

Dance Focus

Description

The Academy for the Fine Arts Dance Focus caters to students with a passion for dance who demonstrate an interest to excel. Prior training is valued, however, emphasis is placed on a student's potential to grow as an artist. Students should be able to physically and verbally express their passion for the art of dance, show a strong desire to work diligently on technique, display a willingness to accept discipline and/or positive correction, exhibit flexibility, a natural sense of movement, and musicality, have an innate ability to follow directions, maintain a positive attitude at all times, and demonstrate the physique and stamina appropriate for rigorous dance.

Academy Dance Focus students will study Dance Technique and Performance, Dance Composition, Dance History and Criticism, and Kinesiology/Anatomy. In addition, emphasis will be placed on preparing students for life after high school as they explore dance professions and prepare for auditions and interviews. In the third year of the Academy Dance Focus, students will complete both an Internship and Capstone project that allows them to extend and demonstrate what they have learned throughout their time at the Academy.

Course Sequence

Year 1

Dance Technique and Composition I

This course emphasizes rigorous training to develop and extend the artistic, affective, cognitive, and psychomotor potentials of the student. The student will be provided with opportunities to explore and perform ballet, jazz, modern, world and theatrical dance forms. Focus will be on enhancing technique in regards to alignment, flexibility and strength with the goal of honing a student's ability to retain and explore movement phrases. In addition, students will study and enhance performance skills while implementing techniques learned in the classroom in a variety of performance venues.

Dance History and Criticism I

In this course, students explore dance personalities with specific choreographic and artistic ideas through their writings, videotapes of their dances, and by creating dance studies that are based on their ideas. Students will study dance trends and genres as they relate to world events while exploring the place and importance of dance in various cultures throughout history. In addition, students will become dance critics as they analyze the aesthetic elements of dance performance through a critical mindset. Students will relate work in Dance Composition directly to Dance History and Criticism studies so that the students complete written work as well as create dance projects based on historical trends and personalities.

Dance Kinesiology/Anatomy

In this course, students will examine the structure and function of skeletal and muscular systems. (Kinesiology is the study of the body in motion through examination of how the skeleton, joints and muscles move and function.) Students will examine and evaluate their own muscular flexibility and strength. From this examination, each student will summarize strengths, limitations, muscle tension and flexibility that will be used to create a personal conditioning plan. Students will also explore and apply principles of body alignment, explore how muscles and joints work in motion, increase flexibility and range of muscle and joint motion, examine anatomical and connectivity relationships to the execution of movement, examine ways improving overall strength and flexibility influence dance technique, promote greater body awareness and concentration and encourage self-responsibility and autonomy. Healthy lifestyles will be explored as they relate to dancer nutrition and overall health.

Year 2

Dance Technique and Composition II

Dance History and Criticism II

Dance College and Career Readiness

This course is designed to concentrate on College and Career Readiness by working on the following: an artist statement or biography, a one-page resume, two to three solos for audition purposes, development of interview skills, and exploration of college, conservatory, and university programs in dance and other related fields of study. In addition, the course is designed for the students to investigate, research, and develop proposals for projects, internships, and/or choreography for the Capstone Project for the student's third year.

Year 3

Theories and Practices in Content

In this course, students complete final studies in selected disciplines of their focus area and complete projects and tasks that prepare the student for the post-secondary experience. Project based learning takes place with the guidance of the instructor and should demonstrate an understanding of current trends, opposing viewpoints, career pathways, and best practices of the selected topics through research, collaboration, interaction with professionals, field study, and presentations. Artifacts from projects and current issues in the arts will be addressed through regular discussion groups with other third year AFA students.

AFA Internship

Students explore career opportunities that they may consider studying in a post-secondary setting. Students are placed for one semester with adult mentors to explore the responsibilities, benefits, advantages, and disadvantages of a career choice. Each school's Transition Education Teacher-Coordinator serves as a conduit between the school and internship site. Each student will be paired with a faculty advisor. An approved project is completed during the internship and requires the demonstration of both oral and written communication skills.

AFA Capstone Project

The capstone experience may be connected to the mentor/internship; a research project; a career-related project; an arts, media or information resource design portfolio; the preparation and performance at a competition/festival/exhibition; or leadership of a school/community initiative. The capstone experience must be planned and approved in accordance with a teacher mentor and/or business partner upon completion of the application. Students must complete and submit an Application a Capstone Experience Description and a Capstone Experience Agreement. Capstone experiences will be assessed by the mentor teacher, and/or a small group consisting of academy leaders, teachers and/or professionals from the community.



Typical Activities

- Masterclasses with professionals
- Trips to view professional productions
- Participation in the Maryland, Regional and National High School Festivals
- Participation in the FCPS Dance Showcase
- Collaboration with other AFA Focus Areas
- Visits to colleges and universities
- Coaching for college audition preparation
- AFA Recitals and Showcases

Audition Requirements

- Online Application at www.fcpsartsacademy.org
- Group Class
- Prepared Solo
- Interview

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Frederick County Public Schools