

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	12
Credit	One full
Prerequisite	Dance, Grade 11, University/College Preparation or Open
Teacher(s)	Mrs. L. Dunlop, Mrs. M. Fernandes
Department Head	Mr. Milner
Ministry Document	The Arts, 11 & 12, 2000

Course Description

This course emphasizes the development of technical proficiency and the creation and presentation of complex compositions. Students will acquire increasingly difficult technical skills; assume leadership as dancers, choreographers, and production personnel; analyse and evaluate dance performances; and study historical and cultural aspects of dance, especially of dance in Canada.

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:

<p>Strand 1: Theory</p> <p>Describe various dance forms found in Canada and around the world, using appropriate terminology;</p> <p>Demonstrate an in-depth knowledge of the principles of hygiene, nutrition, and safety in relation to dance and to a healthy lifestyle.</p>
<p>Strand 2: Creation</p> <p>Demonstrate increased technical proficiency in one or more forms of dance;</p> <p>Demonstrate proficiency in technique and composition through the presentation of dance works;</p> <p>Rehearse and perform increasingly complex dances in various setting and for a variety of purposes;</p> <p>Demonstrate an understanding of stagecraft and management skills required for dance production.</p>
<p>Strand 3: Analysis</p> <p>Analyse, interpret, and evaluate - orally and in writing - the formal structure and meaning of a broad spectrum of dance forms, including their own works;</p> <p>Analyse the significance and function of a wide variety of dance forms;</p> <p>Describe career opportunities in dance and relevant postsecondary program requirements.</p>

4) 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.

5) Course breakdown & assessment and evaluation strategies

Unit title/Description
Strong Technique Leads to Artistry
Research
Composition
Performance

6) Teaching/Learning Strategies

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

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

7) 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.

8) 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 must remove all jewelry prior to activity to ensure safety of all participants. Students are encouraged to leave all valuables in their locker during class. UCC is not responsible for lost, stolen or damaged property.
- f) No food or drink in the dance studio or change-rooms!

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

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

Course Code: ATC4M0 _____

Student: _____

Date: _____

Parent/Guardian: _____

Date: _____