Florida Fine Arts

Dance: Grades 9, 10, 11, 12

Adopted 2010

Critical Thinking and Reflection

Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

1. Research and reflect on historically significant and/or exemplary works of dance as inspiration for creating with artistic intent. DA.912.C.1.1
2. Apply replication, physical rehearsal, and cognitive rehearsal to aid in the mental and physical retention of patterns, complex steps, and sequences performed by another dancer. DA.912.C.1.2
3. Develop and articulate criteria for use in critiquing dance, drawing on background knowledge and personal experience, to show independence in one's response. DA.912.C.1.3
4. Weigh and discuss the personal significance of using both physical and cognitive rehearsal over time to strengthen one's own retention of patterns, complex steps, and sequences for rehearsal and performance. DA.912.C.1.4

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify artistic intent of the choreographer/performer within a variety of dance performances. DA.912.C.1.IN.A

b. Process, sequence, and demonstrate new steps accurately with energy, expression, and clarity. DA.912.C.1.IN.B

c. Use defined criteria to critique dance performances. DA.912.C.1.IN.C

Supported

a. Identify the artistic intent of the choreographer/performer within a variety of dance performances. DA.912.C.1.SU.A

b. Re-create movement sequences with energy, expression, and clarity. DA.912.C.1.SU.B

c. Use a teacher-selected criterion to critique dance performances. DA.912.C.1.SU.C

Participatory

a. Indicate the intent of the performer from a variety of dance examples. DA.912.C.1.PA.A

b. Re-create movement in short sequences with energy, expression, and clarity. DA.912.C.1.PA.B

c. Use a teacher-selected criterion to critique selected elements of dance performances. DA.912.C.1.PA.C

Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

1. Analyze movement from varying perspectives and experiment with a variety of creative solutions to solve technical or choreographic challenges. DA.912.C.2.1
2. Make informed critical assessments of the quality and effectiveness of one's own technique and performance quality, based on criteria developed from a variety of sources, to support personal competence and artistic growth. DA.912.C.2.2
3. Develop a plan to improve technique, performance quality, and/or compositional work with artistic intent. DA.912.C.2.3
4. Evaluate nuances of movement and their relationship to style, choreographic elements, and/or other dancers, and apply this knowledge to alter personal performance. DA.912.C.2.4

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Use defined criteria to analyze and adjust a variety of personal performances. DA.912.C.2.IN.A

Supported

a. Use teacher-selected criteria to evaluate and adjust personal performances. DA.912.C.2.SU.A

Participatory

a. Use a teacher-selected criterion to evaluate a variety of dance performances. DA.912.C.2.PA.A

The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

1. Critique the quality and effectiveness of performances based on exemplary models and self-established criteria. DA.912.C.3.1
2. Assess artistic or personal challenges, holistically and in parts, to explore and weigh potential solutions to problems in technique or composition. DA.912.C.3.2

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Use defined criteria to evaluate a variety of dance performances. DA.912.C.3.IN.A

b. Use defined criteria to analyze and adjust a variety of personal performances. DA.912.C.3.IN.B

Supported

a. Use a teacher-selected criterion to evaluate a variety of dance performances. DA.912.C.3.SU.A

b. Use feedback from self and others to adjust a variety of personal dance performances. DA.912.C.3.SU.B

Participatory

a. Use a teacher-selected criterion to respond to a variety of dance performances. DA.912.C.3.PA.A

b. Use a teacher-selected criterion to assess a variety of dance performances. DA.912.C.3.PA.B

Skills, Techniques, and Processes

The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

1. Synthesize a variety of choreographic principles and structures to create a dance. DA.912.S.1.1

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Generate choreographic ideas through improvisation and physical brainstorming. DA.912.S.1.2

3. Identify muscular and skeletal structures that facilitate or inhibit rotation, flexion, and/or extension. DA.912.S.1.3
4. Create dance studies using dance vocabulary and innovative movement. DA.912.S.1.4

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Create, re-create, and refine a variety of dance performances. DA.912.S.1.IN.A
b. Identify muscular and skeletal structures involved in rotation, flexion, and/or extension. DA.912.S.1.IN.B

Supported

a. Re-create and refine selected dance performances. DA.912.S.1.SU.A
b. Recognize muscular or skeletal structures involved in movement. DA.912.S.1.SU.B

Participatory

a. Contribute to the creation or re-creation and refinement of a variety of dance performances. DA.912.S.1.PA.A
b. Isolate movement of selected body parts. DA.912.S.1.PA.B

Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

1. Sustain focused attention, respect, and discipline during class, rehearsal, and performance. DA.912.S.2.1
2. Apply corrections and concepts from previously learned steps to different material to improve processing of new information. DA.912.S.2.2
3. Demonstrate ability to manipulate, reverse, and reorganize combinations to increase complexity of sequences. DA.912.S.2.3
4. Demonstrate retention of directions, corrections, and memorization of dance from previous rehearsals and classes. DA.912.S.2.4

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Sustain focused attention, respect, and discipline during class and performances. DA.912.S.2.IN.A

b. Transfer corrections or concepts from the execution of one class exercise to another. DA.912.S.2.IN.B

c. Rehearse to improve the performance quality of dance pieces. DA.912.S.2.IN.C

Supported

a. Display attention, cooperation, and focus during class and performance. DA.912.S.2.SU.A

b. Adapt and apply ensemble corrections to personal work. DA.912.S.2.SU.B

c. Re-create movement sequences to improve technique and performance in choreographed pieces. DA.912.S.2.SU.C

Participatory

a. Demonstrate focus and concentration while listening to instructions and observing others' movement. DA.912.S.2.PA.A

b. Use teacher and peer feedback to revise performance of movement sequences. DA.912.S.2.PA.B

c. Re-create movement in short sequences to improve technique and performance in choreographed pieces. DA.912.S.2.PA.C

Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

1. Articulate and consistently apply principles of alignment to axial, locomotor, and non-locomotor movement. DA.912.S.3.1
2. Develop and maintain flexibility, strength, and stamina for wellness and performance. DA.912.S.3.2
3. Initiate movement transitions and change of weight, in and through space, with clear intention and expression appropriate to one or more dance forms. DA.912.S.3.3
4. Perform dance vocabulary with musicality and sensitivity. DA.912.S.3.4
5. Maintain balance while performing movements that are vertical, off-vertical, or use a reduced base of support. DA.912.S.3.5
6. Use resistance, energy, time, and focus to vary expression and intent. DA.912.S.3.6
7. Move with agility, alone and relative to others, to perform complex dance sequences. DA.912.S.3.7
8. Articulate and apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms. DA.912.S.3.8

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9. Demonstrate mastery of dance technique to perform technical skills in complex patterns with rhythmic acuity, musicality, and clear intent, purpose, expression, and accuracy. DA.912.S.3.9
10. Articulate and consistently apply principles of alignment to ballet barre, center, and across-the-floor combinations. DA.912.S.3.10
11. Move with agility and coordination, alone and relative to others, to perform developmentally and technically appropriate ballet vocabulary in combinations. DA.912.S.3.11

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Use and maintain principles of alignment in locomotor and non-locomotor movements. DA.912.S.3.IN.A
b. Develop strength, stamina, flexibility, and range of motion through safe practices and knowledge of basic anatomy and physiology. DA.912.S.3.IN.B
c. Apply the mechanics of movement transitions and weight changes. DA.912.S.3.IN.C
d. Use dance technique to perform with musicality and expression. DA.912.S.3.IN.D
e. Change the expression or intention of a dance sequence by manipulating one or more dynamic elements. DA.912.S.3.IN.E
f. Apply a stylistically appropriate sense of line to enhance artistry in one or more dance forms. DA.912.S.3.IN.F

Supported

a. Practice the principles of alignment in locomotor and non-locomotor movements. DA.912.S.3.SU.A
b. Improve posture, strength, flexibility, and range of motion through safe practice exercises. DA.912.S.3.SU.B
c. Practice a variety of movement transitions and weight changes. DA.912.S.3.SU.C
d. Replicate timing, rhythm, and accents demonstrated by the teacher and peers. DA.912.S.3.SU.D

Participatory

a. Practice the principles of alignment in selected movements. DA.912.S.3.PA.A
b. Perform selected, safe practice exercises for improving posture, strength, flexibility, and range of motion. DA.912.S.3.PA.B
c. Maintain balance during movement transitions. DA.912.S.3.PA.C
d. Replicate a demonstrated rhythm in time to musical accompaniment. DA.912.S.3.PA.D

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Organizational Structure

Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

1. Compare dances of different styles, genres, and forms to show understanding of how the different structures and movements give the dance identity. DA.912.O.1.1
2. Apply standards of class and performance etiquette consistently to attain optimal working conditions. DA.912.O.1.2
3. Dissect or assemble a step, pattern, or combination to show understanding of the movement, terminology, and progression. DA.912.O.1.3
4. Analyze, design, and facilitate an instructional sequence to show understanding of how the structure of dance classes relates to the overall development of the dancer. DA.912.O.1.4
5. Construct a dance that uses specific choreographic structures to express an idea and show understanding of continuity and framework. DA.912.O.1.5

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Compare characteristics of two dance forms. DA.912.O.1.IN.A
b. Demonstrate, without prompting, procedures expected in class, rehearsal, and performance with independence. DA.912.O.1.IN.B
c. Dissect a dance step or combination to reveal the underlying steps and positions. DA.912.O.1.IN.C
d. Construct a dance step or combination using specified choreographic structures to express an idea. DA.912.O.1.IN.D

Supported

a. Identify characteristics of a variety of dance forms. DA.912.O.1.SU.A
b. Demonstrate specified procedures and audience etiquette. DA.912.O.1.SU.B
c. Investigate the positions, initiations, and movements within a given step. DA.912.O.1.SU.C
d. Re-create a dance step or combination using specified choreographic structures to express an idea. DA.912.O.1.SU.D

Participatory

a. Recognize a characteristic of a variety of dance forms. DA.912.O.1.PA.A
b. Practice specified procedures and audience etiquette. DA.912.O.1.PA.B
c. Recognize specified elements of dance in planned dance pieces to show awareness of structure. DA.912.O.1.PA.C

The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

1 Manipulate elements, principles of design, or choreographic devices creatively to make something new, and evaluate the effectiveness of the changes. DA.912.O.2.1

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2. Observe and research innovative artists and their bodies of work to identify and analyze how they departed from convention. DA.912.O.2.2
3. Create or adapt a dance piece for potential installation in a variety of venues or with a different set of performers. DA.912.O.2.3

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Create a new dance sequence by changing an element, principle of design, or choreographic device in a familiar sequence. DA.912.O.2.IN.A
   b. Compare the form and structure of a variety of dances created by innovative artists. DA.912.O.2.IN.B
   c. Modify elements in a dance piece to adapt to a different venue or performer. DA.912.O.2.IN.C

   Supported

   a. Re-create dance sequences adapted from familiar sequences. DA.912.O.2.SU.A
   b. Recognize dance characteristics of selected innovative artists. DA.912.O.2.SU.B
   c. Revise an element in a dance piece to accommodate a venue or performer. DA.912.O.2.SU.C

   b. Participatory DA.68.O.2.PA.B

   a. Recognize familiar dance patterns. DA.912.O.2.PA.A
   b. Recognize a selected dance genre. DA.912.O.2.PA.B
   c. Recognize an appropriate accommodation, given a specified venue or performer. DA.912.O.2.PA.C

Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

1. Perform dance pieces to express feelings, ideas, cultural identity, music, and other abstract concepts through movements, steps, pantomime, and gestures. DA.912.O.3.1
2. Use imagery, analogy, and metaphor to improve body alignment and/or enhance the quality of movements, steps, phrases, or dances. DA.912.O.3.2
3. Investigate and describe, using accurate dance terminology, the purposes, possible variations, and connections of dance vocabulary. DA.912.O.3.3
4. Devise and/or use a method of recording or documenting choreography to remember and archive works. DA.912.O.3.4
5. Use accurate dance and theatre terminology to communicate effectively with teachers, directors, dancers, and technical crews. DA.912.O.3.5

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Perform a dance piece to express feelings and ideas through movements and gestures. DA.912.O.3.IN.A

b. Use dance and theatre terminology to communicate to performers and technical crews. DA.912.O.3.IN.B

c. Demonstrate the use of a variety of technology tools to store or view dance performances. DA.912.O.3.IN.C

Supported

a. Re-create dance movements that express feelings and ideas. DA.912.O.3.SU.A

b. Use selected dance and theatre terminology to communicate to performers and technical crews. DA.912.O.3.SU.B

c. Individually or collaboratively demonstrate the use of selected technology tools to store or experience dance performances. DA.912.O.3.SU.C

Participatory

a. Contribute to a collaborative performance to express feelings and ideas through movements. DA.912.O.3.PA.A

b. Communicate with artists and technicians to support performances. DA.912.O.3.PA.B

c. Use selected technology tools to experience dance performances. DA.912.O.3.PA.C

Historical and Global Connections

Through study in the arts, we learn about and honor others and the worlds in which they live(d).

1. Explore and select music from a broad range of cultures to accompany, support, and/or inspire choreography. DA.912.H.1.1
2. Study dance works created by artists of diverse backgrounds, and use their work as inspiration for performance or creating new works. DA.912.H.1.2
3. Adhere to copyright laws for choreography and music licensing to show respect for the intellectual property of others. DA.912.H.1.3
4. Observe, practice, and/or discuss a broad range of historical, cultural, or social dances to broaden a personal perspective of the world. DA.912.H.1.4
5. Research the purposes, past and present, of dance in varied cultures and document its social and political impact on cultures over time. DA.912.H.1.5
6. Survey specific, exemplary repertory and summarize why it has been judged, over time, as having a high level of technique, aesthetic appeal, cultural influence, and/or social value. DA.912.H.1.6

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Compare influences of dance on cultures over time. DA.912.H.1.IN.A

b. Identify when choreography and music must be purchased. DA.912.H.1.IN.B

c. Compare exemplary repertory with those less highly valued. DA.912.H.1.IN.C

Supported

a. Recognize the influence of dance on culture. DA.912.H.1.SU.A

b. Recognize when choreography and music must be purchased. DA.912.H.1.SU.B

c. Recognize that some repertory is more valued than others. DA.912.H.1.SU.C

Participatory

a. Recognize a variety of culturally significant dances. DA.912.H.1.PA.A

b. Recognize that choreography and music are the property of others. DA.912.H.1.PA.B

c. Recognize differences between two performances of the same piece. DA.912.H.1.PA.C

The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

1. Survey cultural trends and historically significant events, in parallel with the history of dance, to understand how each helped shape dance as an art form. DA.912.H.2.1
2. Explore how perceptions of gender, race, age, and physical ability have challenged dance artists in various cultures, and how changing perceptions have affected dance as an art form. DA.912.H.2.2
3. Hypothesize how dance will look in the future and defend that hypothesis, based on history and social trends, to show understanding of their importance to the development of dance. DA.912.H.2.3

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Compare dance works from different choreographers, cultures, and historical periods. DA.912.H.2.IN.A

Supported

a. Identify similarities and differences in dance from different choreographers, cultures, and historical periods. DA.912.H.2.SU.A

Participatory

a. Recognize a variety of significant dances. DA.912.H.2.PA.A

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onnections among the arts and other disciplines strengthen learning and the ility to transfer knowledge and skills to and from other fields.

1. Compare the creative processes used by a choreographer with those used by other creative individuals, noting the connections in the way they conceive, create, and/or present their work. DA.912.H.3.1
2. Explain the importance of story or internal logic in dance and identify commonalities with other narrative formats. DA.912.H.3.2
3. Explain the importance of proper nutrition, injury prevention, and safe practices to optimal performance and the life-long health of a dancer. DA.912.H.3.3
4. Improvise or choreograph and share a dance piece that demonstrates and kinesthetically reinforces understanding of a process studied in another content area. DA.912.H.3.4
5. Use, proficiently and accurately, the world language(s) appropriate to the study of a dance genre. DA.912.H.3.5

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Transfer skills and knowledge from other disciplines and curriculum to and from dance. DA.912.H.3.IN.A
b. Apply safe practices or injury prevention related to dance performances. DA.912.H.3.IN.B
c. Use vocabulary appropriate to the study of a dance genre. DA.912.H.3.IN.C

Supported

a. Transfer selected skills and knowledge from other disciplines and curriculum to dance. DA.912.H.3.SU.A
b. Identify safe practices or injury prevention related to dance performances. DA.912.H.3.SU.B
c. Use vocabulary common to the study of dance. DA.912.H.3.SU.C

Participatory

c. Use selected dance vocabulary. DA.912.H.3.PA.C
a. Use a variety of dance movements to represent information from other fields. DA.912.H.3.PA.A
b. Recognize selected safe practices or injury prevention related to dance performances. DA.912.H.3.PA.B

Innovation, Technology, and the Future

Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

1. Study and/or perform exemplary works by choreographers who use new and emerging technology to stimulate the imagination. DA.912.F.1.1
2. Imagine, then describe and/or demonstrate, ways to incorporate new, emerging, or familiar technology in the creation of an innovative dance project or product. DA.912.F.1.2

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3. Employ acquired knowledge to stimulate creative risk-taking and broaden one's own dance technique, performance, and choreography. DA.912.F.1.3

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Demonstrate the use of a variety of technology tools to produce, store, or view dance performances as a citizen, consumer, or worker. DA.912.F.1.IN.A

   Supported

   a. Individually or collaboratively demonstrate the use of selected technology tools to produce, store, or experience dance performances as a citizen, consumer, or worker. DA.912.F.1.SU.A

   Participatory

   a. Use selected technology tools to access dance as a citizen, consumer, or worker. DA.912.F.1.PA.A

The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

1. Demonstrate leadership and responsibility through designing choreography, planning rehearsals, or directing a dance piece. DA.912.F.3.1
2. Synthesize information and make use of a variety of experiences and resources from outside dance class to inform and inspire one's work as a dancer. DA.912.F.3.2
3. Demonstrate preparedness to audition for schools, companies, and/or commercial work in dance. DA.912.F.3.3
4. Design a repertory list and/or résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through dance training. DA.912.F.3.4
5. Demonstrate knowledge of basic anatomy, the vertebral structure, physiology, and kinesiology related to dance technique and conditioning. DA.912.F.3.5
6. Practice conditioning methods that complement the physical instrument, and determine the degree of personal improvement in established dance techniques. DA.912.F.3.6
7. Create and follow a plan to meet deadlines for projects to show initiative and self-direction. DA.912.F.3.7
8. Demonstrate effective teamwork and accountability, using compromise, collaboration, and conflict resolution, to set and achieve goals as required in the work environment. DA.912.F.3.8
9. Choreograph, plan rehearsals, direct, and produce a concert piece; and evaluate the results to demonstrate artistic ability, leadership, and responsibility. DA.912.F.3.9
10. Use accurate anatomical terminology to identify planes, regions, bones, muscles, and tissues. DA.912.F.3.10

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Prioritize, monitor, and complete tasks related to individual and collaborative dance projects. DA.912.F.3.IN.A

b. Create, interpret, and respond to a variety of dance that integrates experiences or resources from outside dance class. DA.912.F.3.IN.B

c. Analyze postsecondary opportunities in or relating to dance and pair with the necessary skills and training. DA.912.F.3.IN.C

d. Apply safe practices or injury prevention related to dance performances. DA.912.F.3.IN.D

Supported

a. Organize and complete tasks related to individual and collaborative dance projects. DA.912.F.3.SU.A

b. Create, interpret, or respond to a variety of dance that integrates experiences or resources from outside dance class. DA.912.F.3.SU.B

c. Identify postsecondary opportunities to participate in dance activities and pair with the necessary skills, training, or prerequisites. DA.912.F.3.SU.C

d. Identify safe practices or injury prevention related to dance performances. DA.912.F.3.SU.D

Participatory

a. Complete tasks related to individual and collaborative dance projects. DA.912.F.3.PA.A

b. Create, interpret, or respond to a variety of dance. DA.912.F.3.PA.B

c. Recognize a postsecondary opportunity to participate in dance activities. DA.912.F.3.PA.C

d. Recognize safe practices or injury prevention related to dance performances. DA.912.F.3.PA.D

Careers in and related to the arts significantly and positively impact local and global economies.

1. Investigate and report potential careers, requirements for employment, markets, potential salaries, and the degree of competition in dance and dance-related fields. DA.912.F.2.1
2. Investigate local, regional, state, national, and global resources to support dance-related work and study. DA.912.F.2.2
3. Research the breadth and depth to which a dance company or performing arts center enhances the local and regional economy. DA.912.F.2.3

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Analyze employment and leisure opportunities in or relating to dance and pair with the necessary skills and training. DA.912.F.2.IN.A

a. Identify the individual and communal economic impact of employment opportunities in or related to dance. DA.912.F.2.IN.A

Supported

a. Individually or collaboratively demonstrate the use of selected technology tools to produce, store, or experience dance performances as a citizen, consumer, or worker. DA.912.F.1.SU.A

b. Connect employment and leisure opportunities in or relating to dance with the necessary skills, training, or prerequisites. DA.912.F.2.SU.B

b. Connect an individual and communal economic impact with employment opportunities in or related to dance. DA.912.F.2.SU.B

Participatory

a. Use selected technology tools to access dance as a citizen, consumer, or worker. DA.912.F.1.PA.A

c. Distinguish employment and leisure opportunities that are dance-related vs. non-dance related. DA.912.F.2.PA.C

c. Recognize an employment opportunity in or related to dance. DA.912.F.2.PA.C