

Dance: High School

Content Standard #12 Dance Each student will have acquired basic dance understandings and proficiencies.
Standard #12.1 Movement, Technique, and Performance
Standard #12.2 Create, Compose, Choreograph
Standard #12.3 Historical and Cultural Context
Standard #12.4 Historical and Cultural Context

Description
Selected Grade Level Expectations and Evidence Outcomes from the Dance curriculum are taught in Physical Education classes. Specific dance courses are not taught at this time.

Time Allocation

Assessments

Resources

Grades and Achievement Levels

Course Level Expectations: Dance High School

<p>#12.1 Movement, Technique, and Performance</p>	<p>#12.2 Create, Compose, Choreograph</p>	<p>#12.3 Historical and Cultural Context</p>	<p>#12.4 Reflect, Connect, and Respond</p>
<ul style="list-style-type: none"> • Demonstrating dance movement skills with technical proficiency and kinesthetic body awareness • Anatomical awareness heightens movement potential • Performing with expression and artistry • Understanding the components of the performance process 	<ul style="list-style-type: none"> • Utilizing choreography principles and practices when creating dance works • Applying the creative process to dance-making • Using meaning, intent, and stimuli to create and develop dance works • Understanding form in choreography 	<ul style="list-style-type: none"> • Cultural and historical dance forms and traditions are influenced by the values of the society they represent • Using knowledge of cultural and historical dance forms to translate into performance 	<ul style="list-style-type: none"> • Responding to, reflecting upon, and analyzing new dance works, reconstructions, and masterpieces • Articulating connections in dance

Evidence Outcomes: Dance High School

<p>#12.1 Movement, Technique, and Performance</p>	<p>#12.2 Create, Compose, Choreograph</p>	<p>#12.3 Historical and Cultural Context</p>	<p>#12.4 Reflect, Connect, and Respond</p>
<ol style="list-style-type: none"> 1. Demonstrated with skill and accuracy technical proficiency in the performance of selected dance genres such as ballet, modern, jazz, tap, hiphop, or world dance traditions 2. Articulated correct vocabulary terms formovements of selected dance stylesand genres 3. Developed an awareness of center and alignment while efficiently articulating a variety of dance styles 4. Discussed how dance can contribute to fitness, wellness, and a positive self image 5. Identified joints used for mobility, and related anatomy to movement 6. Identified key anatomical elements that contribute to varying dance movements 7. Described how developing strength, flexibility, and endurance through dance contributes to fitness and wellness 8. Demonstrated an understanding of the movement elements of space, time, and energy when performing in dance 9. Performed dance movements with rhythmic accuracy and with a complementary relationship to accompaniment 	<ol style="list-style-type: none"> 1. Created, repeated, and performed dance works that demonstrate an effective use of dance elements; have a beginning, middle, and an end; and use compositional forms such a theme, variation, canon, and call and response 2. Used the elements of dance (space, time, and energy) to create a dance 3. Applied improvisation, experimentation, use of various stimuli, and manipulation tools to integrate with the choreographic process 4. Used the creative process to make a dance 5. Refined and edited movements and dances 6. Developed a dance work using the concept of beginning, middle, and end 7. Compared composition in dance to writing descriptive narrative and poetry 8. Defined the meaning of a dance work 9. Created a dance based on selected intent or stimuli 10. Created short studies that have unique, captivating beginnings, and develop them through to a logical conclusion 	<ol style="list-style-type: none"> 1. Described the various roles that dance has played throughout history 2. Performed historical dances, and demonstrated an understanding of their role in society during their time period 3. Analyzed master works created from a distant tradition such as Western, Eastern, and tribal 4. Discussed the purposes and functions that dance provides around the world 5. Examined universal dance themes from around the world by identifying themes of courtship and marriage, fertility, worship, and death 6. Articulated the factors that differentiate dance as artistic expression and dance as entertainment 7. Researched one dance work from a historical time period, and incorporated the work into a performance 8. Researched the significant role of dance throughout history to make decisions for performance 9. Examined dance as artistic expression, and include different dance styles and dances across various cultures that are elevated to an art form 	<ol style="list-style-type: none"> 1. Analyzed and critiqued one dance work 2. Notated one dance phrase along with one diagram 3. Used technology to aid in researching and understanding all aspects of dance 4. Transformed a concept from another discipline into a movement phrase 5. Created a short dance based on a series of concepts from another academic content area

Evidence Outcomes: Dance High School

<p>#12.1 Movement, Technique, and Performance</p>	<p>#12.2 Create, Compose, Choreograph</p>	<p>#12.3 Historical and Cultural Context</p>	<p>#12.4 Reflect, Connect, and Respond</p>
<p>10. Performed one dance work demonstrating use of technical skill and artistic awareness with artistic interpretation and projection</p> <p>11. Performed with others to express the intent of the choreography</p> <p>12. Increased movement vocabulary</p> <p>13. Demonstrated the ability to work through the rehearsal and performance components of a dance production</p> <p>14. Demonstrated the ability to describe production elements used when creating a performance</p> <p>15. Analyzed the role of the audience during a performance</p>	<p>11. Recognized the communicative impact that can be achieved by solo, duet, and trio dances</p> <p>12. Used form to create a dance</p> <p>13. Used phrases to create theme-based dances</p> <p>14. Varied movement theme and motif to communicate intent</p> <p>15. Worked alone and in small groups to create dances with structural and aesthetic criteria</p> <p>16. Used structured improvisation as a movement form</p>		