2017-2018
Celebrating 35 Years of Dance Education
Dance Department
Information Guide

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Power Academic and Performing Arts Complex
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Main Office: (601) 960-5387
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Carleigh Dunbar, Dance Faculty  TBD

Please check the website:  http://www.jackson.k12.ms.us/power for a directory of all faculty, administration, and staff for updated news, school calendars, tutoring and testing schedules, etc.

School number ............................................................................................ (601) 960-5387

The following information is subject to change due to APAC Arts Departmental requirements and will adhere to all JPS policies and procedures outlined in the Student Handbook & Code of Conduct.
National Standards for Arts Education

Vision: The arts have been an inseparable part of the human journey; indeed, we depend on the arts to carry us toward the fullness of our humanity. We value them for ourselves, and because we do, we believe knowing and practicing them is fundamental to the healthy development of our children’s minds and spirits. That is why; in any civilization – ours included – the arts are inseparable from the very meaning of the term “education.” We know from long experience that “no one can claim to be truly educated who lacks basic knowledge and skills in the arts.”

Power APAC

Mission: The Academic and Performing Arts Complex seeks to provide excellence in arts and academics by providing intensive training for academically talented students through the provision of a strong scholastic and specialty enrichment program.

Vision: Power APAC’s vision is to continue conquering mountaintops of achievement and striving for excellence in realizing fullest, individual academic and artistic potentials.

Core Values:

• That every student can succeed both artistically and academically.
• That the arts are vital to every civilization.
• That the arts require hard work and dedication.
• That we behave with respect, and integrity in everything we do.
• That success can be measured in many different ways.

Motto: Climbing mountaintops and striving for Excellence
Power APAC Dance Department

Mission: The Power Academic and Performing Arts Complex Dance Department's mission is to encourage and stimulate students who display creative potential and physical ability in dance. The Dance Department is selective in admitting new students and renewing our enrollment from year to year. The applicants must enjoy excellent health and have anatomical structure suited to the demands of dance. A well proportioned, flexible, coordinated body; legs that easily adopt the turned out position; a high instep, etc. They must possess musical aptitude, a natural gift for movement, and high energy level.

The student accepted to the dance discipline is accepted on a probationary basis. The dance faculty reserves the right to decide at the end of the first semester and at the end of the school year whether the learning process, readiness for instruction, and physical proportions of each student (which can undergo many changes during adolescence) justify continued enrollment and/or admission to the next level. Students’ bodies often change considerably, as does their attitude towards dance, and some are best served by being “counseled out” of dance with the possibility of re-auditioning at a later date.

The basis of our program is classical ballet, which the primary structural foundation for all movement. The faculty also believes that Modern, Jazz, Dance History, Terminology, Composition, Performance, and Anatomy studied consistently and sequentially will prepare our students for a career in dance.

The existence of different levels enables the dance faculty to assign each student to the level best suited to his/her age and stage of technical, mental, and physical development. Appropriate dress is essential at the Power APAC facility. The faculty believes that this is a part of the discipline and failure to wear the appropriate dance attire shows a fragrant disregard to the discipline of dance.

Core Values: Power APAC Dance Faculty believe

- That a strong work ethic, a positive attitude, and high standards will help each student to improve.
- That every student is respectful to themselves and all others.
- That we have pride, integrity, and trust in all that we do.
- That every student can realize his or her fullest potential.
- That every student has a civic responsibility to the dance department, the school, and community.

Dance Department Motto:

Dedication
Accountability
Nurturing
Creativity
Excellence
Power APAC History

Power Elementary was named in honor of John Logan Power. Mr. Power was born in 1834 in Tipperary, Ireland. He came to Jackson, Mississippi in 1854.

After the Civil War, John Power owned and published a Jackson newspaper called the Clarion. Later this paper was consolidated with the Brookhaven Ledger to form the newspaper now known as the Clarion Ledger. At the time of his death in 1901, John Power was serving his second term as the Secretary of State for the state of Mississippi.

In 1916, an elementary school bearing Mr. Power’s name was erected at the corner of North State Street and Pinehurst. When the original building became unserviceable, a new school was built in 1954 at 1120 Riverside Drive, in the Belhaven neighborhood. Power APAC currently occupies this building.

Power APAC, the Academic and Performing Arts Complex, now houses a magnet program for gifted and talented students under the auspices of the Jackson Public School District. The APAC program was located at Murrah High School from its inception in 1981 until the Performing Arts Department began moving into its current quarters in 1990.

The school began offering a full-day elementary program for fourth and fifth graders in academics and the arts in August of 1992. The building is also home to performing arts classes for elementary, middle, and high school students. For over thirty years, Power APAC has been providing superior advanced programs in academics and the arts to the local community.

Power APAC Arts Program

Power APAC, the Academic and Performing Arts Complex, houses a magnet program for gifted and talented students under the auspices of the Jackson Public School District. This program, the only one of its kind the state of Mississippi, was suggested by a 1980 Jackson Chamber of Commerce Educational Task Force. The original funding for this unique program came from a 1981 Emergency School Aid Act Grant. In addition to the council of Jackson Civic leaders, APAC was advised by a national council, chaired by Pulitzer Prize winning author, Eudora Welty. National advisors made personal visits to the APAC classrooms, sharing valuable insight and experience with students. Robert Joffrey, founder of the Joffrey Ballet, and Richard Englund, founder and director of American Ballet Theatre II, helped audition dance students, conduct their first class, and write the Vagonova Ballet Dance Curriculum for the APAC Dance Department.

APAC had its opening ceremony on January 22, 1982, in the Jackson Municipal Auditorium with Mississippi Senator Thad Cochran as the speaker. In July of 1982, the Jackson Public School District took over the funding of the APAC program. Since its opening in 1982, APAC has received thousands of dollars from Federal Magnet School Assistance Grants in the 1987-88 and 1988-89 school years; a grant from the same federal program resulted in approximately $2,000.00 being awarded for each of the 1989-90 and 1990-91 school years.

From 1982 until 1990, APAC was housed at Murrah High School. From 1990 until the present, the program has been located at Power APAC. The school began offering a full-day elementary program for fourth and fifth graders in both academics and the arts in August of 1992; prior to that time, the elementary classes were a pullout program with elementary students being bused in for their academic or performing classes from their local schools. Middle school and high school arts students have always been taught for two hours each with a pullout approach. The APAC faculty and staff work constantly to update and refine the performing arts curriculum; the program offers exceptional performing arts teachers. It strives to provide a quality performance exhibition to its students and to the public. APAC also works to maintain its working relationships with the International Ballet Competition, New Stage Theatre, the Children’s Museum, the Mississippi Symphony Orchestra, the Mississippi Opera, and the Mississippi Museum of Art.
Power APAC Dance Alumni

Where Are They Now

Lawrence Jackson-Professor at University of Alabama, former member of Cleo Parker Robinson; Jeremy Anderson-Staff editor of Engil Entertainment NY, former producer at Castle Pictures; Jasmine Searcy-Pediatric Psychologist at Sr. Mary’s University; Laura Slubbs-Chiropractor, Jackson, MS; Jordan Starnes-Registered lobbyist, The Consulting Gap; Amanda Victoria-Studying nursing at University of South Alabama; Chelsea Golden-Wardrobe specialist at Sax 5th Avenue-Atlanta, GA; Sherae Hunter-Dillard University, City of New Orleans mayor’s office liaison; April Epps-Make-up artist, Jackson, MS; Neal Beasley-Historian at the Trisha Brown Dance Company; Alexander Castellanos-Teacher at Baily Magnet; Jackie Harris-Communications major at USM; Shirley Hopkins-owner of IDance Academy, Dance Ministry, Jackson, MS; Lauren White-Wildlife studies MSU, hair stylist Atlanta, GA; Ron Adrian Tisdale-Aircrew Egress Systems, United States Airforce; Brittany Jones-Doctorate of Professional Counseling from MS College; Ashley Waring-Bachelor of English, Belhaven University, Teacher in Birmingham, AL; Candace Coleman-Broadcast Journalism, Ole Miss, reporter for WDAM; Giovanni Adams-Yale University, Actor/Singer/Songwriter, Los Angeles, CA; Adriunna Boyd-Studied Speech and Language Pathology at University of Central Arkansas and JSU; Lariell Clanton-Registered nurse at Baptist Medical Center South; Elesia J. Smith Eubanks-Teacher at Jackson Public Schools; Polly Slawson-Registered nurse at Merit Health Wesley; Veronica Mattis-Realtor/Broker Atlanta, GA; Chrystal James-Studying at USM; Tiara Rosales-Studied Liberal Arts at USM, Optometry Associate at U.S. Army; Patrina Hall-Studied Dance at USM, regional manager at Kenra Professional; Danielle Hunt-Studied Kinesiology at MSU; Jennifer Gray-Studying Math at MS College; Mary Sampson, 2017, Jackson State University, J-Settes Dancer; Princess Ellis, 2017, ; Kyla Cousin-2017, Ole Miss University; Jaylyn Brocks-2017, Mississippi College; Desiree Jones-2017; Makayla Houston-2016, Jackson State University, J-Settes Dancer; Jewell Smith-2011, Jackson State University, J-Settes Dancer; Melvin McNair-2011, Hinds Community College, Purple Diamonds Dance Teacher; Phillip Love-2015, Alcorn State University; Tia Roberts-2015, Ole Miss University; Alexandrea Spann-2015, Hinds Community College; Jabrieka Thornton-2016, Hinds Community College; Eunice Wambari-2010, University of Southern MS Dance Major, Xpress Dance Studio Teacher; Kenmeika Stanton-2010, University of Southern MS Dance Major; Jadriane Love-2017, Biological Science Major, USM;
The Power APAC Dance Department would like to welcome students and parents to the 2017-2018 school year. We are looking forward to a productive and exciting year full of fundraisers, informal and formal dance concerts, and community outreach events. We would like to offer special greetings to our new students joining the program. Let’s make this a year to remember and be proud of!

The first week of school, students will receive all necessary paperwork, which includes the dance department Informational Guide, and a contract for class participation and performance. Parents and students must sign and return all necessary documents immediately in order to start placement class for the levels in dance. The dance faculty works closely with each student taking pride in their accomplishments and talent in dance and academics. We also encourage parents to observe classes periodically throughout the year to enforce the dance department mission and discipline for dance.

In the handbook, information regarding the APAC dance mission statement, history, dress code, etiquette, and contracts will be available. All required dance supplies can be purchased at Jazzy Dancer in Jackson, MS, located on County Line Road. The staff at Jazzy Dancer is knowledgeable, polite, and very helpful in assuring our dancers purchase the correct items for our department. Students must have their dance clothes and supplies by **Tuesday, September 5th, 2017**. No exceptions. The dance department requires that all students be dressed properly for class with appropriate clothes, shoes, and hairstyle. A handout will be given to all students, which states how to fix a classical bun and why they are important for classical dance. All students must wear their hair in a classical bun for class every day. Placement class will begin the first week of school, after all students and dance staff have reviewed the dance handbook. Returning students wear proper dress code attire, and new students may wear shorts and a t-shirt until dance supplies are purchased. Placement class ensures students will be assigned to the appropriate level based on ability not age. Please note that inappropriate dance wear, such as holes in tights and not having hair in a bun, is viewed as unprofessional and therefore not acceptable.

Each student is responsible to pay an annual, fifty-dollar dance department fee. Payment is due on **Wednesday, October 4th, 2017**. The department fee is designated to classroom supplies, costumes, production crew, publicity materials, guest artist, and performance venues. Our annual Pancake Breakfast fundraiser will be held at “AppleBee’s”, on Lake Harbor Drive in Ridgeland, MS, Saturday, **November 4th, 2017, at 7 A M**. Each student is asked to sell twenty-five dollars-worth of tickets or five tickets to support the success of the fundraiser. Each ticket is five dollars and includes two pancakes, sausage, and a beverage. The Pancake Fundraiser also provides additional support with the before mentioned subjects. We encourage all APAC dancers, family members, and friends to participate with us throughout the year to strengthen and nurture parent, student, and teacher relationships. Students and parents will be notified via paper handout and Remind 101 text for all upcoming field trips, concerts, and community outreach events.

Thank you,

The APAC Dance Faculty
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<tr>
<th>Event</th>
<th>Date</th>
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<tr>
<td>First Day of School</td>
<td>08/08/2017</td>
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<tr>
<td>Dance Placement Class</td>
<td>08/10/2017-08/25/2017</td>
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<td>APAC Academic Open House</td>
<td>TBD</td>
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<td>APAC Arts Open House</td>
<td>08/17/2017</td>
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<tr>
<td>USM MS Dance Festival</td>
<td>09/08/2017-09/10/2017</td>
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<td>Dance Supplies Due</td>
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<td>Belhaven Community Dance Concert</td>
<td>09/30/2017</td>
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<td>Belhaven Modern Dance Labs (Level 4 &amp; 5)</td>
<td>09/22/2017-12/01/17</td>
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<td>Dance Department Fee Due</td>
<td>10/4/2017</td>
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<td>Parent Teacher Conference</td>
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<td>Pancake Breakfast</td>
<td>11/04/2017</td>
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<td>Ballet MS Nutcracker Matinee</td>
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<td>Choreoproject Winter Concert</td>
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<td>Elementary &amp; Middle School Morning Concert</td>
<td>02/21/2018</td>
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<td>Elementary &amp; Middle School Concert</td>
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<td>Belhaven Ballet Labs (Level 3)</td>
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<td>High School Concert (Tech.)</td>
<td>04/27/2018</td>
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<td>High School Concert (Dress &amp; Show)</td>
<td>04/28/2018</td>
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<td>Health &amp; Nutrition Dance Day</td>
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<td>Last Day of School</td>
<td>05/23/2018</td>
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Proper Classroom Decorum for Dancers

In the study of dance, students are not merely learning a technique. They are learning an art form, which is rich in history and established traditions. Most importantly, students should respect these traditions as well as understand them. Any failure to comply with these traditions is considered unprofessional and therefore unacceptable. The dance faculty expects all students to maintain proper behavior in all classes, and the following rules and guidelines will help them to meet their expectations.

- Students wait quietly for class to begin and are to refrain from talking once class begins.
- Students must go to the bathroom before class. You will not be permitted to leave during class.
- Students must follow dress code requirements stated for their class level.
- **Do Not Leave Class** without the teacher’s permission or a hall pass.
- Follow the Power APAC and District rules on punctuality and attendance policies.
- Never sit down in class unless instructed to do so. Do not rest on ballet barres.
- Focus and apply all corrections even if they are not directed to you. Pay attention.
- It is expected courtesy, in the arts, that students applaud the teacher at the end of class.
- **Chewing gum is not permitted in class.** No food or drink. Only water.
- Students remove shoes before entering the dance studios.
- All dance clothes must be brought to class every day with proper hair accessories.
- Undergarments such as a bra or panty line **MAY NOT BE VISIBLE**. Purchase the appropriate dancewear that will accommodate any support garments.

***Dress Rubric – Totals = 100%***

- Hair (Classical Bun) – 25%
- Tights or Jazz Pants – 25%
- Leotard – 25%
- Shoes – 25%

Friendly Reminders

- Ballet class- pink convertible tights, black leotard and split soled ballet shoes. Men may wear black tights or black jazz pants and white t-shirt tucked in and ballet shoes.
- Modern – Black convertible tights or jazz pants and black leotard. Men will wear black jazz pants with a tucked in white t-shirt.
- Jazz – Black leotard, black tights or jazz pants with split soled jazz shoes. Men will wear black jazz pants, white t-shirt tucked in, and split soled black jazz shoes.
- Hair – Students are required to style hair in a classical bun for all dance classes.
- Hygiene - Students should wash or rinse dance clothes daily to avoid mildewing in their dance bags and body odor. Carry deodorant and **NO** perfume allowed due to students with asthma.
- Water – Students are encouraged to bring a full water bottle to each class.

***Personal Needs*** - We recommend that students keep some personal items in your dance bag, including: deodorant, small first aid kit, “Ace” bandage, hair net, bobby pins, and/or ponytail holders as needed.
EXPLANATION OF DAILY PARTICIPATION GRADE
(STUDENTS RECEIVE A PARTICIPATION OR DRESS GRADE DAILY FOR DANCE)

Proper use of class time (10pts.)-Attendance/Tardiness, Punctuality, Dress Time (Does not exceed 5 minutes).

Following Instructions (10pts.)-Ability to follow classroom/school/district policy and procedure consistently without defiance or disrespect.

Application (10pts.)-An act of applying all corrections given by the instructor. Students are expected to apply group and individual corrections in order to build on previous, current, and future standards for dance.

Energy Level (10pts.)-Maintain a high level of energy for all dance classes.

Focus (10pts.)-Listen, be visually and physically engaged, and comprehend the dance standard and direction of the lesson.

Memory (10pts)-Students are expected to recall and reproduce what has been taught so retention will be at a high level and cognitive expectations such as perception, reasoning, meaning, and emotional connections to dance are met.

Effort (10pts)-Conscious exertion of power, hard work, and serious attempt made by the dancer in order to develop technical acuity and artistic merit.

Musicality (10pts.)-Being able to listen, embody, and follow the meter of the music. Students connect rhythmically and emotionally in order to gain a sensitivity to the music composition and ultimately become musically connected through dance.

Execution (10pts.)-The process of executing the dance standard for the dance lesson with technique, dance quality, and investigation to the mechanics of the movement standard.

Performance (10pts.)-To accomplish the aesthetic of movement by giving purpose or meaning to dance through the elements of time, space, shape, energy, and aesthetics.
APAC Dance Syllabus

1120 Riverside Drive
Jackson, MS 39202

Class Schedule- M-F Middle- (7:25-9:20), Elem. (10:30-11:30), Access (11:30-12:30), High- (2:00-3:30).

Course Description

This course will focus on the fundamental elements and principles of Ballet, Modern, and Jazz dance, including technique, terminology, and repertoire. Students will become familiar with the historical context of ballet, modern, jazz and key figures that have influenced and contributed to the forms. A **fifty-dollar dance fee is required of each student, as well as participation in fundraising events.**

Text: No textbook is required. Handouts and assignments may be given. Parents may have access to students’ grades at any time on **ACTIVE PARENT** on the JPS website.

Course Objectives:

1. Introduce basic anatomy of the bones and muscles to develop body awareness.
2. Increased bodily strength, control, stamina, flexibility, and coordination.
3. To gain a working understanding in the skills of dance technique including proper alignment, movement memory, weight sensing, clear spatial orientation, rhythmic accuracy, and perception.
4. Applying breath and focus to develop mind body connection.
5. To get a basic understanding of Ballet, Modern, Jazz dance history in order to gain a deeper appreciation for dance as an art form.
6. To introduce dance terminology and the vocabulary of Ballet, Modern and Jazz.
7. To learn from each other through peer observation and asking questions related to the exercise.
8. To perform with technical precision, performance acuity, and a professional disposition.

Class Content and Procedure:

Material is presented through demonstration and explanation. Rehearsal and repetition are the primary means of learning and are supplemented by clarification and corrections. The class consists of a full warm up either at the barre or on the floor, transitions into center work and across the floor combinations, and ends with a center work performance combination. All standards are ongoing while introducing new weekly standards. Center work is to be included in every class, stressing alignment and strength, musicality, movement quality, and performance.

Class Requirements:

1. Be punctual. Attendance is mandatory for progression, technique, and performance. Excessive unexcused absences (more than 3 in a term) or unexcused tardies (more than 5 in a term) can greatly affect the role the students receive in productions. It must be understood by both the parent and student that it is necessary to be consistently present and reliable for the success of a dance production. If you cannot participate fully in class due to injury or illness, it is recommended that you observe and take notes rather than be absent. If you are injured, a doctor’s excuse is mandatory for missed work and to re-enter the class.
2. Dance Bag. Proper dance attire and hair accessories (tights, leotards, jazz pants, and shoes) are to be packed every day. Students will have a schedule in order to know what attire should be worn each day. Please refer to P.9 for specific dress requirements. Undergarments may NOT be visible.
at any time. No exceptions. Band-aids or sports tape are also good to pack in case of floor burns or cuts.

3. Follow Power APAC’s rules of conduct every day. Be accountable when mistakes are made.

4. Daily grades based on participation and dress will be scored and given. In addition daily grades, students will be tested throughout the year on Ballet, Modern, and Jazz dance terminology and history. Students will receive all study materials and have enough time to prepare for test and projects. All performances are graded as test grades, and considered final examinations. Students must maintain a B average on all required work in order to remain in good standing with APAC Dance.

5. Junior and senior dance students will choreograph and perform a compositional study using compositional devices for dance as well as create their dance based on original concepts. Students will keep a journal, write an abstract, and present their choreography in concert form with lighting, costume, and music.

***Performance Contract***

Performance is special time to hone the dancer’s skill and demonstrate their best potential possible. Each faculty and or guest artist can decide, at their discretion, to hold an audition for their particular choreographic work performed at the end of the year concert. If the faculty or guest artist chooses to have auditions, then the student will sign a contract, drafted by the choreographer, pledging their dedication to the rehearsal and performance process. For those students who are not selected, they will be cast as understudies, production crew, costume designer, or publicity to ensure every student will receive a grade.

***Dance Fees***

Each student is responsible to pay an annual, fifty-dollar dance department fee. Payment is due on **Wednesday, October 4th, 2017**. The department fee is designated to classroom supplies, costumes, production crew, publicity materials, guest artist, and performance venues. Our annual Pancake Breakfast fundraiser will be held at **“AppleBee’s”, on Lake Harbor Drive in Ridgeland, MS, Saturday, November 4th, 2017, at 7 A M**. Each student is asked to sell twenty-five dollars-worth of tickets, or five tickets, to support the success of the fundraiser. Each ticket is five dollars and includes two pancakes, sausage, and a beverage. The Pancake Fundraiser also provides additional support with the before mentioned subjects.

***A3*** *(Arts Parent Support Group)*

A3 (Arts, artist, and Accolades) is a non-profit organization of parents who raise money to support the program and the students, as well as provide moral support for Power APAC. A3 money has provided direct financial aid to students who need help with expenses of field trips and other activities. The organization has also purchased theater equipment, including lights, costumes racks, video camera, and stage necessities. Parents are encouraged to join A3 or to serve informally as volunteers wherever their talents allow: assisting with set and costume construction, photography, publicity, graphic design, selling tickets for arts performances, etc. The cost is five dollars to join A3 and all staff, students, and parents are asked to join in support of the continued success of the organization. At the end of the year, students may submit paperwork for A3 summer scholarship to help fund the summer learning program of their choice. The student must study in their specific arts emphasis in order to receive a scholarship.
**Rules and Consequences**

Rules and consequences are to be explained and defined clearly by the teacher. Expectations for misbehavior will be discussed on the first day of class and repeated as many times as needed. A copy of the classroom rules and consequences will be posted in the classroom. Students and parents will receive a copy of the rules and consequences.

**Classroom Rules**

1. Bring all needed materials to class.
2. Be ready to work when the bell rings.
3. Respect and be polite to all people.
4. Listen and stay quiet when someone is speaking.
5. Respect the classroom and other people’s property.
6. Obey all school rules.

**Negative Consequences**

1. First Offense- **Let’s Talk!**
   Verbal Warning and documentation put on file
2. Second Offense- **Let’s revisit our decisions!**
   Phone call home and documentation put on file
3. Third Offense- **How can we help?**
   Parent Conference and documentation put of file
4. Fourth Offense- **Plan of Action**
   Referral made to principal

**Positive Consequences**

1. Recognition as a Positive Role Model in school related events.
2. Classroom Helper.
3. Extra points added to homework and tests. (Positive Behavioral Points)
4. Team Leader for group activities.
Dance Portfolio

ALL DANCE STUDENTS, GRADES 4-12, PORTFOLIOS ARE DUE OCT. 18th, 2017. A TEST GRADE WILL BE GIVEN FOR EACH STUDENT. PLEASE MAKE SURE TO FOLLOW THE REQUIREMENTS LISTED BELOW. HAVE FUN AND DESIGN YOUR PORTFOLIO TO FIT YOUR ARTISTIC PERSONALITY! STUDENTS MAY KEEP PORTFOLIOS AT SCHOOL OR TAKE THEM HOME ONCE GRADED!

Requirements:

1. Binder (20pts)-Your portfolio is a representation of who you are. Therefore, your binder should be neat, nice, attractive, and identify you as the owner. Each section should have a sheet that identifies what items will follow, i.e. Awards, Work Samples, etc.

2. Bio (20pts)-First in Portfolio; Paragraph should include information about yourself, such as name, age, family, interests, hobbies, extracurricular activities, and goals. A statement of goals is a must and should be last in your bio. Biography must be current and written in third person.

3. Resume (20pts)-second in your portfolio. You should have (2) resumes, both a work and performance resume included in your portfolio. Please use the example resumes as a guide. Information should be current and include any awards, scholarships, teaching experience, education, etc. You may make copies of your awards or certificates so original do not have to be used.

4. Awards (10pts)-dance, academic, other; your awards must be organized from most current to oldest. You may group your awards together by the type of award given. If you do, dance awards should be listed first, current to oldest; academic awards should be organized most current to oldest. If you include medals you have won, you must identify each one and have them properly enclosed in your portfolio.

5. Extracurricular activities (10pts)-This may simply be a list of things in which you participate, once again from most current to oldest.

6. Photographs (20pts)-A headshot is required. Headshot should be in black and white. However, a color photo can be used. If you would like to include other dance photos, which are meaningful and display advanced dance movement, photos must show relevance to the viewer of your portfolio. Family photos, summer vacations, etc., are not allowed.

You may want to use plastic sheet protectors. You do not want to punch holes in your valuable documents. Your portfolio should have no loose items. Nothing is to be stuck inside pockets or loose items falling out. Remember that many people will be looking at your portfolio; therefore, you do not want anything to fall out or get lost.
APAC Dance

The main emphasis of the beginning year of training is on the placement of the torso, legs, arms, and head. This is to be accomplished by using simple classical training exercises and developing coordination skills. In addition, the student’s musical ear and rhythmical analysis needs to be developed. All units instructed throughout the four nine weeks are interrelated and ongoing.

Students will learn the fundamentals of movement structured to stimulate the body for efficient action by developing balance and general coordination. Teaching preparatory techniques and methods will enlarge the scope of the student’s movement.

Classroom protocol is strictly observed from the very beginning of training, as in the discipline of preparing the hair and being prepared with all of the proper attire. This includes proper entrance and exit of the class and proper stance at the barre and in the center. In addition, each student is expected to show respect to the teacher, all Power APAC supporting staff, and fellow students. No deviation will be tolerated.

The dance curriculum is set up so that the objectives each week are ongoing and have to do with the acquisition of proper classical ballet, jazz, and modern dance technique, knowledge of the vocabulary of classical dance, and the study of dance history. The process by which this is attained can take other forms outside of physical movement such as study in the computer lab, books, DVD’s, and other social media forms. What is given as process in the curriculum is a guideline and not always comprehensive. This allows the instructor some flexibility when needed in order to fit with the expertise of each class and individualized instruction.

Level 1 & 2

The main emphasis of the beginning year of training is on the placement of the torso, legs, arms, and head. This is to be accomplished by using simple classical training exercises and developing coordination skills during technique class. In addition, the student’s musical ear needs to be developed so dancers adapt their dancing to musical style better preparing for choreography and ultimately the stage.

Level 3

Level three continues to focus on placement as new vocabulary is introduced. The aim of the third year focuses on development of strength in the feet and legs and acquiring the qualities of aplomb (poise), and ballon (bounce). There is an increased use of demi-pointe to develop this needed strength, and proper alignment so distribution of weight is carefully monitored while demonstrating turns and balances. In addition, there is an escalation in tempo of the music and change in rhythmical structures to aid in the development of musicality. Students can accurately demonstrate positions of the feet and arms.
Level 4 & 5
This level focuses on mastering the already-known vocabulary of classical dance and adding more advanced enchainement (linking) movements and demonstrating classical poses. This further develops the dancer’s strength, stability, and balance, as well as fostering artistry. Pointe work may be introduced at this time and builds on previous work by continuing perfection of placement in turnout with proper alignment and foot articulation. Pirouettes both en dedan and en dehors are executed as well as beginning petit battement and adagio exercises.

Level 6 & 7
This level understands the use of classical poses during barre and center work. Student extension is demonstrated in releve long at ninety degrees or above, both on flat and demi-pointe. Students can demonstrate positions of arabesque and properly execute correct use of the arms. Student maintains tightness of legs and “pull-up” of the pelvis while bending. More intermediate petit battement and adagio exercise are instructed.

Level 8
Level eight students comprehend and embody classical pose positions of the feet, body, and arms. Student demonstrates mobility, liveliness, and sharpness of the feet during petit battement and the ability to change directions smoothly and quickly in adagio and grande allegro movements such as; adagio turns, emboite’ en tournant, tombé, cabriole, jete entrelace, and saut de basque. Student possess a professional demeanor while performing student and faculty choreography with ratings based on technique, artistry, attitude, backstage behavior, care of costumes, etc. Student will complete assessments of their own choreography as well as faculty and guest artist choreography.

Note: Spending one year, in any level, does not guarantee a student will move up to the next level the following year. Mastery of what is required in each level is a prerequisite for advancement. The level of preparedness, behavior, discipline, and attitude for dance must remain positive and consistent throughout each year of study in order to advance and be successful in the APAC Dance Program.
POWER APAC DANCE CONTRACT FOR THE 2017-2018 SCHOOL YEAR

The dance faculty instructs each student in the art and discipline of dance. The faculty, are very caring in this endeavor, and have each student’s best interest at heart. A list of expectations is given below. Please read carefully, sign the contract, and return to the dance department chair. Keep the first page as a reference and turn in only the last page signed by both the student and parent. Thank you.

• Understand I must maintain a “B” average or better in APAC dance in order to remain in the program or participate in any performance activities.
• Understand that if I receive 1 “C” or lower in dance for any of the 9-week terms, I can be placed on probation for performance and placement in the dance program.
• To participate fully each and every day.
• Do NOT leave class without the instructor’s permission.
• Never sit down in dance class unless asked.
• Understand my behavior, attitude, and commitment to APAC dance must remain consistent and positive in order to be successful in dance and remain in the APAC program.
• Before being placed in choreography for performance, my Dance fee of $50.00 must be paid. Without payment I will not be allowed to participate in performance.
• Understand that any suspensions either at Power APAC or at my home school will result in not being eligible to perform. Also, more than 3 office referrals in any one 9 weeks may also result in not being eligible to perform.
• Will complete all required work and attend all rehearsals both in and out of class any day of the week, unless I have an excused absence. An excused absence will be limited to personal illness, death in the family, or pre-approved conflicts of a serious nature. Excused absences shall not exceed more than three.
• Will attend classes regularly, punctually, and be prepared for learning. Being prepared includes having the necessary clothes, shoes, and positive attitude for class activities. No more than 3 absences or combination of absence/tardies are allowed per nine weeks. (3 tardies = 1 absence)
• Will wear clean and well-maintained clothes. I understand shorts are not allowed for class as well as midriff shirts.
• Before wearing or sewing of all ballet shoes, the student must have them checked by an instructor.
• All CELL PHONES must remain in backpacks. There will be no texting or using of a cell phone while in the classroom.
• If absent, it is my responsibility to bring the excuse to the teacher and ask for assignments that were missed.
• Understand undergarments may not be visible at any time. No exceptions. I understand I may have to purchase special undergarments for my dance attire in order remain in a professional, respectable, and mature code of conduct.
• Demonstrating respect for self, others, and environment.
• Understand all rules listed above will be strictly enforced and apply to me personally. Any deviation of these rules will result in a break of my contract with the dance department. Please sign the last page and return to the dance department chair.
Please sign and return to the dance department chair.

*Power APAC Dance Department Contract for the 2017-2018 school year.*

Signed: ___________________________ Date: ____________________

(Student signature)

Signed: ___________________________ Date: ____________________

(Parent signature)

Please list any special needs or medical conditions your child may have that the dance teachers should be aware of.

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________

I am interested in volunteering to assist with the Dance Department in the following ways:

__Field Trips  __Sewing Costumes  __Ticket & Flower Sales
__Backstage Production  __Cast Parties  __Grant Writing
__Set Construction  __Applying Make-up  __Community Outreach
__A3 Support
Theatre Etiquette in the Performing Arts

• **Arrive early.** Watching a person find a seat after a performance of any kind has started will make it less pleasant for the audience and performers.

• **Use the restroom before the performance.**

• **Silence all cell phones, pagers, watches and other devices.** Even a vibrating phone can prove a distraction at quiet times during a performance. **PLEASE DO NOT TEXT OR READ TEXT MESSAGES DURING THE PERFORMANCE.**

• **Listen to announcements** that are made before any show as to the rules of the theatre and location of emergency exits are very important for safety.

• **Do not bring food of any kind.** If you purchase a snack be sure to finish it before entering the theatre. If you need a cough drop, unwrap it during applause, laughter, or loud numbers, or try to wait for intermission.

• **Do not have conversations or whisper** during the performance. This will distract performers as well as fellow audience members.

• **Do not scream, yell, or call out names** during the performance.

• **Do not sing or hum along with the music.** Being enraptured by a performance is understandable, but making it impossible for your neighbors to do the same by becoming a distraction is not.

• **Keep your feet on the floor,** not place feet on the chair or balcony rail in front of you.

• **Do not angle your head together with your sweetheart.** This can block the view behind you.

• **Keep aisles clear for safety.** Directors often use this space for performers’ entrances and exits. Blocking the aisles is also against the fire code.

• **Do not throw anything on stage.** Objects on the stage can become a danger to the performers.

• **Photography of any kind is not allowed at a live performance.** This will be distracting to fellow audience members and performers. A permanent recording is not included in the price of your theatre tickets but is available for purchase from the dance department. Also, most theatre companies have contractual obligations with publishers not to allow filming.

• **Remain in your seat until the applause has ended and the house lights have come up.** It can be offensive to the performers to leave during their final curtain bow.
ANTI-BULLYING POLICY FOR STUDENTS

The Board of Trustees of the Jackson Public School District intends to provide all students with an equitable opportunity to learn. The Board of Trustees has a significant interest in providing a safe, orderly, and respectful school environment that is conducive to student learning. It shall be against District policy for any student to engage in bullying or harassing behavior that includes, but is not limited to, bullying or harassing behavior that is based on race, religion, sex, creed or color, national origin, physical appearance, gender identity, ancestry, academic status, behavior, sexual orientation, mental, physical, developmental, or sensory disability, or by association with a person who has or is perceived to have one or more of these characteristics, or other actual or perceived differentiating characteristics. Such behavior will not be condoned by the District. Bullying or harassing behavior is any pattern of gestures or written, electronic or verbal communications, or any physical act or any threatening communication, that takes place on District property, at any District-sponsored function, or on a school bus or school vehicle that:

(1) Places a student or District employee in actual and reasonable fear of harm to his or her person or damage to his or her property; or

(2) Creates or is certain to create a hostile environment by substantially interfering with or impairing a student’s educational performance, opportunities, or benefits or an employee’s work performance, opportunities, or benefits. A hostile environment means that the victim subjectively views the conduct as bullying or harassing behavior and the conduct is objectively severe or pervasive enough that a reasonable person would agree that it is bullying or harassing behavior.

Bullying or harassing behavior that takes place off District property will not be condoned or tolerated by the District when such conduct, in the determination of the school superintendent or principal, renders the offending person’s presence in the classroom a disruption to the educational environment of the school, or a detriment to the best interest and welfare of the pupils and teacher of such class as a whole.

Some examples of bullying include, but are not limited to, the following:

A. Physical – hitting, kicking, spitting, pushing, pulling, taking and/or damaging personal belongings or extorting money, blocking or impeding student and employee movement, or unwelcome physical contact.
B. Verbal – taunting, malicious teasing, insulting, name calling, making threats, or telephone calls.
C. Psychological – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation.

D. Cyberbullying – the use of information and communication technologies such as e-mail, cell phone text messages, instant messaging, defamatory personal websites, computers, other electronic devices, and defamatory online personal polling websites, to support deliberate, repeated, and hostile behavior by an individual or group that is intended to harm, humiliate, tease, intimidate, or harass others.

The District will make every reasonable effort to ensure that no student or District employee is subjected to bullying or harassment by other persons.

**Retaliation:**
It shall be against District policy for any student or District employee to engage in any act of intimidation, reprisal or retaliation against a victim, witness or a person with reliable information about an act of bullying or harassing behavior. As such, the District shall make every reasonable effort to ensure that no student or District employee engages in any act of intimidation, reprisal or retaliation against a victim, witness or a person with reliable information about an act of bullying or harassing behavior. No retaliation against the victim, witness, or any person with reliable information about an act of bullying or harassing behavior is permitted.

**Reporting:**
The District requires all its employees, and strongly encourages anyone else who has witnessed or has reliable information that a student or District employee has been subject to any act of bullying or harassing behavior, to report the incident to the appropriate school official.
The District has enacted procedures for reporting, investigating, and addressing bullying and harassing behaviors.

**Education and Training:**
In support of this policy, the Board of Trustees promotes preventative and intervention educational measures to create greater awareness of bullying and harassing behavior. This policy and its accompanying procedures shall be printed in the District Code of Conduct Handbook, each school’s employee handbook, and in the policy manual. The superintendent or designee shall provide appropriate training to all students and District employees related to the implementation of this policy and procedures. All training regarding this policy and its procedures will be age and content appropriate.

**Disciplinary Actions:**
Students who engage in bullying or harassing behaviors or retaliation are subject to disciplinary action as outlined in the District Code of Conduct Handbook. The discipline policies and procedures must recognize the fundamental right of every student to take “reasonable actions” as may be necessary to defend himself or herself from an attack by another student who has evidenced menacing or threatening behavior through bullying or harassing. Furthermore, the Jackson Public School District defines “reasonable action” as promptly reporting the behavior to a teacher, principal, counselor, or other school employee when subjected to bullying or harassing behavior. District employees who engage in bullying or harassing behaviors or retaliation are subject to disciplinary actions up to and including termination.
A³ Artists, Advocates & Accolades

Volunteer Opportunities:
Please help us support our students and teachers. Check areas in which you can assist.

- Fundraising
- Auditions
- Food (or cash donations) for receptions/parties
- Senior Recognition
- Assistance during performances
- Chaperoning
- Grant writing
- Publicity
- Serving on A³ Board
- Sharing expertise in the classroom
- Other:

Please indicate the best ways for you to be reached:

Phone number:

E-Mail:

Thank you for your Support!!!!

A³ is a 501(c)(3) organization. All donations are tax deductible.
A³ Artists, Advocates & Accolades

A³ (A-cubed) is a community of advocates supporting projects and initiatives that benefit the Performing Arts program of Power Academic and Performing Arts Complex (APAC).

Compased of Students, Teachers, Family Members & Community Volunteers, A³ provides funds for:

- Summer Arts camps and activities for students
- Special arts classroom needs
- Guest artists in classroom
- Support to our Teachers

Please join us in helping our Students reach their potential!

Membership Categories:

- $5.00  Student, Teacher
- $10.00  Adult
- $20.00  Family
- $30.00  Supporting
- $50.00  Sustaining
- $100.00  Premiere
- Other — Amount _______

Member(s) Name(s): ____________________________________________

Address: ______________________________________________________

Phone Numbers:

(home) __________ (cell) __________ (work) __________

E-mail Address(es): ____________________________________________

If you have a student in our program:

Name(s): ______________________________________________________

Department:  Dance ______ Music ______ Theatre Arts ______ Visual Arts

PLEASE SEE REVERSE SIDE FOR ADDITIONAL INFORMATION!!
GENERAL PARENTAL PERMISSION FORM FOR SHOWING OF EDUCATIONAL DANCE MOVIES/CLIPS

2017 – 2018

During the 2017 – 2018 school year, the Dance Department may show movies that are not rated G, or General, by the Motion Picture Movie Association to your child’s class at various times during the year. Please indicate in the spaces below whether or not your child is permitted to view movies that are not rated G or General.

____ My Child, _______________________________, has permission to view these movies.

____ My Child, _______________________________, does not have permission to view these movies.

I understand that my child will be placed in another room temporarily and given an alternate assignment while the movies are shown during the school year.

Signed: _______________________________________

Printed name: __________________________________

Date: _________________________

Please turn into the dance department chair.
Emergency Medical Information

Student’s name: _______________________________________

Grade/School: __________________________________________

Allergies: ______________________________________________

Medications currently taken & why: _________________________

Fathers name: _________________________________________

Mothers name: _________________________________________

Address: ______________________________________________

Phone (home) ______________________________

Work: ______________________________

Cell: ______________________________

Email address: ______________________________

Please turn into the dance department chair.
Special Thanks

To

Power Academic and Performing Arts Complex

Adopters