

Introduction

Dance Curriculum and Pacing Guide Kindergarten through Advanced High School Courses Winston-Salem / Forsyth County 2006

This document is designed to serve dance educators as they strive to bring high quality dance experiences to the students of our school system. The outline has been articulated to indicate precise time periods during which particular skills will be assessed. The possibility of altering the sequence is left to the discretion of the dance educator if adequate thought and rationale are applied to these decisions and all competencies are met. Prepared by a committee of highly qualified dance educators from the Winston-Salem/Forsyth County Schools, this document is the culmination of a consensus approach to establishing a recommended order and sequence to dance instruction as well as benchmarks for assessment.

These benchmarks are noted with a space in which to record the date that each was assessed. This document is intended to be used for a two year period during which time; careful reflective analysis will be applied by dance educators. At the end of this period a thorough record of the creative process including student experiences, activities, and performances, will be assembled on a school by school basis. These notations will serve to clarify the necessary adaptations to the curriculum that may be necessary according to course schedules and daily class formats, as well as preferred sequencing of assessments. Space for these notations is provided on the assessment pages that are found between each of the competency goals pages. Those in the role of evaluator, mentor, or course assessor will be aided by this informative document as it delineates the expectations of what should be seen in well executed classes that are structured to be age appropriate while developing more refined skills and a significant appreciation of the art form.