: | Performance and Preparations / Career Readiness |

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| <p>Content</p> | <p>Coursework: 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>Labwork: Career readiness is the attainment and demonstration of requisite competencies that broadly prepare college graduates for a successful transition into the workplace. Students will learn how to prepare for life outside of high school and in a professional career.</p> |
| <p>UNIT 9:</p> | <p>CTE Standards: B4.8 Create a performance piece using dance structures, musical forms, theatrical elements and technology for a specific professional application.</p> <p>B4.9 Perform original works that employ personal artistic intent and respond to industry-specific criteria.</p> |
| <p>Assignments</p> | <ol style="list-style-type: none"> 1. Bell Work: AME3 - Unit 11: FINAL PROJECT: Demonstration and Application 2. Advanced Choreography: Unit 9: BTE 9.0 3. In this unit students will prepare to graduate. 4. They will research colleges or employment opportunities for the art of their choosing. 5. They will create a resume for the career in their art. They will also review the standards, qualities, skills and professionalism they will need to succeed. |