

# Dance: Performance Ensemble

## Levels I-II

### Creating

- 1 Demonstrate an understanding of creative/choreographic principles, processes, and structures. [DHSPE.CR.1](#)
  - a Generate original movement phrases from a variety of sources (e.g. instructor-guided and self-guided improvisation). [DHSPE.CR.1.A](#)
  - b Manipulate movement phrases using the elements of choreography. [DHSPE.CR.1.B](#)
  - c Demonstrate various choreographic forms through personal choreography. [DHSPE.CR.1.C](#)
  - d Demonstrate the use of choreographic form and notation using short combinations. [DHSPE.CR.1.D](#)
  - e Manipulate personal and structured combinations to create an informal dance work. [DHSPE.CR.1.E](#)
  - f Recognize and demonstrate a variety of structures and/or forms(e.g. AB, ABA, cannon, call-response, narrative). [DHSPE.CR.1.F](#)
- 2 Demonstrate an understanding of dance as a form of communication. [DHSPE.CR.2](#)
  - a Recognize how the use of choreographic structure is used to communicate meaning in a dance. [DHSPE.CR.2.A](#)
  - b Identify the use of abstract theme through movement. [DHSPE.CR.2.B](#)

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## Performing

- 1 Identify and demonstrate movement elements, skills, and terminology in dance. **DHSPE.PR.1**
  - a Execute an intermediate technique-based warm-up related to strength, muscular endurance, and flexibility. **DHSPE.PR.1.A**
  - b Execute intermediate principles of dance technique with clarity and control for classroom and performance. **DHSPE.PR.1.B**
  - c Execute focus, control, and coordination in performing intermediate combinations through the integration of dance elements. **DHSPE.PR.1.C**
  - d Refine the ability to transfer weight, change direction, and maintain balance in a dynamic movement context without losing focus. **DHSPE.PR.1.D**
  - e Understand similarities of movement concepts between codified techniques, and apply appropriate terms and skills for specific movement contexts. **DHSPE.PR.1.E**
- 2 Understand and model dance etiquette as a classroom participant, performer, and observer. **DHSPE.PR.2**
  - a Demonstrate attentiveness, focus, concentration, initiative, and self-discipline when participating in the dance learning environment. **DHSPE.PR.2.A**
  - b Demonstrate concentration and focus, and help to maintain a respectful performance environment for others. **DHSPE.PR.2.B**
  - c Exhibit ability to perform with focus and concentration, and attend rehearsals and classes in preparation for performances. **DHSPE.PR.2.C**
  - d Exhibit leadership skills in modeling appropriate behaviors and skills as an audience member and dance observer. **DHSPE.PR.2.D**
- 3 Recognize concepts of anatomy and kinesiology in movement. **DHSPE.PR.3**
  - a Exhibit use of self-monitoring methods to refine and improve alignment and technical skills. **DHSPE.PR.3.A**
  - b Define, describe, and execute functions of the anatomy as it relates to dance styles, and how preparation for different movement styles differ. **DHSPE.PR.3.B**
  - c Define and describe functions of the anatomy as they relate to dance styles, and how preparation for different movement styles differ. **DHSPE.PR.3.C**
  - d Apply principles of injury prevention for dance to personal practices in preparing for dance class and performance. **DHSPE.PR.3.D**
- 4 Understand and apply music concepts to dance. **DHSPE.PR.4**
  - a Synthesize musical concepts with self-initiation in instructed and created dance movements and phrases. **DHSPE.PR.4.A**
  - b Demonstrate initiative in phrasing movements artistically, aesthetically, and musically. **DHSPE.PR.4.B**

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## Responding

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

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## Connecting

- 1 Understand and demonstrate dance throughout history and in various cultures. **DHSPE.CN.1**
  - a Analyze the role and significance of modern dance in social, historical, cultural, and political contexts. **DHSPE.CN.1.A**
  - b Execute movement from various modern dance techniques. **DHSPE.CN.1.B**
- 2 Recognize connections between dance and wellness. **DHSPE.CN.2**
  - a Compare and contrast the effects of healthy and unhealthy practices in dance. **DHSPE.CN.2.A**
  - b Identify and explore the capabilities and limitations of the body. **DHSPE.CN.2.B**
  - c Explore historical and cultural images of the body in dance and compare these images to images of the body in contemporary media. **DHSPE.CN.2.C**
  - d Demonstrate how personal discipline is necessary to achieve success in meeting personal goals. **DHSPE.CN.2.D**
- 3 Demonstrate an understanding of dance as it relates to other areas of knowledge. **DHSPE.CN.3**
  - a Compare and contrast dance to other art forms. **DHSPE.CN.3.A**
  - b Explore commonalities of essential concepts shared between dance and other subject areas. **DHSPE.CN.3.B**
  - c Identify career possibilities in dance and dance related fields. **DHSPE.CN.3.C**
  - d Utilize technological tools to discover current trends in the global dance environment. **DHSPE.CN.3.D**
  - e Demonstrate skill in the use of media and technology related to dance performance (e.g. lighting, sound). **DHSPE.CN.3.E**