

Dance: Grades 9, 10, 11, 12

Adopted 2007

Identifying and demonstrating movement elements and skills in performing arts

- 1.1 Perform axial movements (e.g., bend, stretch, twist, turn, swing, collapse)

- 1.2 Demonstrate accuracy in moving to a musical beat and responding to changes in tempo

- 1.3 Demonstrate eight basic locomotor movements (e.g., walk, run, hop, jump, leap, gallop, slide, skip) traveling forward, backward, sideward, diagonally, turning

- 1.4 Transfer rhythmic patterns from the aural to the kinesthetic

- 1.5 Explain and execute the underlying principles of movement skill (e.g., alignment, balance, initiation of movement, articulation of isolated body parts, weight shift, elevation and landing, fall and recovery)

- 1.6 Execute basic movement phrases individually and in a group

- 1.7 Transfer spatial patterns from the visual to the kinesthetic

- 1.8 Memorize and reproduce extended movement sequences

- 1.9 Execute techniques from different genres/styles (e.g. ballet, modern dance, jazz, tap, multi-cultural)

- 1.10 Explore the element of time (e.g., syncopation, pauses, meter, tempo) in movement phrases

- 1.11 Demonstrate the ability to remember extended movement sequences

- 1.12 Identify and apply longer and more complex sequences from different genres/styles (e.g., ballet, modern dance, jazz, tap, multi-cultural)

- 1.13 Demonstrate appropriate skeletal alignment, body part articulation, strength, flexibility, agility and coordination in locomotor and axial movements

- 1.14 Refine technique through selfevaluation and correction

- 1.15 Create a warm-up and explaining how it prepares the body and mind for dance

Understanding choreographic

- 2.1 Demonstrate basic partner skills (e.g., copying, leading and following, mirroring)

**principles, processes
and structures**

-
- 2.2** Improvise, create and perform dances based on original ideas and concepts from other sources
-
- 2.3** Use improvisation to generate movement for choreography
-
- 2.4** Create and identify the sequential parts of a dance phrase (e.g., beginning, middle, and end)
-
- 2.5** Demonstrate structures or forms (e.g., AB, ABA, canon, call and response, narrative, palindrome, theme and variation, rondo, round, contemporary forms) through brief dance studies
-
- 2.6** Create and perform a phrase utilizing compositional elements (e.g., space, time, force/energy)
-
- 2.7** Work alone, with a partner and in a small group during the choreographic process
-
- 2.8** Initiate dance composition using improvisational skills
-
- 2.9** Communicate emotional themes through dance
-
- 2.10** Create and perform movement phrases while connecting to other disciplines (e.g., sound, music, and spoken text)
-
- 2.11** Demonstrate clarity, musicality and stylistic nuance while performing dance compositions
-
- 2.12** Create and identify transitions within and between movement phrases
-
- 2.13** Demonstrate the processes of reordering and chance using movement phrases
-
- 2.14** Perform partner skills in a dance (e.g., opposition, contrasting and complementary shapes, support, counter-balance, counter-tension)
-

**Understanding dance as
a way to create and
communicate meaning**

- 3.1** Take an active role in a class discussion about interpretations of and reactions to a dance
-
- 3.2** Observe and explain how different accompaniment (such as sound, music, spoken text) can affect the meaning of a dance
-
- 3.3** Demonstrate and/or explain how lighting and costuming can contribute to the meaning of a dance
-
- 3.4** Demonstrate the difference between pantomiming and abstracting a gesture
-
- 3.5** Create a dance that effectively communicates a contemporary social theme
-
- 3.6** Compare and contrast how meaning is communicated in two personally choreographed works

-
- 3.7** Formulate and answer questions about how movement choices communicate abstract ideas in dance

 - 3.8** Relate how personal experience influences the interpretation of a dance

 - 3.9** Present original dances to peers and articulating their creative process

 - 3.10** Examine ways that a dance creates and conveys meaning by considering the dance from a variety of perspectives
-

Applying and demonstrating critical and creative thinking skills in dance

- 4.1** Demonstrate appropriate audience behavior in watching dance performances; discuss their opinions about the dances with their peers in a supportive and constructive way

 - 4.2** Discuss how skills developed in dance are applicable to a variety of careers

 - 4.3** Observe and discuss how dance is different from other forms of human movement (e.g., sports, everyday gestures)

 - 4.4** Observe two dances and discuss (compare and contrast) how they are similar and different in terms of one of the compositional elements (e.g., space, time, force/energy)

 - 4.5** Explore, discover and realize multiple solutions to a given movement problem; choose their favorite solution and discuss the reasons for that choice

 - 4.6** Create a movement problem and demonstrate multiple solutions; choose the most interesting solutions and discuss the reasons for their choice

 - 4.7** Create a dance and revise it over time, articulating the reasons for their artistic decisions and what was lost and gained by those decisions

 - 4.8** Describe how a choreographer manipulates and develops the basic movement content in a dance

 - 4.9** Identify possible aesthetic criteria for evaluating dance (such as skill of performers, originality, visual and/or emotional impact, variety and contrast)

 - 4.10** Analyze the style of a choreographer or cultural form; then create a dance in that style

 - 4.11** Analyze issues of ethnicity, gender, social/economic class, age and/or physical condition in relation to dance

 - 4.12** Establish a set of aesthetic criteria and apply it in evaluating their own work and that of others

 - 4.13** Formulate and answer aesthetic questions (e.g., Why do I think this dance is successful?)
-

Demonstrating and understanding dance in various cultures and historical periods

- 5.1 Perform folk dances from various cultures**

- 5.2 Perform a broad spectrum of American historical folk, social and/or theatrical dances**

- 5.3 Compare and contrast dance steps and movement styles from a variety of cultures**

- 5.4 Analyze the historical traditions and evolution of dance genres/styles (e.g., Ballet, modern, multicultural, jazz)**

- 5.5 Reflect on dance in a particular culture and time period**

- 5.6 Describe the role of dance in at least two different cultures or time**

- 5.7 Analyze and evaluate how dance and dancers are portrayed in contemporary media**

- 5.8 Reflect on dance in a particular culture and time period**

- 5.9 Describe the role of dance in at least two different cultures or time**

- 5.10 Analyze and evaluate how dance and dancers are portrayed in contemporary media**

Making connections between dance and healthful living

- 6.1 Explain how healthy practices (such as nutrition, safety) enhance ability to dance, citing multiple examples**

- 6.2 Set goals to improve student performance capabilities as dancers and specify steps taken to reach those goals**

- 6.3 Explore barriers that impede progress and personal growth in dance**

- 6.4 Discuss challenges facing professional performers in maintaining healthy lifestyles**

- 6.5 Explain strategies to prevent dance injuries**

- 6.6 Communicate how lifestyle choices impact the dancer's physical and psychological wellbeing**

Making connections between dance and other disciplines

- 7.1 Respond to a dance using another art form; explain the connections between the dance and their response to it (such as stating how their paintings reflect the dance they saw)**

- 7.2 Create a dance project that reveals understanding of a concept or idea from another discipline (e.g., poetry, physics, geometry)**

- 7.3 Create a project that reveals similarities and differences between the arts**

-
- 7.4** Observe dance, both live and recorded on video; compare and contrast the aesthetic impact of the two observations through writing
-
- 7.5** Compare and contrast examples of concepts used in dance and another discipline outside the arts (such as balance, shape, pattern)
-
- 7.6** Create an interdisciplinary project based on a theme identified by the student, including dance and two other disciplines
-
- 7.7** Compare one choreographic work to one other art work from the same culture and time period in terms of how those works reflect the artistic/cultural/historical context
-
- 7.8** Demonstrate/discuss how technology can be used to reinforce, enhance, or alter the dance idea in an interdisciplinary project
-
- 7.9** Identify commonalities and differences between dance and other disciplines with regard to fundamental concepts such as materials, elements and ways of communicating meaning
-
- 7.10** Create an interdisciplinary project using media technologies (such as video, computer) that presents dance in a new or enhanced form (such as video, dance, video/computer-aided live performance or animation)