

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

School	Ursuline College Chatham
Department	The Arts
Course Title	Dance
Grade and Level	11
Credit	One full
Prerequisite	Grade 10 Dance, Open
Teacher(s)	Mrs. L. Dunlop, Mrs. M. Fernandes
Department Head	Mr. M. Milner
Ministry Document	The Arts, 11 & 12, 2000

Course Description

This course emphasizes the development of technical, composition, and presentation skills in one or more world dance forms. Students will acquire and refine dance skills; compose and present increasingly complex dance works; interpret and evaluate a variety of dance presentations; and study the historical development of various dance forms and the function of dance in specific cultures.

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)

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:

Strand 1: Theory Describe various dance forms found in Canada and around the world, using appropriate terminology; Describe the theories and practices that help dancers maintain a healthy body and prevent injury.
Strand 2: Creation Demonstrate technical proficiency in one or more forms of dance; Choreograph dance works that combine a broad spectrum of complex movement skills and techniques; Rehearse and perform dances in various settings and for a variety of purposes; Demonstrate an understanding of dance presentation and production.
Strand 3: Analysis Analyse and evaluate the formal structure and meaning of a broad spectrum of dance forms; Analyse the significance and function of a variety of dance forms in specific cultures; Explain how dance can serve as preparation for various arts-related careers.

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

Unit title/Description
Building Blocks of Artistry
Dance: Beyond Movement
Creative Process, Composition, and Constructive Feedback
Sharing the Art of Dance

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: ATC3MO

Student: _____

Date: _____

Parent/Guardian: _____

Date: _____