

FCPS High School Beginner Dance Curriculum
[National Standards Link](#) AND [MSDE Standards Link](#)

Anchor Standard 1: Generate and conceptualize artistic ideas and work.
Create: Explore

Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.

Essential Question(s): Where do choreographers get ideas for dances?

FCPS Indicator	FCPS Expectations	Benchmarks	Resources
<p>DA:Cr1.1.I</p> <p>a. Explore a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement.</p> <p>b. Experiment with the elements of dance to explore personal movement preferences and strengths, and select movements that challenge skills and build on strengths in an original dance study or dance.</p>	<ul style="list-style-type: none"> ● Use information from choreographed dance phrases to improvise variations or expand on the movement. ● Investigate movement elements that define a particular style, technique, or genre of dance. ● Demonstrate multiple solutions of varying complexity to movement problems both independently and in collaboration with others. 	<p>Benchmark Packet</p> <p>Artistic Process: Create Benchmark</p> <p>Create Benchmark Rubric</p>	<p>High School Dance Curriculum Resources</p> <p>Lesson Seeds</p> <p>Contact Improv: 1a</p> <p>Ballet Jump Technique: 1b</p>

Anchor Standard 2: Organize and develop artistic ideas and work.
Create: Plan

Enduring Understanding: The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.

Essential Question(s): What influences choice-making in creating choreography?

FCPS Indicator	FCPS Expectations	Benchmarks	Resources
----------------	-------------------	------------	-----------

<p>DA:Cr2.1.I</p> <p>a. Collaborate to design a dance using choreographic devices and dance structures to support an artistic intent. Explain how the dance structures clarify the artistic intent</p> <p>b. Experiment with the elements of dance to explore personal movement preferences and strengths, and select movements that challenge skills and build on strengths in an original dance study or dance.</p>	<ul style="list-style-type: none"> • Translate an idea into a movement theme, using dance specific terminology and skills. • Design an original work, using one of the forms, genres, or styles of dance study, acting on creative ideas and producing results through performance of the work. • Create and collaborate effectively with others to develop a project that incorporates the diverse personal strengths of the group. 	<p>Benchmark Packet</p> <p>Artistic Process: Create Benchmark</p> <p>Create Benchmark Rubric</p>	<p>High School Dance Curriculum Resources</p> <p>Lesson Seeds</p> <p>Overcoming Obstacles: 2a</p> <p>Elements of Dance: 2b</p>
--	---	--	---

Anchor Standard 3: Refine and complete artistic work.
Create: Revise

Enduring Understanding: Choreographers analyze, evaluate, refine and document their work to communicate meaning.
Essential Question(s): How do choreographers use self-reflection, feedback from others and documentation to improve the quality of their work of art?

FCPS Indicator	FCPS Expectations	Benchmarks	Resources
<p>DA:Cr3.1.I</p> <p>a. Clarify the artistic intent of a dance by manipulating choreographic devices and dance structures based on established artistic criteria and feedback from others. Analyze and evaluate impact of choices made in the revision process.</p> <p>b. Compare recognized systems to document a section of a dance using</p>	<ul style="list-style-type: none"> • Analyze created work, decide what to revise, and communicate revision decisions with clear justification. • Use and analyze information from feedback on independent or collaborative work in relation to artistic intent and whether it was clearly communicated. 	<p>Benchmark Packet</p> <p>Artistic Process: Create Benchmark</p> <p>Create Benchmark Rubric</p>	<p>High School Dance Curriculum Resources</p> <p>Lesson Seeds</p> <p>Pathways: 3a</p> <p>Dance Notation: 3b</p>

writing, symbols, or media technologies.			
--	--	--	--

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.
Perform: Express

Enduring Understanding: Space, time, and energy are basic elements of dance.
Essential Question(s): How do dancers work with space, time and energy to communicate artistic expression?

FCPS Indicator	FCPS Expectations	Benchmarks	Resources
<p>DA:Pr4.1.I</p> <p>a. Develop partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography.</p> <p>b. Use syncopation and accent movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing.</p> <p>c. Connect energy and dynamics to movements by applying them in and through all parts of the body. Develop total body awareness so that movement phrases demonstrate variances of energy and dynamics.</p>	<ul style="list-style-type: none"> • Be a self-directed learner and increase and improve technical skills in solo and partnering work. • Increase clarity of technique and complexity of performance sequences in different styles and genres. • Communicate with an audience clearly through the use of refined performance skills. • Work collaboratively with diverse teams to perform choreography in unison and interact effectively and cohesively as a member of an ensemble. 	<p>Benchmark Packet</p> <p>Artistic Process: Perform Benchmark</p> <p>Perform Benchmark Rubric</p>	<p>High School Dance Curriculum Resources</p> <p>Lesson Seeds</p> <p>Using Levels: 4a</p> <p>Tempos: 4b</p> <p>Dynamics: 4c</p>

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

Perform: Embody

Enduring Understanding: Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.

Essential Question(s): What must a dancer do to prepare the mind and body for artistic expression?

FCPS Indicator	FCPS Expectations	Benchmarks	Resources
<p>DA:Pr5.1.I</p> <p>a. Embody technical dance skills (for example, functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to retain and execute dance choreography.</p> <p>b. Develop a plan for healthful practices in dance activities and everyday life including nutrition and injury prevention. Discuss implementation of the plan and how it supports personal performance goals.</p> <p>c. Collaborate with peers to establish and implement a rehearsal plan to meet performance goals. Use a variety of strategies to analyze and evaluate performances of self and others (for example, use video recordings of practice to analyze the difference between the way movements look and how they feel to match performance with visual effect). Articulate performance goals and justify reasons for selecting particular practice strategies.</p>	<ul style="list-style-type: none">• Memorize and perform technically and artistically accurate choreography.• Create and follow a personal plan that supports healthy dancing and living (nutrition, warm-up, fitness, discipline, life-choices, stress, education and goals).• Analyze personal alignment strengths and weaknesses and create a remedial plan.	<p>Benchmark Packet</p> <p>Artistic Process: Perform Benchmark</p> <p>Perform Benchmark Rubric</p>	<p>High School Dance Curriculum Resources</p> <p>Lesson Seeds</p> <p>Technology and Technique: 5a Exercise Log: 5b Showcase Assessment:5c</p>

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Perform: Present

Enduring Understanding: Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.

Essential Question(s): How does a dancer heighten performance in a public setting?

FCPS Indicator	FCPS Expectations	Benchmarks	Resources
<p>DA:Pr6.1.I</p> <p>a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Demonstrate performance etiquette and performance practices during class, rehearsal and performance. Post- performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies using dance terminology and production terminology.</p> <p>b. Evaluate possible designs for the production elements of a performance and select and execute the ideas that would intensify and heighten the artistic intent of the dances.</p>	<ul style="list-style-type: none">• Perform a dance focusing on performance competencies, such as projection, ensemble awareness, expression in movement, and/or communication of choreographic intent.• Interact with an audience in a formal and informal reflection activity.	<p>Benchmark Packet</p> <p>Artistic Process: Perform Benchmark</p> <p>Perform Benchmark Rubric</p>	<p>High School Dance Curriculum Resources</p> <p>Lesson Seeds</p> <p>Performance Etiquette: 6a</p> <p>Costuming: 6b</p> <p>SSL Lesson Seed: 6a</p>

Anchor Standard 7: Perceive and analyze artistic work.

Respond: Analyze

Enduring Understanding: Dance is perceived and analyzed to comprehend its meaning.

Essential Question(s): How is a dance understood?

FCPS Indicator	FCPS Expectations	Benchmarks	Resources
<p>DA:Re7.1.I</p> <p>a. Analyze recurring patterns of movement and their relationships in dance in context of artistic intent.</p> <p>b. Analyze the use of elements of dance in a variety of genres, styles, or cultural movement practices within its cultural context to communicate intent. Use genre- specific dance terminology</p>	<ul style="list-style-type: none"> • Use information from dance terminology to analyze patterns and relationships in a dance and how they create meaningful choreography. • Work independently to describe orally and in writing, how aesthetics relate to your personal interpretation of a dance. 	<p>Benchmark Packet</p> <p>Artistic Process: Respond</p> <p>Respond Benchmark Rubric</p>	<p>High School Dance Curriculum Resources</p> <p>Lesson Plans</p> <p>Canon: 7a</p> <p>Step Dance: 7b</p>

Anchor Standard 8: Interpret intent and meaning in artistic work.
Respond: Interpret

Enduring Understanding: Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, technique, dance structure and context.
Essential Question(s): How is dance interpreted?

FCPS Indicator	FCPS Expectations	Benchmarks	Resources
<p>DA:Re8.1.I</p> <p>a. Select and compare different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, use of body, dance technique, and context enhance meaning and support intent using genre specific dance terminology.</p>	<ul style="list-style-type: none"> • Explain how social and historical context contribute to the meaning of a dance. • Think critically and compare and contrast artistic expression in a variety of different dances. • Reason effectively and explain how elements beyond technique contribute to artistic expression, communication of intent and meaning in a dance. 	<p>Benchmark Packet</p> <p>Artistic Process: Respond</p> <p>Respond Benchmark Rubric</p>	<p>High School Dance Curriculum Resources</p> <p>Lesson Seeds</p> <p>Artistic Expression:8a</p>

Anchor Standard 9: Apply criteria to evaluate artistic work.
Respond: Critique

Enduring Understanding: Criteria for evaluating dance vary across genres, styles, and cultures.

Essential Question(s): What criteria are used to evaluate dance?

FCPS Indicator	FCPS Expectations	Benchmarks	Resources
<p>DA:Re9.1.I</p> <p>a. Analyze the artistic expression of a dance. Discuss insights using evaluative criteria and dance terminology.</p>	<ul style="list-style-type: none"> • Think creatively and critically to develop and justify personal criteria for evaluating a dance. • Make judgments and decisions in order to write an aesthetic analysis of a choreographic work. • Engage appropriately as an audience participant in formal and informal settings. 	<p>Benchmark Packet</p> <p>Artistic Process: Respond</p> <p>Respond Benchmark Rubric</p>	<p>High School Dance Curriculum Resources</p> <p>Lesson Seeds</p> <p>Peer Assessment: 9a</p>

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Connect: Synthesize

Enduring Understanding: As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.

Essential Question(s): How does dance deepen our understanding of ourselves, other knowledge, and events around us?

FCPS Indicator	FCPS Expectations	Benchmarks	Resources
<p>DA:Cn10.1.I</p> <p>a. Analyze a dance that is related to content learned in other subjects and research its context. Synthesize information learned and share new ideas about its impact on one’s perspective.</p> <p>b. Use established research methods and techniques to investigate a topic. Collaborate with others to identify questions and solve movement problems that pertain to the topic. Create and perform a piece of choreography. Discuss orally or in writing the insights relating to</p>	<ul style="list-style-type: none"> • Work independently to reflect and document on how personal experiences, knowledge, and growth both inside and outside of dance impact personal choices in dance making. • Identify and communicate reasons to create dance. 	<p>Benchmark Packet</p> <p>Artistic Process: Connect</p> <p>Connect Benchmark Rubric</p>	<p>High School Dance Curriculum Resources</p> <p>Lesson Seeds</p> <p>Dance as Instruction: 10a</p> <p>History and Dance: 10b</p>

knowledge gained through the research process, the synergy of collaboration, and the transfer of learning from this project to other learning situations.			
---	--	--	--

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
Connect: Relate

Enduring Understanding: Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.
Essential Question(s): How does knowing about societal, cultural, historical and community experiences expand dance literacy?

FCPS Indicator	FCPS Expectations	Benchmarks	Resources
<p>DA:Cn11.1.I</p> <p>a. Analyze and discuss dances from selected genres or styles and/or historical time periods, and formulate reasons for the similarities and differences between them in relation to the ideas and perspectives of the peoples from which the dances originate</p>	<ul style="list-style-type: none"> • Work independently or collaboratively to analyze and document how societal, cultural, and historical events have impacted the development of dance and vice versa. • Analyze and evaluate the impact of a choreographer/artist or a group of artists on the beliefs, values, and behaviors of a society. 	<p>Benchmark Packet</p> <p>Artistic Process: Connect</p> <p>Connect Benchmark Rubric</p>	<p>High School Dance Curriculum Resources</p> <p>Lesson Seeds</p> <p>Cultural Dance Project: 11a</p>