**Semester(s) offered:   Fall\_\_     Spring 20\_\_**

**Berrien Springs Parent Partnership**

**Independent Study/Project Based Learning Course Description and Syllabus**

Historic Dance

**Course Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Ages/Grade Levels: \_\_ages 11 and up\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Class size: Min: \_8 Max:\_40\_\_**

**Location Name: \_\_\_\_\_\_\_\_\_The Heritage Museum\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Location Address: 601 Main St, St Joseph, MI 49085\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Provide directions to location if necessary:**

**Start Date: \_\_\_9/5/2018\_\_\_\_\_\_\_\_   
End Date: \_\_\_11/21/2018\_\_\_\_\_\_\_\_\_** (Must be at least 16 hours of instructional time)

**Day of the Week: Circle: M Tu W Th F One additional evening to be planned with museum staff for performance**

**Begin and end time of class: \_\_\_\_\_\_8:30 – 10:00 am\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Contact/Instructors: \_\_\_Noel Bash, Shiloh Johnson \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Email: \_\_\_\_\_\_\_\_\_\_\_\_\_bash5849@gmail.com\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Best phone #:\_\_\_\_\_\_\_269-369-0963\_\_\_\_\_\_\_\_ Publish # on website? Y N NO**

**Does the student also need to register with you or at your location? Y N NO**

**Classes will be (circle one): Graded Pass/Fail What is the criteria for passing the class? Please list or attach your studio policy or class policy/expectations and grading rubric.**

Students will have minimum 80% attendance.

Students will participate during the entire class period.

Students will demonstrate improved proficiency in at least 8 of 10 dance steps and ballroom hold.

Students will be able to describe, orally or in writing, one significant form of social dance in the 18th, 19th, or 20th century in America, and one way in which the political climate of the era influenced that form.

Students will participate in the final presentation at the Heritage Museum.

**Briefly describe the course, including topics to be covered and subject areas that the course will cover –this is what will be posted on our website:**

Learn how people danced through the ages! From contra and waltz to East Coast Swing, you'll learn the dance and dance etiquette skills needed to participate in anything from a Renaissance Faire to a World War II reenactment. Dress for movement and wear comfortable shoes that will stay on your feet (no flip flops allowed).

**Weekly breakdown of instruction: (write on separate sheet if necessary)**

Warm up. Guide students through learning figures. Walk through dance. Dance with music. Progress from beginner level through more advanced level in each form – contra, waltz, east coast swing. Each class will also have one period of verbal instruction on the political climate’s influence on a particular dance form, in the context of the dance being learned.

**All classes must have a min. of 4 Course Objective Checkpoints unique to your class.** You will note on the attendance sheet when students have met these objectives. Write in #’s 2 and 3 here and on the attendance sheet:  
 **1st: pre-test**

**2nd:** students will demonstrate intermediate contra dance to music**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**3rd:** students will demonstrate waltz, including proper ballroom hold and two different steps**\_\_\_\_\_\_\_**

**4th: post-test**

**Final project/performance:** The student is to select, as appropriate a final project that will demonstrate what they have learned over the course of the semester and aligns with their learning goal. The student should have input into what they present as their final project. This can be in the form of a presentation, art fair, performance, recital, art gallery, written report, final exam, musical composition, product such as woodworking, jewelry, food harvest or presentation, video, graphic or other visual artwork. Completion of the final project should figure in as part of the pass or fail grade that you determine based on your rubric.

**Write in the name of the project and completion date on the attendance sheet.**

Instructors will work with Heritage Museum to design demonstration program to be presented to a public audience. Date to be determined. Potential Title: The Politics of Dancing. Students will demonstrate progression of dance forms from contra to waltz to swing, and answer questions from the public.

**List any materials that students are required to bring to class:**

Dress for vigorous movement and wear comfortable shoes that stay on feet. No flip flops or open-back shoes (such as crocs or clogs) allowed.

**List any required or optional online resources you will use in class or students can use to supplement:**

Instructor resources:

Community Dance Manual, Revised Edition. Barclay, L and Jones, I

Zesty Contras. Jennings, L

Son of Shadrack. Parkes, T

Playford Ball. Keller, K and Shimer, G.

cdss.org

usadance.org/social-dance

**Attach or list** one 10 question (multiple choice, T/F, or open ended) pre/post-test to be given the first and last week of class that will assess knowledge of subject(s) covered in class during the semester OR how you plan to assess the student’s knowledge of the topic in a subjective manner. Scores must be recorded on the attendance form provided.

Students will be assessed on each dance step as

Beginner (needs instruction)

Developing (needs improvement)

Proficient (demonstrates properly)

The following steps will be assessed:

Balance and Swing

Allemand

Set the Wave

Ladies’ Chain

Cast Off

Ballroom frame

Basic waltz step

Waltz underarm turn

Basic East Coast swing step

East Coast swing underarm turn

In addition, students will be asked to describe, orally or in writing, one significant form of social dance in the 18th, 19th, or 20th century in America, and one way in which the political climate of the era influenced that form.

**Cost per student for entire semester, including materials and supplies:** $150\_\_\_approx, depending on enrollment\_\_\_\_\_\_\_\_\_\_\_

**Invoices are due 10/31 for Fall and 2/28 for Spring.**

Thank you for providing your expertise to the students in our community!