

# Dance: Dance Composition

## Creating

- 1 Demonstrate an understanding of creative/choreographic principles, processes, and structures.** DHSDC.CR.1
  - a Generate original movement phrases from a variety of sources (e.g. instructor and self-guided improvisation, pre-choreographic statement of intent). DHSDC.CR.1.A
  - b Manipulate movement phrases using the elements of choreography. DHSDC.CR.1.B
  - c Demonstrate various choreographic forms through both personal and group choreography (e.g. solo, duets, small group, large ensembles). DHSDC.CR.1.C
  - d Demonstrate the use of choreographic form and notation using long combinations. DHSDC.CR.1.D
  - e Manipulate structured personal and structured group combinations to create a formal dance work (e.g. solo, duets, small group, large ensembles). DHSDC.CR.1.E
  - f Demonstrate a variety of structures or forms (e.g. AB, ABA, canon, call-response, narrative). DHSDC.CR.1.F

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- 2 Demonstrate an understanding of dance as a form of communication.** DHSDC.CR.2
  - a Recognize how the use of choreographic structure is used to communicate meaning in a dance. DHSDC.CR.2.A
  - b Identify and demonstrate the use of theme through movement. DHSDC.CR.2.B
  - c Demonstrate the use of props as an extension of theme. DHSDC.CR.2.C

## Performing

- 1 Identify and demonstrate movement elements, skills, and terminology in dance.** DHSDC.PR.1
  - a Execute an intermediate/advanced technique based warm up (e.g. ballet, modern, jazz, tap, world dance) related to strength, muscular endurance, and flexibility. DHSDC.PR.1.A
  - b Execute intermediate/advanced principles of dance technique with precision for classroom and performance. DHSDC.PR.1.B
  - c Execute focus, control, and coordination in performing complex combinations through the integration of dance elements. DHSDC.PR.1.C
  - d Refine the ability to transfer weight, change direction, and maintain balance in a dynamic movement context without losing focus. DHSDC.PR.1.D
  - e Synthesize knowledge of dance vocabulary from codified techniques. DHSDC.PR.1.E

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**2 Understand and model dance etiquette as a classroom participant, performer, and observer.** [DHSDC.PR.2](#)

- a Demonstrate attentiveness, focus, concentration, initiative, and self-discipline when participating in the dance learning environment. [DHSDC.PR.2.A](#)
- b Demonstrate concentration and focus, and help to maintain a respectful performance environment for others. [DHSDC.PR.2.B](#)
- c Exhibit ability to perform with focus and concentration, and attend rehearsals and classes in preparation for performances. [DHSDC.PR.2.C](#)
- d Exhibit leadership skills in modeling appropriate behaviors and skills as an audience member and dance observer. [DHSDC.PR.2.D](#)

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**3 Recognize concepts of anatomy and kinesiology in movement.** [DHSDC.PR.3](#)

- a Exhibit use of self-monitoring methods to refine and improve alignment and technical skills. [DHSDC.PR.3.A](#)
- b Define, describe, and execute the physiological demands of different dance techniques and repertoire, and how to prepare for those demands within rehearsals and performances. [DHSDC.PR.3.B](#)
- c Engage in self-directed learning strategies to increase accuracy, precision, artistry, and expressiveness. [DHSDC.PR.3.C](#)
- d Apply principles of injury prevention for dance. [DHSDC.PR.3.D](#)

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**4 Understand and apply music concepts to dance.** [DHSDC.PR.4](#)

- a Synthesize musical concepts with self-initiation in instructed and created dance movements and phrases. [DHSDC.PR.4.A](#)
  - b Demonstrate initiative in phrasing movements artistically, aesthetically, and musically. [DHSDC.PR.4.B](#)
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## Responding

- 1 Demonstrate critical and creative thinking in all aspects of dance.** [DHSDC.RE.1](#)
    - a Critique movement qualities and choreography using the elements of dance (e.g. spatial design, variety, contrast, clear structure). [DHSDC.RE.1.A](#)
    - b Observe, critique, analyze, and respond to the quality of dance performances and compositions using specified criteria and appropriate dance terminology. [DHSDC.RE.1.B](#)
    - c Compare and contrast multiple choreographed works. [DHSDC.RE.1.C](#)
    - d Describe and demonstrate aesthetic qualities particular to various styles of dance. [DHSDC.RE.1.D](#)
    - e Propose ways to revise choreography according to established assessment criteria (e.g. choreographers revisionist statement). [DHSDC.RE.1.E](#)
    - f Engage in self-reflection and self-assessment as a creator and performer. [DHSDC.RE.1.F](#)
    - g Defend and/or justify the similarities and differences between observing live and recorded dance performances. [DHSDC.RE.1.G](#)
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## Connecting

- 1 Understand and demonstrate dance throughout history and in various cultures.** [DHSDC.CN.1](#)
  - a Analyze the role and significance of dance in social, historical, cultural, and political contexts. [DHSDC.CN.1.A](#)
  - b Analyze the dance style of important twentieth century choreographers. [DHSDC.CN.1.B](#)
  - c Understand similarities and differences between contemporary forms of dance. [DHSDC.CN.1.C](#)
  - d Evaluate the development of dance during the twentieth century and contemporary eras, focusing on the purpose of dance, dance genres and styles, artistic conflicts and resolutions, significant contributors, and innovations. [DHSDC.CN.1.D](#)
  - e Execute movement from various cultural dance genres. [DHSDC.CN.1.E](#)
- 2 Recognize connections between dance and wellness.** [DHSDC.CN.2](#)
  - a Explain how health and nutrition enhance dance ability. [DHSDC.CN.2.A](#)
  - b Define the elements of personal safety in dance. [DHSDC.CN.2.B](#)
  - c Demonstrate respect for personal well-being and the well-being of others. [DHSDC.CN.2.C](#)
  - d Describe how dance builds physical and emotional well-being (e.g. positive body imaging, physical goals, creative goals, focus/concentration). [DHSDC.CN.2.D](#)

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**3 Demonstrate an understanding of dance as it relates to other areas of knowledge.** **DHSDC . CN . 3**

- a Understand and demonstrate how media and technology can reinforce, enhance, and/or alter a specified dance concept and performance setting. **DHSDC . CN . 3 . A**
- b Utilize technological tools to educate and advocate current trends in the global dance environment. **DHSDC . CN . 3 . B**
- c Understand how technology can reinforce, enhance, and/or alter the dance concept and performance setting. **DHSDC . CN . 3 . C**