



2021-2022
Section 1: Course Overview

Course Title	Dance
Instructor Info	Name: Sonia Kellermann skellermann@pps.net Contact Info:
Grade Level(s)	9-12
Room # for class	Room: S-132
Credit	Type of credit: Elective/PE # of credits per semester: 1
Prerequisites (if applicable)	No prerequisites are required for dance 1-2. Dance 3-4, 5-6, and Advanced Dance Performance require 1, 2, and 3 full years of dance study respectively or are extended to those who audition and are accepted by recommendation of the instructor.
General Course Description	Course Description: In this course, students will engage in a daily practice of warm-ups, strength exercises, stretches, and cardiovascular conditioning. Emphasis will be on developing coordination, alignment, clarity, movement pick-up and artistry. Students will learn a variety of movement combinations and original choreography in four distinct styles: contemporary, ballet, tap and jazz/musical theater. Additional units will include improvisation, composition hip-hop and world forms. Schedule of units may be accessed on the Dance at Franklin Calendar .

Section 2: Welcome Statement & Course Connections

Personal Welcome	Welcome to Dance at Franklin. My name is Sonia Kellermann. In this course you will study a many dance styles and be invited to practice, contribute, and perform in dances that will include a wide variety of musical traditions. All dance styles and musical traditions are valued
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	<p>and honored at Dance at Franklin.</p> <p>Our mission is to be a premier pre-professional training ground for interdisciplinary performance artists in Portland, Oregon with a focus on excellence, equity, and the creation of culturally relevant content.</p>
<p>Course Highlights (topics, themes, areas of study)</p>	<p>There are two main performance requirements that students should be prepared for:</p> <p>Winter Dance Showcase is the culminating performance for semester one. Mandatory technical rehearsal will be held on Saturday, December 4th. After school rehearsals for the Winter Dance Showcase will be held on Monday, Tuesday, and Wednesday, December 6th, 7th, and 8th at 3:30 PM in the Franklin auditorium. Note: Students are released when they complete their dance. Release time will vary depending on show order.</p> <p>Winter Dance Showcase will be held on Friday, December 10th and Saturday, December 11th in the Franklin Auditorium. Rehearsals and the performances are graded assignments. Winter Dance Showcase includes demonstrations of dance technique in all styles including daily strength, flexibility and spatial awareness routines, excerpts of repertory, works in progress, and original student choreography. It is also the principal fundraiser for Arts Alive. Please be generous.</p> <p>Students are called at 5:00 sharp on Friday, December 10th and Saturday, December 11th for Winter Dance. Any student who arrives late will be marked tardy. Unexcused absences will result in the failure of these assignments. Students must remain for the duration of the performance and will be released upon the completion of the entire show, curtain call, and upon the return of all costumes.</p> <p>Arts Alive! is the culminating creative project for this course. Rehearsals and performances are graded assignments. All-day in-school rehearsal for Company Dancers only will be held Monday, April 18th. Mandatory dress rehearsals will be held April, 18th, 19th, and 20th at 3:30 in the Franklin Auditorium. Note: Call times for individual acts TBA depending on show order. Students may be released when they complete their rehearsal. Release time will vary depending on show order.</p>




	<p>Arts Alive! will be held Friday, April 22nd and Saturday, April 23rd, Friday April 29th, and Saturday, April 30th in the Franklin Auditorium at 7:00 PM. Call time is 5:00 sharp. Any student who arrives late will be marked tardy. An invited dress rehearsal for middle school students only will be held on Thursday April 27 at 4:00 PM.</p>
<p>Course Connections to PPS Relmaged Vision</p>	<p>Dance at Franklin will regularly practice the values of being Franklin Strong. They will strive to be:</p> <ul style="list-style-type: none"> - Thoughtful - Respectful - Organized - Neighborly - Generous - <p>Portland Public Schools has a history of providing high quality free public dance education for over 50 years. This is not true for all municipalities. Many districts struggle to maintain a rigorous and disciplined arts education. At PPS and at Franklin High School, we are committed to the principle that high quality, free public arts education is the foundation of this nation's political, social, and economic dynamism.</p>
<p>Section 3: Student Learning</p>	
<p>Prioritized Standards</p>	<p>The following standards will be explored in the course:</p> <p>Alignment: You will be able to efficiently organize the body in relation to dancing.</p> <p>Artistry: You will be able to integrate individuality with technical training through focus, phrasing, confidence, and self-direction.</p> <p>Clarity: You will be able to accurately and consistently execute intended movements in form, space and rhythm.</p> <p>Conditioning: You will be able to demonstrate balanced flexibility, strength, and endurance.</p>




	<p>Coordination: You will be able to move weight in conscious relationship to gravity and efficiently link movement patterning.</p> <p>Movement Pick-up: You will be able to learn and execute movement sequences quickly.</p> <p>Terminology: You will be able to match movement with specific language appropriate to each style.</p> <p>Sequential accuracy, Rhythmic Accuracy, Spatial Awareness, and Performance Quality.</p>
<p>PPS Graduate Portrait Connections</p>  <p>8/27 Work</p>	<p>I will help students grow the students knowledge and skills in the following aspects of PPS's Graduate Portrait:</p> <ul style="list-style-type: none"> - Students will create original dances in small and large groups in order to develop their capacity to be inclusive and collaborative problem-solvers. - Students will research multiple dance styles and musical traditions in order to develop their capacity to become Inquisitive critical thinkers with a deep core knowledge of dance within a global and historical context through a social justice and racial equity lense. - Students will become Resilient and Adaptable Lifelong Learners by facing the challenges of creating unique and culturally relevant content in collaboration with their peers. - Students will become Powerful and Effective Communicators with a Positive, Confident, and Connected Sense of Self through creative self-expression and public performance.
<p>Differentiation/ accessibility strategies and supports:</p>	<p>I will provide the following supports specifically for students in the following programs:</p> <ul style="list-style-type: none"> - Special Education: All differently abled and neuro-divergent students will learn alongside their peers with accommodations that align with their 504 Plans: - English Language Learners: ELL students will be paired with others with whom they share a common language and be supported to ensure they are able to understand the content and be successful in meeting the learning targets. - Talented & Gifted: TAG students will be given extension and enrichment opportunities





	in order to develop each student's unique creative voice through independent student projects and performance opportunities.
Personalized Learning Graduation Requirements (as applicable in this course):	<p>Career Related Learning Experience (CRLE) #1</p> <ul style="list-style-type: none"> - The experiences will be: Auditioning for and working with guest artists and master teachers and performing their works in Winter Dance, annual musical, and Arts Alive.

 **8/27 Work** **Section 4: Cultivating Culturally Sustaining Communities**


Tier 1 SEL Strategies	I will facilitate the creation of our Shared Agreements that respect and celebrate each student's race, ability, language, and gender in the following way(s):
Shared Agreements 	<ul style="list-style-type: none"> - I will invite each class to collaboratively come to a Shared agreement that includes the standards and expectations within the classroom with special emphasis on creating a welcoming community that validates multiple lived experiences and identities.
	<p>I will display our Agreements in the following locations:</p> <ul style="list-style-type: none"> - On the dance at Franklin homepage: www.danceatfranklin.org - In Canvas - In the Dance Studio - In the dressing Rooms



	<p>My plan for ongoing feedback through year on their effectiveness is:</p> <ul style="list-style-type: none"> - I will invite my professional peers to observe and advise in curriculum and instruction.
<p>Student's Perspective & Needs</p> 	<p>I will cultivate culturally sustaining relationships with students by:</p> <ul style="list-style-type: none"> - Inviting each student to contribute material that speaks to their cultural, ethnic, and racial identities/affinities including but not limited to music selection and dance techniques. - Carefully acknowledging and cultivating each individual creative voice. - Maintaining an inclusive and respectful community. - Listening to and integrating student feedback. <p>Families can communicate what they know of their student's needs with me in the following ways:</p> <ul style="list-style-type: none"> - email: skellermann@pps.net - text: www.remind.com
<p>Empowering Students</p> 	<p>I will celebrate student successes in the following ways:</p> <ul style="list-style-type: none"> - Winter Dance - Annual Musical - Arts Alive <p>https://www.danceatfranklin.org/shows</p> <p>I will solicit student feedback on my pedagogy, policies and practices by:</p> <ul style="list-style-type: none"> - Creating an anonymous google form to allow students to give vital and valuable critique.



	<p>When class agreements aren't maintained (i.e. behavior) by a student I will approach it in the following ways:</p> <ul style="list-style-type: none"> - A verbal correction to the student. - A personal and private conversation with the student. - A personal and private conversation with the family. - Soliciting student support staff.
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<p>Showcasing Student Assets</p> 	<p>I will provide opportunities for students to choose to share and showcase their work in:</p> <ul style="list-style-type: none"> - Winter Dance - Annual Musical - Arts Alive - <p>www.danceatfranklin/shows</p>
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<h3>Section 5: Classroom Specific Procedures</h3>	
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<p>Safety issues and requirements (if applicable):</p>	<ul style="list-style-type: none"> - Hand-washing. - Mandatory mask wearing. - Air purification. - Opportunities for adequate hydration. - Respect for personal space and boundaries. - Removing shoes before entering the studio to maintain a hygienic environment for our students.
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<p>Coming & Going from class</p>	<p>I understand the importance of students taking care of their needs. Please use the following guidelines when coming and going from class:</p> <ul style="list-style-type: none"> - Students will be allowed to rehydrate when they become thirsty. This is essential to good physical conditioning. - I will provide a quiet space for any student who is experiencing emotional or physical
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	<p>distress.</p> <ul style="list-style-type: none"> - I will invite the student success team to collaborate when I determine that this would be of benefit.
Submitting Work	<p>I will collect work from students in the following way:</p> <ul style="list-style-type: none"> - Digital Canvas assignments. - Videos of rehearsals and compositions.
	<p>If a student misses a deadline, I will partner with the student in the following ways so they have the ability to demonstrate their abilities:</p> <ul style="list-style-type: none"> - I will develop a detailed outline and of schedule expectations in collaboration with their counselor. - I will provide alternate assignments where appropriate.
Returning Your Work	<p>My plan to return student work is the following: Timeline:</p> <ul style="list-style-type: none"> - There is very little written work in this course as it is constructed on a laboratory model. The class itself and the performances that are developed within it are the objective of this course. If a student fails to attend regularly, he/she/they will be given the opportunity to meet with me privately to demonstrate proficiency and complete an alternate assignment.
Formatting Work (if applicable)	<p>Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here: www.danceatfranklin.org</p>
Attendance	<p>If a student is absent, I can help them get caught up by:</p> <ul style="list-style-type: none"> - working with the student during tutorial.
Section 6: Course Resources & Materials	



Materials Provided	<p>I will provided the following materials to students:</p> <ul style="list-style-type: none"> - There are no books required for this course. If a student is unable to secure needed materials as listed below, I will work with school partners to provide them.
Materials Needed	<p>Please have the following materials for this course:</p> <ul style="list-style-type: none"> - All black dance attire and supportive undergarments - Tap shoes - Water bottle - Padlock <p>Franklin can help with any materials you may need as well. Please reach out to me privately and I will help you to get what you need.</p>
Course Resources	<p>Here is a link to resources that are helpful to students during this course:</p> <p>www.danceatfranklin.org</p>
Empowering Families	<p>The following are resources available for families to assist and support students through the course:</p> <p>www.danceatfranklin.org</p>
<p>Section 7: Assessment of Progress and Achievement</p>	
Formative Assessments	<p>As students move through the learning journey during specific units/topics, I will assess & communicate their <u>progress</u> in the following ways:</p> <ul style="list-style-type: none"> - Videos of rehearsals. - Videos of performances. - Assessment rubric as outlined below.



Sequential accuracy:

- The student performs some of the dance routine accurately in sequence from the beginning. (Developing the learning objective.)
- The student performs most of the dance routine accurately in sequence from the beginning. (Meeting the learning objective.)
- The student consistently performs the dance routine accurately in sequence from the beginning or from any point in the dance. (Exceeding the learning objective.)

Rhythmic Accuracy:

- The student performs the dance routine with rhythmic accuracy some of the time. The student hits some movement markers at the correct time. (Developing the learning objective.)
- The student performs most of the dance routine with rhythmic accuracy. The student hits movement markers at the correct time more often than not. (Meeting the learning objective.)
- The student consistently performs the dance routine with rhythmic accuracy and fidelity to the choreography. The student consistently hits movement markers at the correct time. (Exceeding the learning objective.)

Spatial Awareness:

- The student sometimes performs the dance in a manner that demonstrates an awareness of his/her/their proximity to the other dancers as well as an understanding of where he/she/they have been directed to be on the stage throughout the dance. (Developing the learning objective.)
- The student performs the dance in a manner that demonstrates an awareness of his/her/their proximity to the other dancers as well as an understanding of where he/she/they have been directed to be throughout the dance most of the time. (Meeting the learning objective.)
- The student consistently performs the dance in a manner that demonstrates an



	<p>awareness of his/her/their proximity to the other dancers as well as an understanding of where he/she/they have been directed to be throughout the dance. (Exceeding the learning objective.)</p> <p>Performance Quality:</p> <ul style="list-style-type: none"> - The student does not perform the dance routine with effort, energy, and enthusiasm. (Developing the learning objective.) - The student performs the dance routine with effort, energy, and enthusiasm most of the time. (Meeting the learning objective.) - The student consistently performs the dance routine with effort, energy, and enthusiasm. (Exceeding the learning objective.)
Summative Assessments	<p>As we complete specific units/topics I will provide the following types of opportunities for students to provide evidence of their <u>learned</u> abilities:</p> <ul style="list-style-type: none"> - Regular rehearsals and video feedback with critique culminating in a public performance.
Student Role in Assessment	<p>The students and I will partner to determine how they can demonstrate their abilities in the following ways:</p> <ul style="list-style-type: none"> - Student may elect to be assessed in private or over video conferencing.
<p>Section 8: Grades Progress Report Cards & Final Report Cards</p>	
Accessing Grades	<p>Students & Families can go to the following location for <u>up-to-date</u> information about their grades throughout the semester: www.danceatfranklin.org</p>
	<p>I will update student grades at the following frequency: Weekly</p>



Progress Reports	<p>I will communicate the following marks on a progress report:</p> <p>Daily Grades:</p> <p>Students will be assessed daily on the following:</p> <ul style="list-style-type: none"> - Present and on time? - Dressed to dance? - Actively engaged in the lesson? - Respecting self and others? - Adhering to studio and theater etiquette in order to ensure safety? <p>Meaning of the mark:</p> <ul style="list-style-type: none"> - Students who demonstrate these self-regulating behaviors will be successful in Dance at Franklin <p>Participation in culminating creative projects or alternate assignments:</p> <p>Meaning of the mark:</p> <ul style="list-style-type: none"> - Dance is a performance art. The goal is to present to an audience and to reflect on the experience in order to develop the skill of public performance. Students who are unable or unwilling to present their work may do so privately with the instructor or complete and alternate assignment.
Final Report Card Grades	<p>The following system is used to determine a student's grade at the end of the semester:</p> <ul style="list-style-type: none"> - Total cumulative daily grades combined with the culminating creative project. <p>I use this system for the following reasons/each of these grade marks mean the following:</p> <ul style="list-style-type: none"> - Students who are successful demonstrate the ability to engage with the material, practice and refine their skills, share them with an audience, and reflect on the experience.
Other Needed info (if applicable)	



Note: Please do not leave messages on the dance studio answering machine. Email Ms. Sonia directly at skellermann@pps.net or text using www.remind.com.

