



Anthony Middle School

Dance Program

7th Grade

Syllabus 2019-2020

Instructor: Ms. Smith

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Rm # AuxW

Course Description

The dance curriculum is designed to give students the opportunity to be artistic and to critically engage with content through physical expression. This beginning/intermediate dance course will emphasize various dance techniques, dance vocabulary & terminology, dance history, aesthetic understanding, and choreography. There will be one in class performance requirement as well as written work, class analysis and student progress reflection.

Units

- I. Dance Elements – BASTE (Body, Action, Space, Time, Energy)
 - A. Modern, Jazz, Ballet, Dance Combination
 - B. BASTE Dance Project Summative Performance
 - C. Dance Video Analysis
 - D. Student Reflection

Calendar

1st Week	Classroom Community
2nd Week	Jazz BASTE
3rd Week	Modern BASTE
4th Week	Combination
5th Week	BASTE Final Project
6th Week	Dance Video and Student Reflection

Course Requirements

- Clothes to move in
- Socks or bare feet
- NO GUM

Participation

You will get a daily participation grade.

3 – dressed properly, fully active and engaged

2 – dressed properly, somewhat active and engaged OR not dressed properly, active and engaged

1– sitting out and observing

0 – Absent

Make-Up Work/Excused Absence

- Please provide a doctor's note if you are going to sit out
- A doctor's note will excuse your daily participation
- If you choose to sit out there is an Observation Worksheet to fill out (max. 3xs)
- You can make arrangements to make-up an excused absence

Process Journal

	Above & Beyond 8-7pts	Meeting Expectations 6-5pts	Meets Some Expectations 4-3pts	Meets Few Expectations/Does Not Complete 2-0pts
Writing Prompt	Writing addresses all aspects of the writing prompt with detail.	Writing addresses most aspects of the writing prompt with some detail.	Writing addresses only one part of the writing prompt.	Writing doesn't address any of the prompt.
Drawing Conclusions	Writing reflects deeply on the learning objectives in relation to studio experiences	Writing begins to reflect on the learning objectives in relation to studio experiences	Writing reflects on the learning objectives but cannot connect between learning objectives and studio experiences	Writing makes no attempt to reflect on learning objectives.
Organization	Writing is clear, organized, detailed, and submitted on time.	Writing is clear, and submitted on time.	Writing is sometimes clear and part is submitted on time.	Writing is not clear, organized, detailed, or submitted on time.

Your final grade will be based on the overall progress during the course of the 6 week rotation.