

# Dance: High School: Proficient

## Create

- 1. Creating: Generate and conceptualize artistic ideas and work. Consistently apply research to support development of artistic ideas (e.g., research different styles of Chinese fans to support designing a prop).** P.D.CR.01

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- 2. Creating: Organize and develop artistic ideas and work. Identify different strategies dancers use to generate and organize their movement ideas.** P.D.CR.02

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- 3. Creating: Refine and complete artistic work. Use historical and cultural context to refine personal movement choices.** P.D.CR.03

## Perform

- 4. Performing: Select, analyze and interpret artistic work for presentation. Demonstrate how choreographers use specific techniques to evoke, express, or communicate in a movement work.** P.D.P.04

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- 5. Performing: Develop and refine artistic techniques and work for presentation. Contribute to the production of a movement work (e.g., run a section of a rehearsal).**

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- 6. Performing: Convey meaning through the presentation of artistic work. Modify a dance performance to clarify its artistic intent by anticipating viewers' responses.** P.D.P.06

## Respond

- 7. Responding: Perceive and analyze artistic work. Compare and contrast different movement works in use of theme, space, timing and rhythms, gestures and body language, properties (props), or costumes.** P.D.R.07

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- 8. Responding: Interpret intent and meaning in artistic work. Compare and contrast the artistic elements that make contemporary dance unique** P.D.R.08

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- 9. Responding: Apply criteria to evaluate artistic work. Choose and defend different criteria for evaluating dance work.** P.D.R.09

## Connect

- 10. Connecting: Synthesize and relate knowledge and personal experiences to make art. Describe how dance influences their approach to other academic disciplines (P.D.Co.10). HSS Connection: Students connect the popularity of the Charleston to influences on the Harlem Renaissance in History class.** P.D.CO.10

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- 11. Connecting: Relate artistic ideas and works to societal, cultural and historical contexts to deepen understanding. Explain the relationship between dance and commercialization or propaganda (e.g., arguing whether or not a commercial depiction of hip-hop dance is authentic). P.D.CO.11**