Arizona Arts

# Dance: Grades 9, 10, 11, 12

Adopted 2015

## Creating

1. **Generate and conceptualize artistic ideas and work**
   - a. Explore various approaches to creative processes that consider relationships of movement components and/or diverse choreographic sources for a dance study (e.g. improvisational approaches).
   - b. Identify individual movement preferences and explore ways to expand movement possibilities.
   - c. Explore a variety of stimuli for inspiring movement to develop an original dance sequence or dance study. Analyze the process and the relationship between the stimuli and the movement.
   - a. Utilize various approaches to creative processes that consider relationships of movement components and/or diverse choreographic sources for a dance study (e.g. improvisational approaches).
   - b. Identify and analyze movement preferences of self and others and explore ways to expand movement possibilities.
   - c. Synthesize content generated from various stimuli to choreograph a fully developed dance study or dance composition using original or codified movement.
   - a. Develop creative process strategies that consider complex relationships of movement components and/or diverse choreographic sources for a dance composition (e.g. improvisational approaches).
   - b. Identify, analyze, and transform movement preferences/salient characteristics of self and/or others to expand movement possibilities and take risks to discover unexpected solutions.
   - c. Synthesize content generated from multi-faceted stimuli to choreograph a sophisticated and innovative dance composition. Experiment and take risks to discover a personal voice to communicate artistic intent.

2. **Organize and develop artistic ideas and work**
   - a. Investigate and develop choreographic elements, structures and processes to create a dance study. Explain the choreographic intent of the movement.
   - b. Choreograph a dance study that expresses and communicates an idea or feeling. Discuss the effect of the movement choices.
   - a. Collaborate in the investigation and development of the choreographic elements, structures and processes to create a dance study. Consider the choreographic intent of the movement.

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b. Choreograph a dance study that uses ideas and themes as motivation. Justify how the movement supports the artistic intent.

a. Demonstrate fluency of choreographic elements, structures and processes. Express a personal/collective voice in designing and choreographing original dance compositions. Justify choreographic choices and explain how they are used to support artistry.

b. Choreograph a dance based on a selected theme. Articulate the artistic intent and consider how the meaning drawn by the audience may differ.

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3. **Refine and complete artistic work**

   a. Identify the artistic intent of a dance by manipulating choreographic devices and dance structures/forms based on established artistic criteria and feedback from others. Analyze and evaluate impact of choices made in the revision process.

   b. Investigate a recognized system to document a dance sequence by using words, symbols, or media technologies in order to refine or complete artistic work.

   a. Clarify the artistic intent of a dance by refining choreographic processes and dance structures/forms, collaboratively or independently using established artistic criteria, self-reflection and the feedback of others. Analyze and evaluate impact of choices made in the revision.

   b. Document a dance as a tool to refine work during the creative process.

   a. Refine the artistic intent of a dance by manipulating choreographic devices, dance structures/forms, and artistic criteria using self reflection and feedback from others. Document choices made in the revision process and justify how the refinements support artistic.

   b. Apply recognized systems of dance documentation and symbol systems to analyze and evaluate the artistry of a dance and apply findings to refine during the creative process.

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**Performing**

4. **Select, Analyze and Interpret artistic work for performance**

   a. Develop partner and ensemble skills that enable contrasting level changes while maintaining a sense of spatial awareness. Develop spatial clarity while performing sequences and transitions between sequences. Establish and break relationships with others as appropriate to the choreography.

   b. Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing.

   c. Connect energy/effort and dynamics to movements by applying them in and through all parts of the body. Develop total body awareness so that movement sequences demonstrate variances of energy/effort and dynamics.

   a. Dance alone and with others with spatial intention. Expand partner and ensemble skills to greater ranges and skill level. Execute complex floor and air sequences with others while maintaining relationships through focus and intentionality.

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b. Perform dance studies and compositions that use time and tempo in unpredictable ways. Use internal rhythms and kinetics as phrasing tools.

c. Perform movement sequences by applying energy/effort and dynamics. Vary energy/effort and dynamics over the length of a sequence and transition smoothly out of the sequence and into the next sequence, paying close attention to its movement initiation and energy/effort.

a. Develop artistic and expressive clarity while performing alone and with others. Use varied focus to clarify movement and intent.Establish and break relationships with other dancers and audience as appropriate to the dance.

b. Modulate time factors for artistic interest and expressive acuity. Demonstrate time complexity in phrasing with and without musical accompaniment. Use multiple and complex rhythms (for example, contrapuntal and/or polyrhythmic). Work with and against rhythm of accompaniment or sound environments.

c. Modulate dynamics and develop effort movement phrasing to clearly express intent while performing dance sequences and choreography. Perform movement sequences expressively using a broad dynamic range and employ dynamic skills for establishing relationships with other dancers and projecting to the audience.

5. **Develop and refine artistic techniques and work for presentation**

a. Embody technical dance skills (for example, functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to execute complex dance movements, sequences, and choreography in a variety of genres and styles.

b. Apply healthful practices in dance activities including nutrition and injury prevention. Identify anatomical principles that contribute to functional alignment.

c. Identify and apply dance movement principles such as breath and core support when performing dance sequences in a variety of genres. Identify body patterning concepts.

a. Apply body-mind principles to technical dance skills while executing complex spatial, rhythmic and dynamic sequences and choreography.

b. Apply anatomical principles and healthful practices to a range of technical dance skills for achieving fluency of movement. Follow a personal nutrition plan that supports health for everyday life.

c. Evaluate how movement principles such as breath and core support improve technical performance. Identify how somatic practices contribute to greater body and movement awareness.

a. Embody body-mind principles to technical dance skills in complex choreography in a variety of dance genres and styles.

b. Embody complex anatomical principles to technical dance skills and choreography in a variety of dance genres and styles.

c. Perform complex movement sequences and choreography integrating somatic practices and and movement principles.

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6. **Convey meaning through the presentation of artistic work.**

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.

b. Collaborate in investigating and evaluating the design and execution of production elements that would intensify and heighten the artistic intent of a dance performed on a stage, in a different venue, or for different audiences.

a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Model performance etiquette and performance practices during class, rehearsal and performance. Implement performance strategies to enhance projection. 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.

b. Work collaboratively to produce a dance on a stage or in an alternative performance venue and plan the production elements that would be necessary to fulfill the artistic intent of the dance.

a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Model performance etiquette and performance practices during class, rehearsal and performance. Enhance performance using a broad repertoire of strategies for dynamic projection. Develop a professional portfolio (resume, head shot, etc.). Document the rehearsal and performance process with fluency in professional dance terminology and production terminology.

b. Work collaboratively to produce dance concerts in a variety of venues and design and organize the production elements that would be necessary to fulfill the artistic intent of the dance works in each of the venues, with regards to the environment, production elements, and audience response.

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**Responding**

7. **Perceive and analyze artistic work**

a. Analyze recurring dance sequences and their relationships within a dance in context of artistic intent and structure.

b. Analyze the use of components of dance and their relationships in a variety of genres, styles, or cultural movement practices within cultural context to communicate intent. Use genre-specific dance terminology.

a. Analyze dance works and provide examples of recurring dance sequences and their relationships that create well-structured and meaningful choreography.

b. Analyze the components of dance and their relationships in a variety of genres, styles, or cultural movement practices and provide evidence on how their differences impact communication and intent within a cultural context. Use genre-specific dance terminology.

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a. Analyze dance works from a variety of dance genres and styles and explain how recurring patterns of movement and their relationships create well structured and meaningful choreography.

b. Provide evidence on how dance communicates aesthetic and cultural values in a variety of genres, styles, or cultural movement practices. Use genre-specific dance terminology.

8. **Interpret intent and meaning in artistic work**

a. Compare different dances and discuss their intent and artistic expression. Provide evidence on how the relationships among the components of dance enhance meaning and support the intent using genre-specific dance terminology.

a. Analyze and provide evidence for how the components of dance contribute to artistic expression. Use genre-specific dance terminology.

a. Analyze and interpret how the components of dance contribute to artistic expression across different genres, styles, or cultural movement practices. Provide evidence of your findings. Use genre specific dance terminology.

9. **Apply criteria to evaluate artistic work**

a. Analyze the artistic expression of a dance. Discuss insights using evaluative criteria and dance terminology.

a. Compare two or more dances using artistic criteria to critique artistic expression. Consider societal values and a range of perspectives. Use genre-specific dance terminology.

a. Define personal artistic preferences to critique dance. Consider societal and personal values, and a range of artistic expression. Discuss perspectives with peers and justify views.

**Connecting**

10. **Synthesize and relate knowledge and personal experiences to make art**

a. Analyze a dance to determine the ideas expressed by the choreographer. Compare one's own interpretation with other interpretations. Provide evidence to support one's analysis.

b. Research an aspect of the cultural, social or historical development of a dance genre or style, and/or the dance elements. Discuss how these findings reinforced or changed personal and collective views and understandings. Apply the findings to a project. Document the process of investigation and application.

a. Analyze a dance to determine the ideas expressed by the choreographer. Draw connections between one's observations, and cultural and historical influences. Provide evidence to support one's analysis.

b. Research and compare an aspect of the cross-cultural, social or historical development and/or the dance elements of two or more dance genres or styles. Discuss how these findings reinforced or changed personal and collective views and understandings. Apply the findings to a project. Document the process of investigation and application.

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a. Review choreography developed over time with respect to its content and context and its relationship to one's personal perspectives. Reflect upon and analyze the components that contributed to changes in one's personal growth.

b. Collaborate to research and compare multiple aspects of the cross-cultural, social or historical development and/or dance elements of two or more dance genres or styles. Compare and synthesize contrasting viewpoints and identify the tensions between them. Apply the findings to a collaborative project, and document the process of investigation and application.

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11. **Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.**

    a. Develop the dance literacy skills of dance observation, writing and critique, understanding history and culture, implementing processes of evaluation, recognizing meaning and values of dance experiences, engaging in dialogue, contributing knowledge, and utilizing technology and symbol systems in one's learning.

    a. Apply developed dance literacy skills of dance observation, writing and critique, understanding history and culture, implementing processes of evaluation, recognizing meaning and values of dance experiences, engaging in dialogue, contributing knowledge, and utilizing technology and symbol systems in one's learning.

    a. Integrate developed dance literacy skills to contribute in meaningful and positive ways to one's culture: dance observation, writing and critique, understanding history and culture, implementing processes of evaluation, recognizing meaning and values of dance experiences, engaging in dialogue, contributing knowledge, and utilizing technology and symbol systems in one's learning.