

Boston Public Schools/Dance

Course Title: Kindergarten - 2nd Grade Dance

Course #: 813 DANCE K-2

This course may be used to fulfill a portion of the arts instructional time mandated by the 2001 revised Boston Public Schools Arts Education Policy (90 hours of arts instruction per year) and the 1998 Boston Public Schools' Promotion Policy.

Course Description: Students will participate in movement activities to develop gross and fine motor skills. Movement in the form of creative dance is utilized to express and communicate ideas, feelings and concepts. Students will discover dance through movement, observing others dance, and responding to dance through talking, writing, and drawing. Students will be guided through simple folk dances and asked to compare and contrast the movements and patterns within the dances. There will be a focus on developing the student's body awareness. Dance vocabulary and terminology is used throughout all instructional dance activities.

Instructional Objectives: Students will be able to:

1. Identify and demonstrate movement elements and skills in dance
2. Discover and invent movements using line, pattern, form, shape, rhythm, time and energy
3. Use dance to create and communicate meaning
4. Apply critical thinking skills to compare and contrast movements and to explore multiple solutions to a particular movement problem/situation
5. Perform movement games/dances from diverse cultures with teacher supervision
6. Make connections between dance and healthful living
7. Make connections between dance and other disciplines

Text and Instructional Materials:

- Sound recordings - tapes, records, CD's- See Resource List (D-28)
- Rhythm and percussion instruments - triangles, rhythm sticks, bells, tambourines, shakers
- Props - scarves, streamers, hoops, ribbons, ropes, balloons
- Books including children's stories, dance, dance history, variety of books displaying varied cultural costumes and celebrations- See Resource List (D-28)
- Posters, photographs, sketches showing correct posture/alignment

Student Products: See **BPS Citywide Arts Standards/Dance K-2 Products**. The required student products in all schools will be assigned a value of at least 20% of the year-end grade.

Instructional Activities/Methods: The **Citywide Learning Standards** and the **Massachusetts Curriculum Frameworks** require teachers to practice more than one method of teaching. Effective teaching and learning is interactive, engaging teachers and

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students in the process of gaining, thinking about and applying knowledge in meaningful ways. Effective instruction also responds to students' varying learning styles providing them with opportunities to acquire and demonstrate knowledge and skills through a variety of modalities.

(Sample) Students are provided dance experiences integrated with the other arts, language arts, math concepts, children's literature, social studies, science and the community. Students will explore the elements of dance (space, time, and force), relationships to each other and the actions of the body and its parts. Learning experiences include moving to music and singing; creating their own dances; and moving to reading, poetry, and stories.

Grading and Assessments: Assessment is an ongoing process; it should include the use of multiple measures to determine what students have learned in the course. Students' grades should be determined, in whole by their academic and artistic performance on a variety of tasks and assignments.

The following is a sample grading policy for **Kindergarten - 2nd Grade Dance:**

| | |
|------------------|-----|
| Class work | 30% |
| Required Product | 20% |
| Skills Tests | 25% |
| Homework | 15% |
| Performance | 10% |

Students in the Transitional Bilingual Program at Lau Step 1, 2, or 3 may complete student products in their native language, where appropriate.

Students with IEPs or Section 504 Plans: All IEP or Section 504 teams will be expected to describe the conditions under which students will complete students products and take all classroom tests/assessments needed to determine competency regarding the **BPS City Learning Standards**. IEPs or Section 504 plans will stipulate whether the students will complete student products in the same manner as their non-disabled peers. If not, the IEP or Section 504 plan will stipulate any accommodations.

Homework: Homework is an important part of the learning process and is essential to the development of independent learners. Students are expected to do homework on a regular and consistent basis. Meaningful homework allows students to review important points, deepen understanding, apply what they have learned, formulate new ideas, and prepare for the next day. Homework must require students, among other things to analyze, interpret, evaluate, summarize and demonstrate their understanding of important content.

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Some examples of homework in **Kindergarten - 2nd Grade Dance** would be:

- Watch an animal, person or machine move and copy that movement with your body. Share what you observed with the class.
- Practice (in a large, open area) moving to the beat of music or a chant - marching, walking, skipping, and galloping.
- Create a movement story about your favorite book.
- Using your extended arms or legs, draw the alphabet in large letters in the air or on the floor.
- Using a partner, create forms that look like alphabet letters and numbers.

Other Opportunities and Expectations: (Sample)

- Every student has the opportunity to study dance/movement and integrated dance studies incorporating language arts, social studies, math, science, music, visual arts and theatre.
- Every student is expected to participate singularly, with a partner, and in a group.
- Every student will perform in some format throughout the year - for classmates, for parents, for all school productions, or all city productions.

Boston Public Schools/Dance

Course Title: 3rd - 5th Grade Dance

Course #: 814 DANCE 3-5

This course may be used to fulfill a portion of the arts instructional time mandated by the 2001 revised Boston Public Schools Arts Education Policy (90 hours of arts instruction per year) and the 1998 Boston Public Schools' Promotion Policy.

Course Description: Students will create, perform, observe and respond to dance. Activities will focus on perfecting locomotor movements (i.e.: walk, run hop, jump, leap, gallop, slide and skip), body directions (i.e.: left, right, forward, backward, sideways, diagonal and turn), using dance to communicate ideas, thoughts and feelings. Students will explore methods of improvisation leading to the creation of their own dances. Students will work alone, with a partner and in a group to demonstrate movement relationships between individuals, shapes, rhythm, pantomime, tempo and mood. Students will compare and contrast dance studies in terms of space, time and movement qualities. Teacher-led folk dances and videotaped performances will be utilized to introduce students to a variety of cultures and non-typical or stylized movements. Students will be encouraged to make connections between dance and healthful living. Students will be assisted in integrating language arts, math, children's literature, social studies, science, music, visual arts and theatre concepts in study of movement, design, communication and dance.

Instructional Objectives: Students will be able to:

1. Identify and demonstrate movement elements and skills in dance
2. Discover and invent movements using line, pattern, form, shape, rhythm, time and energy
3. Use dance to create and communicate meaning
4. Apply critical thinking skills to compare and contrast movements and to explore multiple solutions to a particular movement problem/situation
5. Identify similarities and differences in movement games/dances from diverse cultures
6. Make connections between dance and healthful living
7. Make connections between dance and other disciplines

Text and Instructional Materials:

- Sound recordings - tapes, records, CD's- See Resource List (D-28)
- Rhythm and percussion instruments - triangles, rhythm sticks, bells, tambourines, shakers
- Props - scarves, streamers, hoops, ribbons, ropes, balloons
- Books including children's stories, dance, dance history, variety of books displaying varied cultural costumes and celebrations- See Resource List (D-28)
- Posters, photographs, sketches showing correct posture/alignment
- Videotapes or films on dance from different cultures, time periods, dance forms and dance styles

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Student Products: See **BPS Citywide Arts Standards/Dance 3 - 5 Products**. The required student products in all schools will be assigned a value of at least 20% of the year-end grade.

Instructional Activities/Methods: The **Citywide Learning Standards** and the **Massachusetts Curriculum Frameworks** require teachers to practice more than one method of teaching. Effective teaching and learning is interactive, engaging teachers and students in the process of gaining, thinking about and applying knowledge in meaningful ways. Effective instruction also responds to students' varying learning styles providing them with opportunities to acquire and demonstrate knowledge and skills through a variety of modalities.

(Sample) Students will be physically/actively engaged in the instructional process. Instructional activities should include: solving problems; learning the elements of dance and choreography (effort, space, body awareness, and relationships); improvising and composing dance studies and dances; viewing dance videos and live performances, learning cultural dances; developing a basic understanding of dance history and the ways in which it relates to other disciplines in the curriculum. Students will create, perform, observe and respond to dance/movement singularly, with a partner, and in a group. Music recordings, literature, historical periods/events, visual art, and nature will be used as a collaborative tool in the creation of classroom studies and student products.

Grading and Assessments: Assessment is an ongoing process and should include the use of multiple measures to determine what students have learned in the course. Students' grades should be determined, in whole by their academic and artistic performance on a variety of tasks and assignments.

The following is a sample grading policy for **3rd - 5th Grade Dance**:

| | |
|------------------|-----|
| Class work | 30% |
| Required Product | 20% |
| Skills tests | 25% |
| Homework | 15% |
| Performance | 10% |

Students in the Transitional Bilingual Program at Lau Step 1, 2, or 3 may complete student products in their native language, where appropriate.

Students with IEPs or Section 504 Plans: All IEP or Section 504 teams will be expected to describe the conditions under which students will complete students products and classroom tests/assessments needed to determine competency regarding the BPS City Learning Standards. IEPs or Section 504 plans will stipulate whether the students will complete student products in the same manner as their non-disabled peers. If not, the IEP or Section 504 plan will stipulate any accommodations.

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Homework: Homework is an important part of the learning process and is essential to the development of independent learners. Students are expected to do homework on a regular and consistent basis. Meaningful homework allows students to review important points, deepen understanding, apply what they have learned, formulate new ideas, and prepare for the next day. Homework must require students, among other things to analyze, interpret, evaluate, summarize and demonstrate their understanding of important content.

Some examples of homework in **3rd - 5th Grade Dance** would be:

- Create a 16-count movement study using two levels and three non-locomotor movements.
- Create a 16-count movement study using one level, two locomotor movements and two non-locomotor movements.
- Prepare an everyday pantomime to share with the class.
- Keep a log of the food you eat for one week.

Other Opportunities and Expectations: (Sample)

- Every student has the opportunity to study dance/movement and integrated dance studies incorporating language arts, social studies, math, science, music, visual arts and theatre.
- Every student is expected to participate singularly, with a partner, and in a group. All students are expected to respect their peers' ideas, studies, examples and choreography.
- Every student will perform in some format throughout the year - for classmates, for parents, for all school productions, or all city productions.

Boston Public Schools/Dance

Course Title: Middle School Dance I

Course #: 833 MS DANCE 1

Course Length: One Year

Prerequisite: None

Successful completion of this course may be applied towards partial fulfillment of the Boston Public Schools' middle school arts' requirements as outlined in the 2001 revised Boston Public Schools' Arts Education Policy and the 1998 Promotion Policy.

Course Description: Students will create, perform, observe and respond to dance. Activities will focus on loco-motor and non-loco-motor movements, alignment, balance initiation of movement, articulation of isolated body parts, weight shift, elevation, landing, fall and recovery. Students will explore methods of improvisation leading to creating their own dances. Students will work alone, with a partner and in a group to demonstrate movement relationships between individuals, shapes, rhythm, pantomime, tempo and mood. Students will use dance as a way to communicate meaning. Students will compare and contrast dance studies in terms of space, time and movement qualities. Teacher-led folk dances and videotaped performances will be utilized to introduce students to a variety of cultures and non-typical or stylized movements. Students will be encouraged to make connections between dance and healthful living. Students will be assisted in integrating language arts, math, children's literature, social studies, science, music, visual arts and theatre concepts in study of movement, design, communication and dance.

Instructional Objectives: Students will be able to:

1. Identify and demonstrate movement elements and skills in dance
2. Discover and invent movements using line, pattern, form, shape, rhythm, time and energy
3. Use dance to create and communicate meaning
4. Apply critical thinking skills to compare and contrast movements and to explore multiple solutions to a particular movement problem/situation
5. Perform movement games/dances from diverse cultures with teacher supervision
6. Make connections between dance and healthful living
7. Make connections between dance and other discipline

Text and Instructional Materials:

- Sound recordings - tapes, records, CD's- See Resource List (D-28)
- Rhythm and percussion instruments - triangles, rhythm sticks, bells, tambourines, shakers
- Props - scarves, streamers, hoops, ribbons, ropes, balloons
- Books including children's stories, dance, dance history, variety of books displaying varied cultural costumes and celebrations- See Resource List (D-28)
- Posters, photographs, sketches showing correct posture/alignment

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- Videotapes or films on dance from different cultures, time periods, dance forms and dance styles -See Resource List (D-28)

Student Products: See **BPS Citywide Arts Standards/Dance 6-8 Products**. The required student products in all schools will be assigned a value of at least 20% of the year-end grade.

Instructional Activities/Methods: The **Citywide Learning Standards** and the **Massachusetts Curriculum Frameworks** require teachers to practice more than one method of teaching. Effective teaching and learning is interactive, engaging teachers and students in the process of gaining, thinking about and applying knowledge in meaningful ways. Effective instruction also responds to students' varying learning styles providing them with opportunities to acquire and demonstrate knowledge and skills through a variety of modalities.

(Sample) Students will be physically/actively engaged in the instructional process. Instructional activities include solving problems, learning the elements of dance and choreography (effort, space, body awareness, and relationships), improvising and composing dance studies and dances, viewing dance videos and live performances, learning cultural dances, developing a basic understanding of dance history and the ways in which it relates to other disciplines in the curriculum. Students will create, perform, observe and respond to dance/movement singularly, with a partner, and in a group. Music recordings, literature, historical periods/events, visual art, and nature will be used as a collaborative tool in the creation of classroom studies and student products.

Grading and Assessments: Assessment is an ongoing process and should include the use of multiple measures to determine what students have learned in the course. Students' grades should be determined, in whole by their academic and artistic performance on a variety of tasks and assignments.

The following is a sample grading policy for **Middle School Dance I:**

| | |
|-----------------|-----|
| Student Product | 20% |
| Class work | 20% |
| Skills Test | 20% |
| Homework | 15% |
| Written test | 15% |
| Performance | 10% |

Students in the Transitional Bilingual Program at Lau Step 1, 2, or 3 may complete student products in their native language, when appropriate.

Students with IEPs or Section 504 Plans: All IEP or Section 504 teams will be expected to describe the conditions under which students will complete students products

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and classroom tests/assessments needed to determine competency regarding the BPS **Citywide Learning Standards**. IEPs or Section 504 plans will stipulate whether the students will complete student products in the same manner as their non-disabled peers. If not, the IEP or Section 504 plan will stipulate any accommodations.

Homework: Homework is an important part of the learning process and is essential to the development of independent learners. Students are expected to do homework on a regular and consistent basis. Meaningful homework allows students to review important points, deepen understanding, apply what they have learned, formulate new ideas, and prepare for the next day. Homework must require students, among other things to analyze, interpret, evaluate, summarize and demonstrate their understanding of important content.

Some examples of home work in **Middle School Dance I** would be:

- Create a 32 count solo phrase without music, using body rhythm.
- Write a 250-word essay comparing two styles of folk dance viewed on videotape during dance class.
- Prepare a class presentation about the need for stretching/warm-up before dance or other physical activity.
- Work with a partner to create a dance study to express a concept/idea about a current social or health issue.

Other Opportunities and Expectations: (Sample)

- Every student has the opportunity to study dance/movement and integrated dance studies incorporating language arts, social studies, math, science, music, visual arts and theatre.
- Every student is expected to participate singularly, with a partner, and in a group. All students are expected to respect their peers' ideas, studies, examples and choreography.
- Every student will perform in some format throughout the year - for classmates, for parents, for all school productions, or all city productions.

Boston Public Schools/Dance

Course Title: Middle School Dance II

Course #: 834 MS DANCE 2

Course Length: One Year

**Prerequisite: Middle School Dance I or
Teacher recommendation**

Successful completion of this course may be applied towards partial fulfillment of the Boston Public Schools' middle school arts' requirements as outlined in the 2001 revised Boston Public Schools' Arts Education Policy and the 1998 Promotion Policy.

Course Description: This course builds sequentially on **Middle School Dance I** and provides a student with opportunities to create, perform, observe and respond to dance. Students will continue to explore movement elements and skills representative of a variety of dance styles, study the social cultural and historical dimensions of dance, and experiment with choreographic principals, processes and structures with the supervision of the dance specialist. Students will work alone, with a partner and in a group to perform, view and analyze dance works. Students will be engaged in projects that develop connections between dance and healthful living and dance relationships with other disciplines. Students will participate in a group dance performance piece.

Instructional Objectives: Students will be able to:

1. Identify and demonstrate movement elements and skills in dance
2. Identify and perform similarities and differences in choreography
3. Use dance to create and communicate meaning
4. Apply critical thinking skills to compare and contrast movements and to explore multiple solutions to a particular movement problem/situation
5. Describe and perform dances from various cultures
6. Set personal goals to improve themselves as dancers
7. Make connections between dance and other disciplines

Text and Instructional Materials:

- Sound recordings - tapes, records, CD's- See Resource List (D-28)
- Rhythm and percussion instruments - triangles, rhythm sticks, bells, tambourines, shakers
- Props - scarves, streamers, hoops, ribbons, ropes, balloons
- Books including poetry, dance, dance history, varied cultural costumes and celebrations, autobiographies of dancers and dance companies- See Resource List (D-28)
- Posters, photographs, sketches showing correct posture/alignment
- Videotapes or films on dance from different cultures, time periods, dance forms and dance styles- See Resource List (D-28)

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Student Products: See **BPS Citywide Arts Standards/Dance 6-8 Products**. The required student products in all schools will be assigned a value of at least 20% of the year-end grade.

Instructional Activities/Methods: The **Citywide Learning Standards** and the **Massachusetts Curriculum Frameworks** require teachers to practice more than one method of teaching. Effective teaching and learning is interactive, engaging teachers and students in the process of gaining, thinking about and applying knowledge in meaningful ways. Effective instruction also responds to students' varying learning styles providing them with opportunities to acquire and demonstrate knowledge and skills through a variety of modalities.

(Sample) Students will be physically/actively engaged in the instructional process. Instructional activities include solving problems, learning the elements of dance and choreography (effort, space, body awareness, and relationships), improvising and composing dance studies and dances, viewing dance videos and live performances, learning cultural dances, developing a basic understanding of dance history and the ways in which it relates to other disciplines in the curriculum. Students will create, perform, observe and respond to dance/movement singularly, with a partner, and in a group. Music recordings, literature, historical periods/events, visual art, and nature will be used as a collaborative tool in the creation of classroom studies and student products.

Grading and Assessments: Assessment is an ongoing process and should include the use of multiple measures to determine what students have learned in the course. Students' grades should be determined, in whole by their academic and artistic performance on a variety of tasks and assignments.

The following is a sample grading policy for **Middle School Dance II:**

| | |
|----------------------------------|-----|
| Student Product | 20% |
| Class work | 20% |
| Concert/Article Reviews | 10% |
| Journal (three entries per week) | 10% |
| Skills Tests | 10% |
| Written Test | 10% |
| Performance | 20% |

Students in the Transitional Bilingual Program at Lau Step 1, 2, or 3 may complete student products in their native language, where appropriate.

Students with IEPs or Section 504 Plans: All IEP or Section 504 teams will be expected to describe the conditions under which students will complete students products and classroom tests/assessments needed to determine competency regarding the **BPS Citywide Learning Standards**. IEPs or Section 504 plans will stipulate whether the

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students will complete student products in the same manner as their non-disabled peers. If not, the IEP or Section 504 plan will stipulate any accommodations.

Homework: Homework is an important part of the learning process and is essential to the development of independent learners. Students are expected to do homework on a regular and consistent basis. Meaningful homework allows students to review important points, deepen understanding, apply what they have learned, formulate new ideas, and prepare for the next day. Homework must require students, among other things to analyze, interpret, evaluate, summarize and demonstrate their understanding of important content.

Some examples of homework in **Middle School Dance II** would be:

- Write a 300 word essay comparing two styles of modern dance viewed on video tape during dance class.
- Prepare a class warm-up, have warm-up approved by teacher and lead your class in a daily warm up activity.
- Attend a local dance concert and prepare an oral report/critique to be presented in your class.
- Keep a journal of dance activities, personal accomplishments, ideas, and thoughts.

Other Opportunities and Expectations: (Sample)

- Every student has the opportunity to study dance/movement and integrated dance studies incorporating language arts , social studies, math, science, music, visual arts and theatre.
- Every student is expected to participate singularly, with a partner, and in a group. All students are expected to respect their peers ideas, studies, examples and choreography.
- Every student will perform in some format throughout the year - for classmates, for parents, for all school productions, or all city productions.
- Students will have the opportunity to audition for the All-City Dance Festival.
- Students will be encouraged to audition for the summer AileyCamp.

Boston Public Schools/Dance

Course Title: Middle School Dance Performance

Course # : 842 MS DANCE PERFRM

Course Length: One Year

**Prerequisite: Middle School Dance II or
Teacher recommendation**

Successful completion of this course may be applied towards partial fulfillment of the Boston Public Schools' middle school arts' requirements as outlined in the 2001 revised Boston Public Schools' Arts Education Policy and the 1998 Promotion Policy.

Course Description: This course builds sequentially on **Middle School Dance II** and provides a venue for those students pursuing more intense and rigorous dance training and expanded performance opportunities. Students will develop advanced dance skills through technique classes, master classes with local and/or national choreographers/teachers. Attention will be given to proper alignment, stretching, strengthening and articulation of movement. Students will study nutrition, basic anatomy, and choreography and will begin to explore dance careers. Students will be expected to attend (or view on television or tape) dance concerts and prepare oral and written critiques based on research and current study. Students will perform in a school-based, citywide dance ensemble and/or citywide dance festival.

Instructional Objectives: Students will be able to:

1. Identify and demonstrate basic dance steps, positions, patterns, and sequences in two different styles, traditions or techniques
2. Demonstrate the ability to work in a small group choreographic process
3. Use dance as a way to communicate meaning and ideas
4. Create a movement study and establish criteria for evaluating their own work
5. Describe and perform one theatrical form of dance: (e.g.: ballet, modern, jazz, tap, Flamenco, and Kabuki)
6. Identify three personal goals (and steps to reach those goals) that will assist improvement as a dancer
7. Create a dance study to express a concept from another discipline

Text and Instructional Materials:

- Sound recordings - tapes, records, CD's- See Resource List (D-28)

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- Rhythm and percussion instruments - triangles, rhythm sticks, bells, tambourines, shakers
- Props - scarves, streamers, hoops, ribbons, ropes, balloon
- Books including poetry, dance, dance history, varied cultural costumes and celebrations, autobiographies of dancers and dance companies- See Resource List (D-28)
- Posters, photographs, sketches showing correct posture/alignment
- Videotapes or films on dance from different cultures, time periods, dance forms and dance styles- See Resource List (D-28)

Student Products: See **BPS Citywide Arts Standards/Dance 6-8 Products and Grading and Assessments for Middle School Dance Performance** in this document. The required student products in all schools will be assigned a value of at least 20% of the year-end grade.

Instructional Activities/Methods: The **Citywide Learning Standards** and the **Massachusetts Curriculum Frameworks** require teachers to practice more than one method of teaching. Effective teaching and learning is interactive, engaging teachers and students in the process of gaining, thinking about and applying knowledge in meaningful ways. Effective instruction also responds to students' varying learning styles providing them with opportunities to acquire and demonstrate knowledge and skills through a variety of modalities.

(Sample) Students will develop advanced dance skills through technique classes, master classes, improvising and composing dance studies and dances, viewing dance videos and live performances, learning cultural dances, attending live dance concerts and performing with a school-based or citywide dance ensemble. Music recordings, literature, historical periods/events, visual art, and nature will be used as a collaborative tool in the creation of classroom studies and student products. The dance specialist will serve as a facilitator, encouraging and guiding the student in areas of self-assessment, self-discipline and goal setting.

Grading and Assessments: Assessment is an ongoing process and should include the use of multiple measures to determine what students have learned in the course. Students' grades should be determined, in whole by their academic and artistic performance on a variety of tasks and assignments.

The following is a sample grading policy for **Middle School Dance Performance:**

| | |
|----------------------------------|-----|
| Student Product | 20% |
| Rehearsal work | 20% |
| Concert/Article Reviews | 20% |
| Journal (three entries per week) | 20% |
| Performances | 20% |

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Students in the Transitional Bilingual Program at Lau Step 1, 2, or 3 may complete student products in their native language, where appropriate.

Students with IEPs or Section 504 Plans: All IEP or Section 504 teams will be expected to describe the conditions under which students will complete students products and classroom tests/assessments needed to determine competency regarding the **BPS Citywide Learning Standards**. IEPs or Section 504 plans will stipulate whether the student will complete student products in the same manner as their non-disabled peers. If not, the IEP or Section 504 plan will stipulate any accommodations.

Homework: Homework is an important part of the learning process and is essential to the development of independent learners. Students are expected to do homework on a regular and consistent basis. Meaningful homework allows students to review important points, deepen understanding, apply what they have learned, formulate new ideas, and prepare for the next day. Homework must require students, among other things to analyze, interpret, evaluate, summarize and demonstrate their understanding of important content.

Some examples of homework in **Middle School Dance Performance** would be:

- Prepare a class warm-up, have warm-up approved by teacher and lead your class in a daily warm-up activity.
- Keep a journal of dance activities, personal accomplishments, ideas and thoughts.
- Attend a dance concert & prepare an oral report/critique to be presented in your class.
- Attend a master class outside of school. Share your experience with your class.
- Choreograph a number for your school's spring dance production.
- Practice 1/2 hour to 1 hour of stretching and strength building on days without dance classes.

Other Opportunities and Expectations: (Sample)

- Every student is expected to participate singularly, with a partner, and in a group. All students are expected to respect their peers' ideas, studies, examples and choreography.
- Dancers and faculty from dance-related institutions within the community are utilized whenever possible to enhance and strengthen the school.
- All students will be expected to perform in the following:
 - All City Dance Festival (March).
 - City Hall Festival (May).
 - Semester performances at school.
- Students will be encouraged to audition for the **Boston Arts Academy**.
- Students will be encouraged to audition for the summer AileyCamp.

Boston Public Schools/Dance

Course Title: High School Dance I

Course #: 887 HS DANCE 1

Course Length: One Year

Prerequisite: None

Successful completion of this course may be applied towards Boston Public Schools' graduation requirements as outlined in the 2001 revised Arts Education Policy and the 1998 Promotion Policy.

Course Description: This course is designed for a student with a desire to study dance but has had no prior dance training. **High School Dance I** provides a student with opportunities to create, perform, observe and respond to dance. Students will move rapidly through basic dance training, exploring movement elements and skills representative of a variety of dance styles, study the social cultural and historical dimensions of dance, and experiment with choreographic principals, processes and structures with the supervision of the dance specialist. Students will work alone, with a partner and in a group to perform, view and analyze dance works. Students will be engaged in projects that develop connections between dance and healthful living and dance relationships with other disciplines. Students will participate in a group dance performance piece.

Instructional Objectives: Students will be able to:

1. Identify and demonstrate movement elements and skills in dance
2. Identify and perform similarities and differences in choreography
3. Use dance to create and communicate meaning
4. Apply critical thinking skills to compare and contrast movements and to explore multiple solutions to a particular movement problem/situation
5. Describe and perform dances from various cultures with teacher direction
6. Make connections between dance and healthful living
7. Make connections between dance and other disciplines

Text and Instructional Materials:

- Sound recordings - tapes, records, CD's- See Resource List (D-28)
- Rhythm and percussion instruments - triangles, rhythm sticks, bells, tambourines, shakers
- Props - scarves, streamers, hoops, ribbons, ropes, balloons
- Books including poetry, dance, dance history, varied cultural costumes and celebrations, autobiographies of dancers and dance companies- See Resource List (D-28)
- Posters, photographs, sketches showing correct posture/alignment
- Videotapes or films on dance from different cultures, time periods, dance forms and dance styles- See Resource List (D-28)

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Student Products: See **BPS Citywide Arts Standards/Dance 9-12 Products**. The required student products in all schools will be assigned a value of at least 20% of the year-end grade.

Instructional Activities/Methods: The **Citywide Learning Standards** and the **Massachusetts Curriculum Frameworks** require teachers to practice more than one method of teaching. Effective teaching and learning is interactive, engaging teachers and students in the process of gaining, thinking about and applying knowledge in meaningful ways. Effective instruction also responds to students' varying learning styles providing them with opportunities to acquire and demonstrate knowledge and skills through a variety of modalities.

(Sample) Students will be physically/actively engaged in the instructional process. Instructional activities include solving problems, learning the elements of dance and choreography (effort, space, body awareness, and relationships), improvising and composing dance studies and dances, viewing dance videos and live performances, learning cultural dances, developing a basic understanding of dance history and the ways in which it relates to other disciplines in the curriculum. Students will create, perform, observe and respond to dance/movement singularly, with a partner, and in a group. Music recordings, literature, historical periods/events, visual art, and nature will be used as a collaborative tool in the creation of classroom studies and student products.

Grading and Assessments: Assessment is an ongoing process and should include the use of multiple measures to determine what students have learned in the course. Students' grades should be determined, in whole by their academic and artistic performance on a variety of tasks and assignments.

The following is a sample grading policy for **High School Dance I:**

| | |
|-----------------------------|-----|
| Student Product | 20% |
| Class work | 20% |
| Article/Concert Review | 10% |
| Compare/Contrast Term Paper | 15% |
| Skills Tests | 15% |
| Written Test | 10% |
| Performance | 10% |

Students in the Transitional Bilingual Program at Lau Step 1, 2, or 3 may complete student products in their native language, where appropriate.

Students with IEPs or Section 504 Plans: All IEP or Section 504 teams will be expected to describe the conditions under which students will complete student products.

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and classroom tests/assessments needed to determine competency regarding the **BPS Citywide Learning Standards**. IEPs or Section 504 plans will stipulate whether the student will complete student products in the same manner as their non-disabled peers. If not, the IEP or Section 504 plan will stipulate any accommodations.

Homework: Homework is an important part of the learning process and is essential to the development of independent learners. Students are expected to do homework on a regular and consistent basis. Meaningful homework allows students to review important points, deepen understanding, apply what they have learned, formulate new ideas, and prepare for the next day. Homework must require students, among other things to analyze, interpret, evaluate, summarize and demonstrate their understanding of important content.

Some examples of homework in **High School Dance I** would be:

- Write a 5-page term paper comparing and contrasting two styles of modern dance or two different dance performance styles.
- Attend a local dance concert and prepare an oral report/critique to be presented in dance class.
- Prepare a 64-count solo or collaborative piece to express a concept/idea about a current social or health issue.
- Practice stretching & strength building exercises on days without dance classes.

Other Opportunities and Expectations: (Sample)

Every student is expected to participate singularly, with a partner, and in a group. All students are expected to respect their peers ideas, studies, examples and choreography.

Dancers and faculty from dance-related institutions within the community are utilized whenever possible to enhance and strengthen the school dance curriculum.

All students will perform in some format throughout the year - for classmates, for parents, for all school productions, or all city productions including the All-City Dance Festival.

Those students seeking additional intensive study in dance are invited to audition for the All City Dance Company.

Boston Public Schools/Dance

Course Title: High School Dance II

Course #: 888 HS DANCE 2

Course Length: One Year

**Prerequisite: High School Dance I or
Teacher recommendation**

Successful completion of this course may be applied towards Boston Public Schools' graduation requirements as outlined in the revised 2001 Arts Education Policy and the 1998 Promotion Policy.

Course Description: : This course builds sequentially on **High School Dance I** and provides a student with opportunities to create, perform, observe and respond to dance. Students will continue to explore movement elements and skills representative of a variety of dance styles, study the social cultural and historical dimensions of dance, and experiment with choreographic principals, processes and structures with the supervision of the dance specialist. Students will work alone, with a partner and in a group to perform, view and analyze dance works. Students will be engaged in projects that develop connections between dance and healthful living and dance relationships with other disciplines. Students will participate in analysis and critique of self and peer projects. Students will participate in a group dance performance piece.

Instructional Objectives: Students will be able to:

1. Identify and demonstrate movement elements and skills in dance
2. Identify and perform similarities and differences in choreography
3. Use dance to create and communicate meaning
4. Apply critical thinking skills to compare and contrast movements and to explore multiple solutions to a particular movement problem/situation
5. Describe and perform dances from various cultures
6. Set personal goals to improve themselves as dancers
7. Make connections between dance and other disciplines

Text and Instructional Materials:

- Sound recordings - tapes, records, CD's- See Resource List (D-28)
- Rhythm and percussion instruments - triangles, rhythm sticks, bells, tambourines, shakers
- Props - scarves, streamers, hoops, ribbons, ropes, balloons
- Books including poetry, dance, dance history, varied cultural costumes and celebrations, autobiographies of dancers and dance companies- See Resource List (D-28)
- Posters, photographs, sketches showing correct posture/alignment
- Videotapes or films on dance from different cultures, time periods, dance forms and dance styles- See Resource List (D-28)

Page 2 - High School Dance II

Student Products: See **BPS Citywide Arts Standards/Dance 9-12 Products**. The required student products in all schools will be assigned a value of at least 20% of the year-end grade.

Instructional Activities/Methods: The **Citywide Learning Standards** and the **Massachusetts Curriculum Frameworks** require teachers to practice more than one method of teaching. Effective teaching and learning is interactive, engaging teachers and students in the process of gaining, thinking about and applying knowledge in meaningful ways. Effective instruction also responds to students' varying learning styles and provides them with opportunities to acquire and demonstrate knowledge and skills through a variety of modalities.

(Sample) Students will be physically/actively engaged in the instructional process. Instructional activities include solving problems, learning the elements of dance and choreography (effort, space, body awareness, and relationships), improvising and composing dance studies and dances, viewing dance videos and live performances, learning cultural dances, developing a basic understanding of dance history and the ways in which it relates to other disciplines in the curriculum. Students will create, perform, observe and respond to dance/movement singularly, with a partner, and in a group. Music recordings, literature, historical periods/events, visual art, and nature will be used as a collaborative tool in the creation of classroom studies and student products.

Grading and Assessments: Assessment is an ongoing process and should include the use of multiple measures to determine what students have learned in the course. Students' grades should be determined, in whole by their academic and artistic performance on a variety of tasks and assignments.

The following is a sample grading policy for **High School Dance II:**

| | |
|----------------------------------|-----|
| Student Product | 20% |
| Class work | 30% |
| Concert/Article Review | 10% |
| Journal (three entries per week) | 10% |
| Written Test | 10% |
| Performance | 20% |

Students in the Transitional Bilingual Program at Lau Step 1, 2, or 3 may complete student products in their native language, where appropriate..

Students with IEPs or Section 504 Plans: All IEP or Section 504 teams will be expected to describe the conditions under which students will complete students products and classroom tests/assessments needed to determine competency regarding the **BPS**

Page 3 - High School Dance II

Citywide Learning Standards. IEPs or Section 504 plans will stipulate whether the students will complete student products in the same manner as their non-disabled peers. If not, the IEP or Section 504 plan will stipulate any accommodations.

Homework: Homework is an important part of the learning process and is essential to the development of independent learners. Students are expected to do homework on a regular and consistent basis. Meaningful homework allows students to review important points, deepen understanding, apply what they have learned, formulate new ideas, and prepare for the next day. Homework must require students, among other things to analyze, interpret, evaluate, summarize and demonstrate their understanding of important content.

Some examples of homework in **High School Dance II** would be:

- Keep a journal of dance activities, personal accomplishments, ideas and thoughts.
- Attend a local dance concert and prepare an oral report/critique to be presented in class.
- Prepare a class warm-up, have warm-up approved by teacher and lead your class in a daily warm-up activity.

Other Opportunities and Expectations: (Sample)

- Every student is expected to participate singularly, with a partner, and in a group. All students are expected to respect their peers' ideas, studies, examples and choreography.
- Dancers and faculty from dance-related institutions within the community are utilized whenever possible to enhance and strengthen the school dance curriculum.
- All students will perform in some format throughout the year - for classmates, for parents, for all school productions, or all city productions, including the All-City Dance Festival.
- Those students seeking additional intensive study in dance are invited to audition for the All City Dance Company.

Boston Public Schools/Dance

Course Title: High School Dance Performance

Course #: 862 HS DANCE PERFRM

Course Length: One Year

**Prerequisite: High School Dance II or
Teacher recommendation**

Successful completion of this course may be applied towards Boston Public Schools' graduation requirements as outlined in the revised 2001 Arts Education Policy and the 1998 Promotion Policy. *This course may be repeated for credit.*

Course Description: This course builds on **High School Dance II** and provides a venue for those students pursuing more intense and rigorous dance training and expanded performance opportunities. Students will develop advanced dance skills through technique classes, master classes with local and/or national choreographers/teachers. Attention will be given to proper alignment, stretching, strengthening and articulation of movement. Students will study nutrition, basic anatomy, and choreography and will begin to explore dance careers. Students will be expected to attend (or view on television or tape) dance concerts and prepare oral and written critiques based on research and current study. Students will perform in a school-based and citywide dance ensemble.

Instructional Objectives: Students will be able to:

1. Identify and demonstrate basic dance steps, positions, patterns, and sequences in two different styles, traditions or techniques
2. Demonstrate the ability to work in a small group choreographic process
3. Use dance as a way to communicate meaning and ideas
4. Create a movement study and establish criteria for evaluating their own work
5. Describe and perform one theatrical form of dance: (e.g.: ballet, modern, jazz, tap, Flamenco, and Kabuki)
6. Identify three personal goals (and steps to reach those goals) that will assist improvement as a dancer
7. Create a dance study to express a concept from another discipline

Text and Instructional Materials:

- Sound recordings - tapes, records, CD's- See Resource List (D-28)
- Rhythm and percussion instruments - triangles, rhythm sticks, bells, tambourines, shakers
- Props - scarves, streamers, hoops, ribbons, ropes, balloons
- Books including poetry, dance, dance history, varied cultural costumes and celebrations, autobiographies of dancers and dance companies- See Resource List (D-28)
- Posters, photographs, sketches showing correct posture/alignment
- Videotapes or films on dance from different cultures, time periods, dance forms and dance styles- See Resource List (D-28)

Page 2 - High School Dance Performance

Student Products: See **BPS Citywide Arts Standards/Dance Advanced Products**.

The required student products in all schools will be assigned a value of at least 20% of the year-end grade.

Instructional Activities/Methods: The **Citywide Learning Standards** and the **Massachusetts Curriculum Frameworks** require teachers to practice more than one method of teaching. Effective teaching and learning is interactive, engaging teachers and students in the process of gaining, thinking about and applying knowledge in meaningful ways. Effective instruction also responds to students' varying learning styles providing them with opportunities to acquire and demonstrate knowledge and skills through a variety of modalities.

(Sample) Students will develop advanced dance skills through technique classes, master classes, improvising and composing dance studies and dances, viewing dance videos and live performances, learning cultural dances, attending live dance concerts and performing with a school-based or citywide dance ensemble. Music recordings, literature, historical periods/events, visual art, and nature will be used as a collaborative tool in the creation of classroom studies and student products. The dance specialist will serve as a facilitator, encouraging and guiding the student in areas of self-assessment, self-discipline and goal setting.

Grading and Assessments: Assessment is an ongoing process and should include the use of multiple measures to determine what students have learned in the course. Students' grades should be determined, in whole by their academic and artistic performance on a variety of tasks and assignments.

The following is a sample grading policy for **High School Dance Performance**:

| | |
|----------------------------------|-----|
| Student Product | 20% |
| Rehearsal work | 20% |
| Concert/Article Reviews (3) | 20% |
| Journal (three entries per week) | 20% |
| Performances | 20% |

Students in the Transitional Bilingual Program at Lau Step 1, 2, or 3 may complete student products in their native language, where appropriate.

Students with IEPs or Section 504 Plans: All IEP or Section 504 teams will be expected to describe the conditions under which students will complete students products and classroom tests/assessments needed to determine competency regarding the **BPS Citywide Learning Standards**. IEPs or Section 504 plans will stipulate whether the

Page 3 - High School Dance Performance

students will complete student products in the same manner as their non-disabled peers. If not, the IEP or Section 504 plan will stipulate any accommodations.

Homework: Homework is an important part of the learning process and is essential to the development of independent learners. Students are expected to do homework on a regular and consistent basis. Meaningful homework allows students to review important points, deepen understanding, apply what they have learned, formulate new ideas, and prepare for the next day. Homework must require students, among other things to analyze, interpret, evaluate, summarize and demonstrate their understanding of important content.

Some examples of homework in **High School Dance Performance** would be:

- Keep a journal of dance activities, personal accomplishments, ideas and thoughts.
- Attend a local dance concert and prepare an oral report/critique to be presented in your class.
- Attend a master class outside of school. Share your experience with your class.
- Choreograph a number for your school's spring dance production.
- Practice stretching and strength-building exercises on days without dance class.

Other Opportunities and Expectations: (Sample)

Every student is expected to participate singularly, with a partner, and in a group. All students are expected to respect their peers ideas, studies, examples and choreography.

Dancers and faculty from dance-related institutions within the community are utilized whenever possible to enhance and strengthen the school dance curriculum.

All students will be expected to perform in the following:

- All City Dance Festival (March).
- City Hall Festival (May).
- Semester performances at school
- Community performances.
- Those students seeking additional intensive study in dance are invited to audition for the All City Dance Company.
- Exemplary junior & seniors will encouraged to audition for summer dance programs such as Jacob's Pillow, Alvin Ailey, Interlocken, Idlywild and the National ARTS Arts Recognition Talent Search.

Boston Public Schools/Dance

Course Title: All City Dance Company

Course #: 889/890 ALL CITY DANCE 1/2/ respectively

Course Length: One Year

Prerequisite: Audition

Successful completion of this course may be applied towards Boston Public Schools' graduation requirements as outlined in the revised 2001 Arts Education Policy and the 1998 Promotion Policy. *This course may be repeated for credit.*

Course Description: Students will learn to develop advanced dance skills through technique classes based on modern dance styles and ballet. A strong focus will be placed on proper alignment, stretching, strengthening, and articulation of movement. Students will learn a repertoire of dances choreographed by the faculty and other local and national choreographers. These dances will cover various styles, including modern dance, ballet, jazz and ethnic dances. Students will also explore the creative process of choreography through guided improvisation, choreographic assignments and collaboration with faculty in creating new pieces for the company. Students will also have the opportunity to create their own work, audition for a jury and be selected for public presentation.

Instructional Objectives: The students will be able to:

1. Identify and demonstrate movement elements and skills in dance
2. Understand choreographic processes and form
3. Understand dance as a way to create and communicate meaning
4. Apply and demonstrate critical and creative thinking skills in dance
5. Demonstrate and understand dance in various cultures and historical periods
6. Make connections between dance and healthful living
7. Integrate the arts and make connections between dance and other disciplines

Text and Instructional Materials:

- Sound recordings - tapes, records, CD's- See Resource List (D-28)
- Rhythm and percussion instruments - triangles, rhythm sticks, bells, tambourines, shakers
- Props - scarves, streamers, hoops, ribbons, ropes, balloons
- Books including poetry, dance, dance history, varied cultural costumes and celebrations, autobiographies of dancers and histories of dance companies- See Resource List (D-28)
- Posters, photographs, sketches showing correct posture/alignment
- Videotapes or films on dance from different cultures, time periods, dance forms and dance styles- See Resource List (D-28)

Page 2 - All City Dance Company

Student Products: See **BPS Citywide Arts Standards/Dance Advanced Products**. The required student product of **The All City Dance Company** will be assigned a value of at least 20% of the year-end grade.

Instructional Activities/Methods: The **Citywide Learning Standards** and the **Massachusetts Curriculum Frameworks** require teachers to practice more than one method of teaching. Effective teaching and learning is interactive, engaging teachers and students in the process of gaining, thinking about and applying knowledge in meaningful ways. Effective instruction also responds to students' varying learning styles providing them with opportunities to acquire and demonstrate knowledge and skills through a variety of modalities.

(Sample) Students will develop advanced dance skills through technique classes, master classes, improvising and composing dance studies and dances, viewing dance videos and live performances, learning cultural dances, attending live dance concerts and performing with a school-based and citywide dance ensemble. Music recordings, literature, historical periods/events, visual art, and nature will be used as a collaborative tool in the creation of classroom studies and student products. The dance specialist will serve as a facilitator, encouraging and guiding the student in areas of self-assessment, self-discipline and goal setting.

Grading and Assessments: Assessment is an ongoing process and should include the use of multiple measures to determine what students have learned in the course. Students' grades should be determined in whole by their academic and artistic performance on a variety of tasks and assignments.

The following is a sample grading policy for **All City Dance Company**:

| | |
|----------------------------------|-----|
| Student Product | 20% |
| Rehearsal work | 30% |
| Journal (three entries per week) | 20% |
| Production work | 10% |
| Performance | 20% |

Students in the Transitional Bilingual Program at Lau Step 1, 2, or 3 may complete student products in their native language, where appropriate.

Students with IEPs or Section 504 Plans: All IEP or Section 504 teams will be expected to describe the conditions under which students will complete students products and classroom tests/assessments needed to determine competency regarding the **BPS Citywide Learning Standards**. IEPs or Section 504 plans will stipulate whether the students will complete student products in the same manner as their non-disabled peers. If not, the IEP or Section 504 plan will stipulate any accommodations.

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Homework: Homework is an important part of the learning process and is essential to the development of independent learners. Students are expected to do homework on a regular and consistent basis. Meaningful homework allows students to review important points, deepen understanding, apply what they have learned, formulate new ideas, and prepare for the next day. Homework must require students, among other things to analyze, interpret, evaluate, summarize and demonstrate their understanding of important content.

Some examples of homework in the **All City Dance Company** would be:

- Keep a journal of dance activities, personal accomplishments, ideas and thoughts.
- Choreograph a number for the All-City Dance Festival.
- Attend a master class. Share your experience with the All-City Dance Company.
- Prepare and teach a warm-up activity for the All-City Dance Company.
- Practice stretching & strength building exercises on day without a dance class or rehearsal.

Other Opportunities and Expectations: (Sample)

Every student is expected to participate singularly, with a partner, and in a group. All students are expected to respect their peers' ideas, studies, examples and choreography.

Dancers and faculty from dance-related institutions within the community are utilized whenever possible to enhance and strengthen the school dance curriculum.

All students will be expected to perform in the following:

- All City Dance Festival (March).
- City Hall Festival (May).
- Scheduled public performances throughout the school.
- Community performances.
- Exemplary juniors & seniors will be encouraged to audition for summer dance programs such as Jacob's Pillow, Alvin Ailey, Interlocken, Idylwild and the ARTS National Arts Recognition Talent Search.

Dance Educator's Classroom Sets: By Grade Level

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| A Moving Experience (Video) by Shapiro, S. | ELEM |
| Partnering Dance and Education: Intelligent Moves for Changing Times by J. Hanna | ELEM |
| World of Alwin Nikolais, The (Set of 5) | ELEM |
| 101 Dance Games for Children (book) | ELEM |
| 101 Theatre Games | ELEM |
| A Moving Experience: Dance For Lovers of Children and the Child Within by Benzwie, T. | ELEM |
| African American Arts Dance (book) | ELEM |
| African Healing Dance (Video) | ELEM |
| Air for the G String (Video) | ELEM |
| Alice in Wonderland: A Dance Fantasy (video) | ELEM |
| Anna Pavlova: A Woman for All Time (Video) | ELEM |
| Anna Sokolow Choreographer (video) | ELEM |
| Bakongo! Drumming Music Just for Dancers CD | ELEM |
| Ballet Class for Beginners- David Howard (Video) | ELEM |
| Beginning Lindy Hop (video) | ELEM |
| Belly Dancing for Fun and Fitness (video) | ELEM |
| Bill T. Jones Dancing to The Promised Land (video) | ELEM |
| Black Dance from 1619 to Today | ELEM |
| Bones- Our Skeletal System by Seymour Simon | ELEM |
| Building Dances, A Guide to Putting Movements Together by McGreevy-Nichols, S. and Scheff, H. | ELEM |
| Building More Dances: Blueprints for Putting Movements Together by McGreevy-Nichols, S., Scheff, H., and Sprague, M. | ELEM |
| Cage/ Cunningham (video) | ELEM |
| Call/ Breath of Fire, The (Video) | ELEM |
| Chaconne- Prodigal Son (Video) | ELEM |
| Chappelle, E. Vol II Contrast & Continuum: Music for Creative Dance (CDs) | ELEM |
| Chappelle, E. Vol III Contrast & Continuum: Music for Creative Dance (CDs) | ELEM |
| Chappelle, E. Vol IV Contrast & Continuum: Music for Creative Dance (CDs) | ELEM |
| Chappelle, E. Vol. I Contrast & Continuum: Music for Creative Dance (CDs) | ELEM |
| Christy Lane's African and Caribbean Dancing for Fun and Fitness | ELEM |
| Cinderella: A Dance Fantasy (video) | ELEM |
| Country Dancing for Beginners (video) | ELEM |
| Creative Dance for All Ages by Gilbert, A. G. | ELEM |
| Creole Giselle (Video) | ELEM |
| Critters & Countries CD | ELEM |
| Cunningham Dance Technique: Elementary (video) | ELEM |
| Dance Black America (Video) | ELEM |
| Dance Instruction: Science Applied to the Art of Movement by Gray, J. | ELEM |
| Dance of the Periwinkle CD | ELEM |
| Dance, Power, and Difference: Critical and Feminist Perspectives on Dance Education by Shapiro, S. | ELEM |
| Dance, The | ELEM |
| Dancers Talking Dance: Critical Evaluation in the Choreography Class by Lavender, L. | ELEM |
| Dances of India (Video) | ELEM |
| Dancing, Boxed Set of 8 Tapes | ELEM |
| Denishawn: The Birth of Modern Dance (video) | ELEM |
| Dictionary of Dance | ELEM |
| Divine Horsemen -The Living Gods of Haiti | ELEM |
| Ducan Dance A Guide for Young People Ages 6-16 | ELEM |
| Eric Carle: From Head to Toe | ELEM |
| Ethnic Dance Around the World | ELEM |
| First Class Ballet Music CD | ELEM |
| Funky Rhythm Tap (video) | ELEM |
| Genius on The Wrong Coast (video) | ELEM |

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| Goodnight Toes! Bedtime Stories, Lullabies and Movement Games | ELEM |
| Gypsy Heart (video) | ELEM |
| Hanya, Portrait of a Pioneer (video) | ELEM |
| Il Ballarino | ELEM |
| Inside Tap | ELEM |
| International Dictionary of Modern Dance | ELEM |
| Introduction to 6-Count Swing (Video) | ELEM |
| Isadora Duncan Dance (video) | ELEM |
| Jose Limon: Three Ballets (Video) | ELEM |
| Latin Dancing for Beginners (Video) | ELEM |
| Leonard Reed's Skim Sham (video) | ELEM |
| Lester Horton Techniques (Video) | ELEM |
| Lloyd, M. Adventures in Creative Movement Activities | ELEM |
| Martha Graham: In Performance (Video) | ELEM |
| Martha Graham: The Dancer Revealed (Video) | ELEM |
| Mary Wigman: 1886-1973 (video) | ELEM |
| Moiseyev Ballet (Video) | ELEM |
| <u>More Moving Experiences: Connecting Arts, Feelings, and Imagination (Grades K-12)</u> by Benzwie, T. | ELEM |
| <u>More Than Movement for Fit to Frail Older Adults</u> by Fisher, P. | ELEM |
| Multicultural Folk Dance Treasure Chest | ELEM |
| Murray Louis in Concert (Video) | ELEM |
| <u>Muscles- Our Muscular System</u> by Seymour Simon | ELEM |
| Music, Magic, and Make-Believe CD | ELEM |
| National Standards for Dance Education plus the <u>Opportunity -to- Learn Standards for Dance Education</u> | ELEM |
| New Dance Group Gala Concert (Video) | ELEM |
| On Stage! Theatre Games and Activities for Kids (book) | ELEM |
| Paul Taylor Dance Company (Video) | ELEM |
| Pilobolus Dance Theatre (video) | ELEM |
| Playful Family Yoga | ELEM |
| Ready to Lindy CD | ELEM |
| Road to the Stomping Ground (video) | ELEM |
| Rudolf Nureyev in The Nutcracker (Video) | ELEM |
| Secret Egypt- A Trance Journey to the Heart and Soul of The Egyptian | ELEM |
| Shakers, The (Video) | ELEM |
| Shel Silverstein: A Giraffe and a Half | ELEM |
| Shel Silverstein: Falling Up | ELEM |
| Simply Funk (video) | ELEM |
| Simply Swing (video) | ELEM |
| Simply Tap (video) | ELEM |
| Sleeping Beauty, The (Video) | ELEM |
| Spontaneous Performance | ELEM |
| Start Tappin' CD | ELEM |
| Stinson, S. Dance for Young Children: Finding the Magic in Movement | ELEM |
| Swan Lake (Video) | ELEM |
| <u>Teaching The Three R's: Through Movement Experiences</u> by Gilbert, A. G. | ELEM |
| Teresa Benzwie: Alphabet Movers | ELEM |
| Tool Master Kit 3 CD ROMS | ELEM |
| Water Study (Video) | ELEM |
| 101 Dance Games for Children (book) | MS |
| 101 Theatre Games for Children (bok) | MS |
| African American Arts Dance (book) | MS |
| African Healing Dance (Video) | MS |
| Air for the G String (Video) | MS |
| Alice in Wonderland: A Dance Fantasy (video) | MS |

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| Anna Pavlova: A Woman for All Time (Video) | MS |
| Anna Sokolow Choreographer (video) | MS |
| Bakongo! Drumming Music Just for Dancers CD | MS |
| Ballet Class for Beginners- David Howard (Video) | MS |
| Beginning Lindy Hop (video) | MS |
| Belly Dancing for Fun and Fitness (video) | MS |
| Benzwie, T. A Moving Experience (Video) | MS |
| A Moving Experience: Dance For Lovers of Children and the Child Within by Benzwie, T. | MS |
| More Moving Experiences: Connecting Arts, Feelings, and Imagination (Grades K-12) by Benzwie, T. | MS |
| Bill T. Jones Dancing to The Promised Land (video) | MS |
| Black Dance from 1619 to Today | MS |
| Cage/ Cunningham (video) | MS |
| Call/ Breath of Fire, The (Video) | MS |
| Chaconne- Prodigal Son (Video) | MS |
| Chappelle, E. Vol II Contrast & Continuum: Music for Creative Dance (CDs) | MS |
| Chappelle, E. Vol III Contrast & Continuum: Music for Creative Dance (CDs) | MS |
| Chappelle, E. Vol IV Contrast & Continuum: Music for Creative Dance (CDs) | MS |
| Chappelle, E. Vol. I Contrast & Continuum: Music for Creative Dance (CDs) | MS |
| Christy Lane's African and Caribbean Dancing for Fun and Fitness | MS |
| Cinderella: A Dance Fantasy (video) | MS |
| Country Dancing for Beginners (video) | MS |
| Creole Giselle (Video) | MS |
| Critters & Countries CD | MS |
| Cunningham Dance Technique: Elementary (video) | MS |
| Dance Black America (Video) | MS |
| Dance of the Periwinkle CD | MS |
| Dance, The | MS |
| Dances of India (Video) | MS |
| Dancing, Boxed Set of 8 Tapes | MS |
| Denishawn: The Birth of Modern Dance (video) | MS |
| Dictionary of Dance | MS |
| Divine Horsemen -The Living Gods of Haiti | MS |
| Ducan Dance A Guide for Young People Ages 6-16 | MS |
| Ethnic Dance Around the World | MS |
| First Class Ballet Music CD | MS |
| More Than Movement for Fit to Frail Older Adults by Fisher, P. | MS |
| Dance Imagery for Technique and Performance by Franklin, E. | MS |
| Dynamic Alignment Through Imagery by Franklin, E. | MS |
| Funky Rhythm Tap (video) | MS |
| Genius on The Wrong Coast (video) | MS |
| Teaching The Three R's: Through Movement Experiences by Gilbert, A. G. | MS |
| Creative Dance for All Ages by Gilbert, A.G. | MS |
| Goodnight Toes! Bedtime Stories, Lullabies and Movement Games | MS |
| Dance Instruction: Science Applied to the Art of Movement by Gray, J. | MS |
| Gypsy Heart (video) | MS |
| Partnering Dance and Education: Intelligent Moves for Changing Times by Hanna, J. | MS |
| Hanya, Portrait of a Pioneer (video) | MS |
| Il Ballarino | MS |
| Inside Tap | MS |
| International Dictionary of Modern Dance | MS |
| Introduction to 6-Count Swing (Video) | MS |
| Isadora Duncan Dance (video) | MS |
| Jose Limon: Three Ballets (Video) | MS |
| Latin Dancing for Beginners (Video) | MS |
| Dancers Talking Dance: Critical Evaluation in the Choreography Class by Lavender, L. | MS |

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| Leonard Reed's Skim Sham (video) | MS |
| Lester Horton Techniques (Video) | MS |
| <u>Adventures in Creative Movement Activities</u> by Lloyd, M. | MS |
| Martha Graham: In Performance (Video) | MS |
| Martha Graham: The Dancer Revealed (Video) | MS |
| Mary Wigman: 1886-1973 (video) | MS |
| <u>Building Dances, A Guide to Putting Movements Together</u> by McGreevy-Nichols, S. and Scheff, H. | MS |
| <u>Building More Dances: Blueprints for Putting Movements Together</u> by McGreevy-Nichols, S. and Scheff, H. | MS |
| Moiseyev Ballet (Video) | MS |
| Multicultural Folk Dance Treasure Chest | MS |
| Murray Louis in Concert (Video) | MS |
| Music, Magic, and Make-Believe CD | MS |
| <u>National Standards for Dance Education</u> plus the <u>Opportunity -to- Learn Standards for Dance Education</u> | MS |
| New Dance Group Gala Concert (Video) | MS |
| On Stage! Theatre Games and Activities for Kids (book) | MS |
| Paul Taylor Dance Company (Video) | MS |
| Pilobolus Dance Theatre (video) | MS |
| Playful Family Yoga | MS |
| Ready to Lindy CD | MS |
| Road to the Stomping Ground (video) | MS |
| Rudolf Nureyev in The Nutcracker (Video) | MS |
| Secret Egypt- A Trance Journey to the Heart and Soul of The Egyptian | MS |
| Shakers, The (Video) | MS |
| <u>Dance, Power, and Difference: Critical and Feminist Perspectives on Dance Education</u> by Shapiro, S. | MS |
| Simply Funk (video) | MS |
| Simply Swing (video) | MS |
| Simply Tap (video) | MS |
| Sleeping Beauty, The (Video) | MS |
| Spontaneous Performance | MS |
| Start Tappin' CD | MS |
| <u>Dance for Young Children: Finding the Magic in Movement</u> by Stinson, S. | MS |
| Swan Lake (Video) | MS |
| Tool Master Kit 3 CD ROMS | MS |
| Water Study (Video) | MS |
| World of Alwin Nikolais, The (Set of 5) | MS |

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| <u>100 Lessons in Classic Ballet</u> by Vera S. Kostrolvistskaya | HS |
| Alegria: Cirque de Soleil | HS |
| Alwin Nikolais: Electronic Dance Music | HS |
| Anna Sokolov, Choreographer (Video) | HS |
| <u>Appreciating Dance: A Guide to the World's Liveliest Art</u> by Harriet R. Lihs | HS |
| Ballet Class Music, with Marcus Galante | HS |
| Ballet Gold Collection (Video) | HS |
| Baryshnikov Dances Sinatra (Video) | HS |
| Bill Robinson: Mr. Bojangles | HS |
| Bob Fosse | HS |
| <u>Building Dances, A Guide to Putting Movements Together</u> McGreevy-Nichols, S. and Scheff, H. | HS |
| <u>Building More Dances: Blueprints for Putting Movements Together</u> McGreevy-Nichols, S., Scheff, H., and Sprague, M. | HS |
| Build-up Dances- A Guide to Putting Movements Together | HS |
| Chappelle, E. Vol II Contrast & Continuum: Music for Creative Dance (CDs) | HS |
| Chappelle, E. Vol III Contrast & Continuum: Music for Creative Dance (CDs) | HS |
| Chappelle, E. Vol IV Contrast & Continuum: Music for Creative Dance (CDs) | HS |
| Chappelle, E. Vol. I Contrast & Continuum: Music for Creative Dance (CDs) | HS |
| <u>Creative Dance for All Ages</u> by Gilbert, A.G. | HS |
| <u>Dance and Music- A Guide to Dance Accompaniment for Musicians and Dance Teachers</u> by Harriet Cavalli | HS |

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| Dance as a Theatre Art (Source... History from 1581-The Present) by Robin Chmelar and Sally S. Fitt | HS |
| Dance for Young Children: Finding the Magic in Movement by S. Stinson | HS |
| Dance Imagery for Technique and Performance by Franklin, E. | HS |
| Dance Instruction: Science Applied to the Art of Movement by Gray, J. | HS |
| Dance Magazine College Guide DM-GUIDE | HS |
| Dance Version of Life Forms multi-platform 10 seat educational version | HS |
| Dancer's Foot Book, The by Terry L. Spilken | HS |
| Dancer's Manual A Motivational Guide to Professional Dancing. A by Bobby Boling | HS |
| Dancing on the Edge- 4 Themes | HS |
| David Parsons: Pattern | HS |
| Diet For Dancers: A Complete Guide to Nutrition and Weight Control by Robin D. Chmelar and Sally S. Pitt | HS |
| Doris Humphrey Legacy Water Study (Video) | HS |
| Doris Humphrey Legacy: Air for the G String (Video) | HS |
| Doris Humphrey Legacy: The Shakers (Video) | HS |
| Dying to be Thin | HS |
| Elizabeth Streb: Action Choreography | HS |
| Eric Hawkins | HS |
| Explosive Dance Item | HS |
| Introduction to Dance Medicine: Keeping Dancers Dancing with Dr. William Hamilton Orthopedic Surgeon (Video) | HS |
| Isadora Duncan Dance | HS |
| Jazzin' Across the Floor (Video) | HS |
| Kirov Ballet in London, Kirov (Video) | HS |
| Lester Horton, Genius on the Wrong Coast (Video) | HS |
| Lloyd, M. Adventures in Creative Movement Activities | HS |
| Lower Extremity Dance Medicine, Orthopedic Examination with William Hamilton, M.D. (Video) | HS |
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| Luigi: The Master -Style and Technique Class, Beginner and Intermediate (Video) | HS |
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| Mark Denby | HS |
| Maya Deren: Dances for the Camera | HS |
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| New York City Ballet Workout DVD | HS |
| New York City Ballet Workout DVD | HS |
| Partnering Dance and Education: Intelligent Moves for Changing Times by Hanna, J. | HS |
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| Physical Mind Workout 1 | HS |
| Physical Mind Workout 2 | HS |
| Pierrot's Tower by Glen Tetley | HS |
| Ray to Go- Percussion Music for Dance Class by Ray McNamara (CD) | HS |
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| Tribute to Alvin Ailey (video) | HS |
| Video Dance: Three Dances for the Camera | HS |