

Dance

Essential Discipline Goals For High School

Dance - Advanced: Introduction Dance - Advanced: Continuing Studies

Aesthetic Education-Perceiving, Performing, and Responding:

The student will demonstrate the ability to use perceptual skills through performing and responding in dance.

Historical, Cultural, and Social Contexts:

The student will demonstrate an understanding of dance, its relationship to other significant components of human history and experience, and ways that it provides opportunities for individual, cultural and creative expression.

Creative Expression and Production:

The student will demonstrate the ability to create dance by improvising, organizing dance ideas and performing.

Aesthetic Criticism:

The student will demonstrate the ability to identify, analyze, and apply criteria for making aesthetic judgments in dance.

Standards: Indicators:

AESTHETIC EDUCATION:

- DA.ADV.10** The student will analyze ways that changes in perception affect dance experience.
- DA.ADV.10.01** The student will use sensory information as a stimulus for choreographing a dance.
 - DA.ADV.10.02** The student will use sensory experiences to communicate through dance.
 - DA.ADV.10.03** The student will demonstrate ways in which the various senses change movement.
- DA.ADV.15** The student will translate and convey the meaning of dance and explain the ways in which a person's experiences and environment impact that meaning.
- DA.ADV.15.01** The student will describe the aspects of a dance that convey its meaning.
 - DA.ADV.15.02** The student will interpret the meaning of different dances.
 - DA.ADV.15.03** The student will discuss the ways in which interpretations of dance may vary according to experience and environment.
 - DA.ADV.15.04** The student will compare personal interpretations of a dance to research findings in order to draw conclusions about how interpretations of dance may vary according to experience and environment.

- DA.ADV.20** The student will demonstrate proficiency in dance form and technique, discuss ways in which proficiency affects dance performance, and describe how training to achieve proficiency translates to personal life experiences.
- DA.ADV.20.01** The student will execute proper body placement and alignment.
- DA.ADV.20.02** The student will demonstrate a high level of consistency and reliability in performing technical skills in ballet, modern, tap and jazz.
- DA.ADV.20.03** The student will explain how the range of movement affects the intent of the dance.
- DA.ADV.20.04** The student will discuss how the well-trained body extends potential for movement and the creative process and affects the ability to perform.
- DA.ADV.20.05** The student will analyze historical and cultural images of the body in dance and compare those to images of the body in contemporary media.
- DA.ADV.20.06** The student will discuss challenges facing professional performers in maintaining healthy lifestyles.

HISTORICAL, CULTURAL AND SOCIAL CONTEXT:

- DA.ADV.25** The student will analyze the ways people use dance as a means of communication and expression.
- DA.ADV.25.01** The student will compare and contrast the specific contributions of dance in various cultures.
- DA.ADV.25.02** The student will describe the roles of dances in various world cultures and ways that they relate to roles in American dance.
- DA.ADV.25.03** The student will compare and contrast ways that cultures are reflected through the social, ceremonial, ritual, and concert dance.
- DA.ADV.25.04** The student will research issues concerning various stereotypes relating to dance, i.e., ethnicity, gender, social and economic class, age, and physical condition.
- DA.ADV.25.05** The student will discuss and analyze the role of dance in relation to the social and political climate of various times and places.
- DA.ADV.30** The student will acquire knowledge about dance forms and demonstrate their similarities and differences.
- DA.ADV.30.01** The student will analyze the structure of a variety of dance forms and distinguish among them.
- DA.ADV.30.02** The student will compare creative expression by early dance pioneers in concert dance, i.e., modern, ballet, tap, and jazz, and identify performances of their major works.
- DA.ADV.30.03** The student will identify, compare, and contrast choreographic approaches within dance styles and forms.
- DA.ADV.30.04** The student will compare the philosophies and teaching methodologies of noted dance pioneers.
- DA.ADV.35** The student will explain and create ways in which the interrelationship of dance occurs with other disciplines.
- DA.ADV.35.01** The student will compare and contrast expression in dance with expression in other art forms.
- DA.ADV.35.02** The student will experience and then discuss the interrelationship of dance with other art forms.
- DA.ADV.35.03** The student will develop a theme by combining dance with elements of other art forms.
- DA.ADV.35.04** The student will create an interdisciplinary project that combines dance with one or more other subject areas.

CREATIVE EXPRESSION AND PRODUCTION:

- DA.ADV.40** The student will apply skills and knowledge from the language of dance to improvisation.
- DA.ADV.40.01** The student will improvise dance phrases using a variety of stimuli, including ideas, feelings, and emotions.
- DA.ADV.40.02** The student will improvise variations to dance phrases by selecting and manipulating the elements of movement: time, space and energy.
- DA.ADV.40.03** The student will improvise movement patterns/dance phrases individually and in groups.
- DA.ADV.45** The student will apply fundamentals of composition to design and perform dance ideas and themes.
- DA.ADV.45.01** The student will apply aesthetic principles, such as unity, variety, and contrast to dance compositions.
- DA.ADV.45.02** The student will compose a dance using one of the dance styles.
- DA.ADV.45.03** The student will translate an idea into a theme, applying skills and knowledge from the language of dance into a compositional form (simple compositional form-ABA; variation forms-theme and variations; modern forms-introspection).
- DA.ADV.45.04** The student will create multiple solutions to movement problems that demonstrate knowledge of the principles of composition.
- DA.ADV.50** The student will demonstrate an understanding of performance competencies and stage production.
- DA.ADV.50.01** The student will perform and analyze a dance, focusing on performance competencies, such as projection, awareness of space, expression in movement, or choreographic intent.
- DA.ADV.50.02** The student will perform and analyze a dance, focusing on aspects of stage production: lighting, sound, or costuming.

AESTHETIC CRITICISM:

- DA.ADV.55** The student will critically analyze and evaluate dance performance based on aesthetic criteria.
- DA.ADV.55.01** The student will identify aesthetic criteria applied to a variety of dance forms.
- DA.ADV.55.02** The student will compare and contrast the ways in which different choreographers approach similar themes.
- DA.ADV.55.03** The student will review articles by dance critics and respond critically to an observed performance of dance.
- DA.ADV.55.04** The student will evaluate a performance by a local, regional, or national company.
- DA.ADV.55.05** The student will apply aesthetic criteria when participating in the assessment of peer performance.
- DA.ADV.60** The student will critically examine personal efforts in choreography and performance.
- DA.ADV.60.01** The student will identify specific aesthetic criteria, and analyze personally performed works in relation to those criteria, such as interpretation of theme, use of space, and selection of accompaniment.
- DA.ADV.60.02** The student will identify specific criteria and analyze self-constructed choreography in relation to those criteria.
- DA.ADV.60.03** The student will modify personal performances or choreography as needed based on self-assessment and the assessments of others.