

Dance: Ballet

Levels I-II

Creating

- 1 Demonstrate an understanding of creative/choreographic principles, processes, and structures. **DHSB.CR.1**
 - a Identify the elements of choreography. **DHSB.CR.1.A**
 - b Discuss ways to document dance choreography (e.g. photography, video, writing computer programs). **DHSB.CR.1.B**
 - c Manipulate the elements of personal choreography. **DHSB.CR.1.C**
 - d Recognize a variety of structures or forms (e.g. AB, ABA, cannon, call-response, narrative). **DHSB.CR.1.D**
- 2 Demonstrate an understanding of dance as a form of communication. **DHSB.CR.2**
 - a Recognize how the use of choreographic structure is used to communicate meaning in a dance. **DHSB.CR.2.A**
 - b Demonstrate the use of theme through movement. **DHSB.CR.2.B**

Performing

- 1 Identify and demonstrate movement elements, skills, and terminology in dance. **DHSB.PR.1**
 - a Execute a ballet warm-up related to strength, muscular endurance, and flexibility (e.g. plie, tendu, dégagé, rond de jambe, frappe, fondu, petite battement, adage, grand battement combinations). **DHSB.PR.1.A**
 - b Demonstrate an understanding of basic ballet terminology and technique (e.g. center tendu, center grand battement, center turns combinations). **DHSB.PR.1.B**
 - c Demonstrate focus, control, and coordination in performing combinations through the integration of ballet (e.g. adagio, waltz combinations). **DHSB.PR.1.C**
 - d Demonstrate the ability to transfer weight, change direction, and maintain balance (e.g. petite allegro, medium allegro, grande allegro combinations). **DHSB.PR.1.D**
 - e Identify ballet vocabulary from codified techniques (e.g. Vaganova, Cecchetti, Bournonville, RAD). **DHSB.PR.1.E**
 - f Demonstrate kinesthetic awareness through body parts and isolations, and connect the body to one's kinesphere. **DHSB.PR.1.F**

- 2 Understand and model dance etiquette as a classroom participant, performer, and observer. **DHSB.PR.2**
 - a Demonstrate attentiveness, focus, concentration, initiative, and self-discipline when participating in the dance learning environment. **DHSB.PR.2.A**
 - b Demonstrate concentration and focus, and help to maintain a respectful performance environment for others. **DHSB.PR.2.B**
 - c Exhibit ability to perform with focus and concentration, and attend rehearsals and classes in preparation for performances. **DHSB.PR.2.C**
 - d Exhibit initiative in modeling appropriate behaviors and skills as an audience member and dance observer, and understand the role of an arts patron. **DHSB.PR.2.D**
 - 3 Recognize concepts of anatomy and kinesiology in movement. **DHSB.PR.3**
 - a Understand and execute principles of major muscles and proper alignment. **DHSB.PR.3.A**
 - b Recognize that proper alignment facilitates efficiency of movement. **DHSB.PR.3.B**
 - c Understand imagery (ideokinesis) and its ability to increase efficiency of movement. **DHSB.PR.3.C**
 - d Identify basic principles of injury prevention for ballet. **DHSB.PR.3.D**
 - 4 Understand and apply music concepts to dance. **DHSB.PR.4**
 - a Investigate syncopation, polyrhythms counterpoint, and call-response within instructed and created dance phrases. **DHSB.PR.4.A**
 - b Phrase movements artistically, aesthetically, and musically. **DHSB.PR.4.B**
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Responding

- 1 Demonstrate critical and creative thinking in all aspects of dance. **DHSB.RE.1**
 - a Critique movement qualities and choreography using the elements of dance (e.g. spatial design, variety, contrast, clear structure). **DHSB.RE.1.A**
 - b Observe and formulate opinions about the quality of dance on the basis of established criteria (e.g. Vagonava, Cecchetti, Bournonville). **DHSB.RE.1.B**
 - c Engage in self-reflection and self-assessment as creator and performer. **DHSB.RE.1.C**
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Connecting

- 1 Understand and demonstrate dance throughout history and in various cultures. **DHSB.CN.1**
 - a Describe the similarities and differences in dance movements from various cultures and forms. **DHSB.CN.1.A**
 - b Describe how other arts disciplines are integrated into dance performances. **DHSB.CN.1.B**
 - c Identify and explore various dance genres and innovations throughout time. **DHSB.CN.1.C**

- 2 Recognize connections between dance and wellness. [DHSB.CN.2](#)
 - a Explain how health and nutrition enhance ballet ability. [DHSB.CN.2.A](#)
 - b Define the elements of personal safety in ballet. [DHSB.CN.2.B](#)
 - c Demonstrate respect for personal well-being and the well-being of others. [DHSB.CN.2.C](#)
 - d Describe how ballet builds physical and emotional well-being (e.g. positive body imaging, physical goals, creative goals, focus/concentration). [DHSB.CN.2.D](#)
 - 3 Demonstrate an understanding of dance as it relates to other areas of knowledge. [DHSB.CN.3](#)
 - a Compare and contrast ballet to other art forms and subject areas. [DHSB.CN.3.A](#)
 - b Use a variety of resources to investigate and further research ballet. [DHSB.CN.3.B](#)
 - c Identify and explore various dance related professions. [DHSB.CN.3.C](#)
 - d Explore the use of media and technology to communicate about and create dance. [DHSB.CN.3.D](#)
 - e Explore media and technology to enhance dance performance (e.g. lighting, sound). [DHSB.CN.3.E](#)
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Level III-V

Creating

- 1 Demonstrate an understanding of creative/choreographic principles, processes, and structures. [DHSADVB.CR.1](#)
 - a Generate original ballet phrases from a variety of sources (e.g. instructor-guided choreography, self-created choreography). [DHSADVB.CR.1.A](#)
 - b Manipulate ballet phrases using the elements of choreography. [DHSADVB.CR.1.B](#)
 - c Demonstrate various choreographic forms through personal choreography. [DHSADVB.CR.1.C](#)
 - d Demonstrate the use of choreographic form and notation using short combinations. [DHSADVB.CR.1.D](#)
 - e Manipulate personal and structured combinations to create an informal dance work. [DHSADVB.CR.1.E](#)
 - f Demonstrate and recognize a variety of structures and/or forms (e.g. AB, ABA, cannon, call-response, narrative). [DHSADVB.CR.1.F](#)
 - 2 Demonstrate an understanding of dance as a form of communication. [DHSADVB.CR.2](#)
 - a Recognize how the use of choreographic structure is used to communicate meaning in ballet. [DHSADVB.CR.2.A](#)
 - b Identify the use of abstract theme through movement. [DHSADVB.CR.2.B](#)
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Performing

- 1 Identify and demonstrate movement elements, skills, and terminology in dance. [DHSADVB.PR.1](#)
 - a Execute a technique based ballet barre related to strength, muscular endurance, and flexibility (e.g. pli  , tendu, d  gag  , rond de jambe, frappe, fondu, petit battement, adage, grand battement combinations). [DHSADVB.PR.1.A](#)
 - b Execute intermediate principles of ballet technique with clarity and control for classroom and performance (e.g. center tendu, center grand battement, center turns combinations). [DHSADVB.PR.1.B](#)
 - c Execute focus, control, and coordination in performing intermediate combinations through the integration of ballet (eg. adagio, waltz combinations). [DHSADVB.PR.1.C](#)
 - d Refine the ability to transfer weight, change direction, and maintain balance in a dynamic movement context without losing focus (e.g. petite allegro, medium allegro, grande allegro, fouette/turns a la second combinations). [DHSADVB.PR.1.D](#)
 - e Understand similarities of movement concepts between codified techniques (e.g. Vaganova, Cecchetti, Bournonville, Royal Academy of Dance) and apply appropriate terms and skills for specific movement contexts. [DHSADVB.PR.1.E](#)
- 2 Understand and model dance etiquette as a classroom participant, performer, and observer. [DHSADVB.PR.2](#)
 - a Demonstrate attentiveness, focus, concentration, initiative, and self-discipline when participating in the dance learning environment. [DHSADVB.PR.2.A](#)
 - b Demonstrate concentration and focus, and help to maintain a respectful performance environment for others. [DHSADVB.PR.2.B](#)
 - c Exhibit ability to perform with focus and concentration, and attend rehearsals and classes in preparation for performances. [DHSADVB.PR.2.C](#)
 - d Exhibit leadership skills in modeling appropriate behaviors and skills as an audience member and dance observer. [DHSADVB.PR.2.D](#)
- 3 Recognize concepts of anatomy and kinesiology in movement. [DHSADVB.PR.3](#)
 - a Exhibit use of self-monitoring methods to refine and improve alignment and technical skills. [DHSADVB.PR.3.A](#)
 - b Define, describe, and execute functions of anatomy as they relate to dance styles, and how preparation for different movement styles differ. [DHSADVB.PR.3.B](#)
 - c Apply principles of injury prevention for ballet to personal practices in preparing for ballet class and performance. [DHSADVB.PR.3.C](#)
- 4 Understand and apply music concepts to dance. [DHSADVB.PR.4](#)
 - a Synthesize musical concepts with initiative in instructed and created ballet combinations. [DHSADVB.PR.4.A](#)
 - b Demonstrate initiative in phrasing movements artistically, aesthetically, and musically. [DHSADVB.PR.4.B](#)

Responding

- 1 Demonstrate critical and creative thinking in all aspects of dance. [DHSADVB.RE.1](#)
 - a Critique movement qualities and choreography using the elements of ballet (e.g. spatial design, lines of the body, phraseology). [DHSADVB.RE.1.A](#)
 - b Observe, critique, analyze, and respond to the quality of ballet performances and compositions, using specified criteria and appropriate ballet terminology. [DHSADVB.RE.1.B](#)
 - c Compare and contrast multiple choreographed works. [DHSADVB.RE.1.C](#)
 - d Describe aesthetic qualities particular to ballet. [DHSADVB.RE.1.D](#)
 - e Propose ways to revise choreography according to established assessment criteria. [DHSADVB.RE.1.E](#)
 - f Engage in self-reflection and self-assessment as a creator and performer. [DHSADVB.RE.1.F](#)
 - g Defend and/or justify the similarities and differences between observing live and recorded dance performances. [DHSADVB.RE.1.G](#)
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Connecting

- 1 Understand and demonstrate dance throughout history and in various cultures. [DHSADVB.CN.1](#)
 - a Analyze the role and significance of dance in social, historical, cultural, and political contexts. [DHSADVB.CN.1.A](#)
 - b Compare and contrast classical dance forms. [DHSADVB.CN.1.B](#)
 - c Compare and contrast theatrical forms of dance. [DHSADVB.CN.1.C](#)
 - d Compare and contrast twentieth century forms of dance. [DHSADVB.CN.1.D](#)
 - e Analyze the development of ballet from the Royal Court through the romantic periods up to contemporary ballet, focusing on the purpose of dance, dance genres, artistic conflicts and resolutions, significant contributors, and innovations. [DHSADVB.CN.1.E](#)
 - f Execute movement from various cultural dance genres. [DHSADVB.CN.1.F](#)
- 2 Recognize connections between dance and wellness. [DHSADVB.CN.2](#)
 - a Compare and contrast the effects of healthy and unhealthy practices in dance. [DHSADVB.CN.2.A](#)
 - b Identify and explore the capabilities and limitations of the body. [DHSADVB.CN.2.B](#)
 - c Explore historical and cultural images of the body in dance and compare these to images of the body in contemporary media. [DHSADVB.CN.2.C](#)
 - d Demonstrate how personal discipline is necessary to achieve success in meeting personal goals. [DHSADVB.CN.2.D](#)

- 3** Demonstrate an understanding of dance as it relates to other areas of knowledge. **DHSADVB.CN.3**
- a** Compare and contrast ballet to other art forms. **DHSADVB.CN.3.A**
 - b** Explore commonalities of essential concepts shared between ballet and other subject areas. **DHSADVB.CN.3.B**
 - c** Identify career possibilities in dance and dance related fields. **DHSADVB.CN.3.C**
 - d** Utilize technological tools to discover current trends in ballet. **DHSADVB.CN.3.D**
 - e** Demonstrate skill in the use of media and technology related to ballet (e.g. lighting, sound). **DHSADVB.CN.3.E**