

**St. Clair Catholic District School Board**  
**Student Information Sheet/ Outline of Course Study**

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School	Ursuline College Chatham
Department	The Arts
Course Title	Dance
Grade and Level	10
Credit	One full
Prerequisite	None
Teacher(s)	Mrs. L. Dunlop, Mrs. M. Fernandes
Department Head	Mr. M. Milner
Ministry Document	The Arts, 9 & 10, 1999

**Course Description**

This course requires students to develop their dance skills and learn the theoretical basis for working with anatomical structure in executing dance movements. Students learning will include the processes that form the basis for creating dance; the historical development of dance; students' own aesthetic appreciation of dance as they participate in dance class, rehearsals, and performances; and the specialized vocabulary of dance criticism.

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**How this course support the Ontario Catholic Graduate Expectations:**

Through the use of the Catholic course profile as well as additional resources (I.C.E. documents) the Ontario Catholic Graduate expectations will be addressed.

**How this course supports the competencies of Choices Into Action:**

Career exploration activities through classroom experience (page 19, Choices into Action)

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**1) Expectations regarding Learning Skills**

It is expected that students will demonstrate the following:

(this is not intended to be an exhaustive list)

- \_ Participate to full potential on a daily basis
- \_ Organizational skills on a daily basis
- \_ Independent learning ability
- \_ Teamwork ability
- \_ Demonstrate initiative, safety procedures, and cooperation in all class activities

Learning skills will be assessed according to criteria, which have been clearly communicated to students and will be reported separately from student achievement of the curriculum expectations. The student's demonstrated learning skills in each course will be evaluated using the four-point scale, E- Excellent, G- Good, S- Satisfactory, N – Needs Improvement.

## 2) Overall expectations for student learning

Through this course, the student will be expected to demonstrate knowledge, skills and values related to the following strands:

<p><b>Strand 1: Theory</b></p> <p>Understand the relationship between human anatomy and dance movements; Identify and explain the historical and cultural significance of one or more world dance forms; Observe, identify, and describe a broad spectrum of dance; Understand how technique assists in the development of self-discipline and contributes to artistic scope; Demonstrate the technique of one or more dance forms studied.</p>
<p><b>Strand 2: Creation</b></p> <p>Apply the elements of dance and various stimuli to create movement sequences; Use improvisation to vary established movement patterns; Devise different approaches to compositional forms; Demonstrate the ability to practice and polish dance pieces for effective performances; Demonstrate a higher level of the skills that lead to effective rehearsals and performances.</p>
<p><b>Strand 3: Analysis</b></p> <p>Define and describe the criteria for analysing dance; Compare and contrast a broad spectrum of dance; Develop and use criteria for self and peer evaluation (e.g., elements and principles); Describe and demonstrate how technology can be used as a tool in the field of dance; Investigate and report on various dance careers and other related career opportunities.</p>

## 3) Individual Education Plan

Whenever accommodations are made to address student learning needs, or alternative or modified expectations are identified for a student, these accommodations, modifications, or alternative expectations will be outlined in an IEP and will be communicated to parents.

## 4) Course breakdown & assessment and evaluation strategies

<b>Unit title/Description</b>
The Elements of Dance
Anatomy Through Movement – Focus on Technique
Focus on Composition
Dance in Canada/Social Dance
Performance

## 5) Teaching/Learning Strategies

Instruction in this course will be evaluated according to the following breakdowns:

Active participation, teamwork, individual work, direct instruction & cooperative learning.

## 6) Assessment and Evaluation

Being a participation course in nature, student achievement of the learning expectations will be evaluated according to the following breakdowns:

Categories of Knowledge, Skills and Values	Weighting (%)
Theory Knowledge/Understanding	20
Thinking/Inquiry	20
Communication	20
Creation/Application	40

Remediation procedures are available as the situation necessitates.

## 7) School, department and classroom policies

- a) Students must wear a Lancer Dance uniform (t-shirt) during all activities. Student must wear athletic pants, shorts, or dance attire on their lower body.
- b) Students are expected to be in the dance studio, in their proper uniform PRIOR TO THE BELL. Otherwise, they are considered LATE!
- c) Students must remain in the dance studio or change room until the bell rings.
- d) Short-term illness will require a parental note. Long-term or prolonged illness or injury will require a doctor's note. Alternate work will be assigned to adhere to course expectations.
- e) Students are encouraged to leave all valuables in their locker during class. UCC is not responsible for lost, stolen or damaged property.

To the student, Parent(s) or Guardian(s):

We have read and understand this Students Information Sheet/Outline of Course of Study

Course Code: ATC200

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Parent/Guardian: \_\_\_\_\_

Date: \_\_\_\_\_

