COURSE OUTLINE – MYP YEAR 5 PHYSICAL AND HEALTH EDUCATION: DANCE 10

Course Overview:

Dance 10 is designed to offer intermediate level dance instruction, however, previous knowledge of dance is not required. Students learn to develop a positive relationship with movement and health. Dancers will be introduced to varying dance styles, such as Hip Hop, Ballet, Contemporary, Jazz, Lyrical, and Tap. Dance students will be given opportunities to perform teacher-led choreographed dance pieces, as well as have the chance to create and perform their own original choreography. Students will supplement their dance technique by participating in regular strength and flexibility training. Students will learn how to grow as dancers in an environment that is fun, stimulating, and supportive. Opportunities for school performances, local festivals, and competitions may be available.

Expectations:

- Students are expected to participate and engage respectfully in all activities.
- Students are expected to attend class regularly, as this is a performance-based class.
- Proper dance attire and footwear must be worn. Appropriate dance attire includes leggings or tights, sweatpants, spandex shorts, and any shirt that allows the dancer to fully perform movements. Proper footwear is dependent on the dance style, but may include bare feet, ballet/jazz shoes, socks, or clean runners. Attire that inhibits the dancer from moving freely or attire that makes it difficult for the teacher to assess movement is not allowed (jeans, overly baggy sweatshirts, large pieces of jewelry, etc.). Hair must be tied up and out of the dancer's face.
- If injured, students must provide a note or email from home, outlining injury and expected return to action date. Extended cases must provide a note from a medical professional. Adaptations will be provided for students whose medical condition does not allow a return to action.

Learning:

Through engaging with this course, students should UNDERSTAND…

Understanding our strengths, weaknesses, and personal preferences helps us plan and achieve our goals.

Trying a variety of physical activities can increase the likelihood that we will be active throughout our lives.

Healthy choices influence, and are influenced by, our physical, emotional, and mental well-being.

Personal fitness can be maintained and improved through regular participation in physical activities.

Through engaging with this course, students will KNOW…

Statement of Inquiry	Concepts	Unit
Kinesthetic awareness is developed through regular refinement and rehearsal of dance technique.	energy, refinement, balance, movement, function	Dance Technique
Learning dance choreography leads to a developed understanding of technique, space, refinement, and performance skills.	communication, relationships, energy, refinement, movement, space, perspectives, systems	Dance Choreography
Creating a piece of self-choreography allows students to practice dance technique, communicate with others, and make responsible and creative choices that influence performance.	communication, relationships, change, adaptation, choice, interaction, refinement	Self-Choreography
Developing strength and flexibility allows students to strengthen dance technique.	energy, function, refinement	Strength & Flexibility
Nutrition influences performance ability, both physically and mentally.	energy, balance, environment, choice	Nutrition
Digital literacy skills allow students to interact with digital content in meaningful and healthy ways.	communication, relationships, balance, environment, choice, perspectives	Digital Literacy

Through engaging with this course, students will DO…

CURRICULAR COMPETENCIES CATEGORIES	EXAMPLES
Physical literacy	• Develop, refine, and apply dance technique and movement concepts in a variety of dance styles • Create movement phrases both collaboratively and individually • Rehearse and refine choreographic pieces • Engage in strength and flexibility exercises
Healthy and active living	• Participate in regular dance training to enhance physical health, dance technique, and skills • Describe how participation in dance can influence health and fitness • Identify and apply strategies to pursue both personal health and dance related goals • Reflect on outcomes of both personal health and dance related goals and achievements
Social and community health	• Develop strategies to engage in and maintain healthy relationships • Develop strategies to avoid and/or respond to unsafe, abusive, or exploitive situations • Demonstrate respect for self, others, and the audience • Communicate respectfully through collaborative processes
Mental well-being	• Describe and assess strategies for promoting mental, emotional, and social wellness • Describe and assess strategies for managing problems related to mental wellness • Explore relationships between identity, society, and belonging through movement experiences • Create personally meaningful choreographic works to express thoughts, emotions, and meaning

Through this course, students will develop the following Approaches to Learning skills…

Below are some examples of how we develop ATL skills in PHE:

Category Skill indicator	Examples
Thinking skills	• Design fitness plans • Reflect on personal goals and performance • Choreograph original dance movement
Social skills	• Collaborate in group choreographic projects • Practice positive team relationships • Encourage classmates and maintain a positive attitude
Communication skills	• Respectfully communicate with classmates during choreography projects and class discussions • Use movement to communicate meaning, ideas, and emotions
Self-management skills	• Participate fully in class activities • Practice perseverance • Actively apply corrections to dance technique • Critically reflect on one's own performance and set realistic goals
Research skills	• Research and evaluate health information • Analyze and investigate various dance styles and professional dancers

Assessment:

Throughout this course, students will demonstrate their learning…

The MYP PHE course will focus on developing skills related to 4 criteria based objectives.	Formative assessment is assessment *as* learning, or assessment *for* learning. **Formative assessments could include;**	Summative assessment is assessment *of* learning. **Summative assessments could include;**
A: Knowing and Understanding	In-class feedback/corrections, peer teaching, class discussions, visual demonstrations	Dance terminology/movement concept tests, nutrition project, presentations
B: Planning for Performance	Teacher/peer feedback, self-reflections, rehearsal and refinement, choreography planning worksheets	Self-choreography dance performance, fitness plan
C: Applying and Performing	Teacher/peer feedback, self-reflections, rehearsal and refinement, visual demonstrations	Dance choreography performance tests, technique tests
D: Reflecting and Improving Performance	In-class journal writing, class discussions, ongoing self-reflection	Fitness goals, written reflections, self-assessments

Assessment Rubrics:

Grade 10
Criterion A: Knowing and understanding

Achievement level	Proficiency Scale	Level descriptor
0		The student does not reach a standard described by any of the descriptors below.
1-2	Emerging	The student: • **states** physical and health education factual, procedural and conceptual knowledge • **applies** physical and health education knowledge to **investigate** issues and **suggest** solutions to problems set in familiar situations • **applies** physical and health terminology to communicate understanding **with limited success**.
3-4	Developing	The student: • **outlines** physical and health education factual, procedural and conceptual knowledge • **applies** physical and health education knowledge to **analyse** issues and to **solve** problems set in **familiar situations** • **applies** physical and health terminology to communicate understanding.
5-6	Proficient	The student: • **identifies** physical and health education factual, procedural and conceptual knowledge • **applies** physical and health education knowledge to **analyse** issues to **solve** problems set in **familiar and unfamiliar situations** • **applies** physical and health terminology **consistently** to communicate understanding.
7-8	Extending	The student: • **explains** physical and health education factual, procedural and conceptual knowledge • **applies** physical and health education knowledge to **analyse** complex issues to **solve complex** problems set in **familiar and unfamiliar situations** • **applies** physical and health terminology **consistently and effectively** to communicate understanding.

Criterion B: Planning for performance

Achievement level	Proficiency Scale	Level descriptor
0		The student does not reach a standard described by any of the descriptors below.
1-2	Emerging	The student: • **identifies** goals to enhance performance • **constructs** a plan to improve physical performance and health.
3-4	Developing	The student: • **outlines** goals to enhance performance • **constructs and describes** a plan to improve physical performance and health.
5-6	Proficient	The student: • **explains** goals to enhance performance • **designs and explains** a plan to improve physical performance and health.
7-8	Extending	The student: • **develops** goals to enhance performance • **designs, explains and justifies** a plan to improve physical performance and health.

Criterion C: Applying and performing

Achievement level	Proficiency Scale	Level descriptor
0		The student does not reach a standard described by any of the descriptors below.
1-2	Emerging	The student: • **demonstrates** and **applies** skills and techniques **with limited success** • **demonstrates** and **applies** strategies and movement concepts **with limited success** • **recalls** information to perform.
3-4	Developing	The student: • **demonstrates** and **applies** skills and techniques • **demonstrates** and **applies** strategies and movement concepts • **identifies** and **applies** information to perform.
5-6	Proficient	The student: • **demonstrates** and **applies a range** of skills and techniques • **demonstrates** and **applies a range** of strategies and movement concepts • **analyses** and **applies** information to perform.
7-8	Extending	The student: • **demonstrates** and **applies a range of complex** skills and techniques • **demonstrates** and **applies a range of complex** strategies and movement concepts • **analyses** and **applies** information to perform **effectively**.

Criterion D: Reflecting and improving performance

Achievement level	Proficiency Scale	Level descriptor
0		The student does not reach a standard described by any of the descriptors below.
1-2	Emerging	The student: • **identifies** and **demonstrates** strategies to enhance interpersonal skills • **outlines** the effectiveness of a plan based on the outcome • **outlines** and **summarizes** performance.
3-4	Developing	The student: • **outlines** and **demonstrates** strategies to enhance interpersonal skills • **explains** the effectiveness of a plan based on the outcome • **describes** and summarizes performance.
5-6	Proficient	The student: • **describes** and **demonstrates** strategies to enhance interpersonal skills • **analyses** the effectiveness of a plan based on the outcome • **explains** and **evaluates** performance**.
7-8	Extending	The student: • **explains** and **demonstrates** strategies to enhance interpersonal skills • **analyses** and **evaluates** the effectiveness of a plan based on the outcome • **analyses** and **evaluates** performance**.

Academic Honesty and Personal Integrity

The faculty at Carson Graham expects our students to complete academic and nonacademic work that is authentic and respectful of intellectual property. All students are expected to adhere to the school's Policy for Academic Integrity. Ignorance of the standards related to academic honesty and student integrity is not an excuse for dishonesty, plagiarism and malpractice. You are expected to familiarize yourself with the policy.

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