

# Dance: Classical/Contemporary Partnering

## Levels I-II

### Creating

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

---

## Performing

- 1 Identify and demonstrate movement elements, skills, and terminology in dance. **DHSCCP.PR.1**
  - a Execute technique based warm-up such as ballet, modern, jazz, tap, and world dance activities related to strength, muscular endurance, and flexibility. **DHSCCP.PR.1.A**
  - b Demonstrate an understanding of basic dance terminology and technique. **DHSCCP.PR.1.B**
  - c Develop focus, control, and coordination in performing combinations of locomotor and axial movements. **DHSCCP.PR.1.C**
  - d Demonstrate kinesthetic awareness through body parts and isolations, and connect the body to one's kinesphere. **DHSCCP.PR.1.D**
  - e Demonstrate the ability to transfer weight, change direction, and maintain balance. **DHSCCP.PR.1.E**
  - f Identify dance vocabulary from codified techniques. **DHSCCP.PR.1.F**
- 2 Understand and model dance etiquette as a classroom participant, performer, and observer. **DHSCCP.PR.2**
  - a Demonstrate attentiveness, focus, concentration, initiative, and self-discipline when participating in the dance learning environment. **DHSCCP.PR.2.A**
  - b Demonstrate concentration and focus, and help to maintain a respectful performance environment for others. **DHSCCP.PR.2.B**
  - c Exhibit ability to perform with focus and concentration, and attend rehearsals and classes in preparation for performances. **DHSCCP.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. **DHSCCP.PR.2.D**
- 3 Recognize concepts of anatomy and kinesiology in movement. **DHSCCP.PR.3**
  - a Understand and execute principles of major muscles and proper alignment. **DHSCCP.PR.3.A**
  - b Recognize that proper alignment facilitates efficiency of movement. **DHSCCP.PR.3.B**
  - c Understand imagery (ideokinesis) and its ability to increase efficiency of movement. **DHSCCP.PR.3.C**
  - d Identify basic principles of injury prevention for ballet. **DHSCCP.PR.3.D**
- 4 Understand and apply music concepts to dance. **DHSCCP.PR.4**
  - a Synthesize musical concepts with self-initiation in instructed and created dance movements and phrases. **DHSCCP.PR.4.A**
  - b Demonstrate initiative in phrasing movements artistically, aesthetically, and musically. **DHSCCP.PR.4.B**

---

## Responding

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

---

## Connecting

- 1 Understand and demonstrate dance throughout history and in various cultures. **DHSCCP.CN.1**
    - a Analyze the role and significance of dance in social, historical, cultural, and political contexts. **DHSCCP.CN.1.A**
    - b Analyze the dance styles of important twentieth century choreographers. **DHSCCP.CN.1.B**
    - c Understand similarities and differences between contemporary forms of dance. **DHSCCP.CN.1.C**
    - d Evaluate the development of dance during the twentieth century and contemporary eras, focusing on the purpose of dance, dance genres and styles, artistic conflicts and resolutions, significant contributors, and innovations. **DHSCCP.CN.1.D**
    - e Execute movement from various cultural dance genres that incorporate partnering. **DHSCCP.CN.1.E**
  - 2 Recognize connections between dance and wellness. **DHSCCP.CN.2**
    - a Explain how health and nutrition enhance dance ability. **DHSCCP.CN.2.A**
    - b Define the elements of personal safety in dance. **DHSCCP.CN.2.B**
    - c Demonstrate respect for personal well-being and the well-being of others. **DHSCCP.CN.2.C**
    - d Describe how dance builds physical and emotional well-being (e.g. positive body imaging, physical goals, creative goals, focus/concentration). **DHSCCP.CN.2.D**
  - 3 Demonstrate an understanding of dance as it relates to other areas of knowledge. **DHSCCP.CN.3**
    - a Identify and explore various dance genres and innovations throughout historical time periods. **DHSCCP.CN.3.A**
    - b Use a variety of resources to investigate dance genres. **DHSCCP.CN.3.B**
    - c Identify and explore various dance related professions. **DHSCCP.CN.3.C**
-

## Levels III-IV

### Creating

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

---

## Performing

- 1 Identify and demonstrate movement elements, skills, and terminology in dance. [DHSCCPADV.PR.1](#)
  - a Execute an intermediate/advanced technique based warm up (e.g. ballet, modern, jazz, tap, world dance) related to strength, muscular endurance, and flexibility. [DHSCCPADV.PR.1.A](#)
  - b Execute intermediate/advanced principles of dance technique with precision for classroom and performance. [DHSCCPADV.PR.1.B](#)
  - c Execute focus, control, and coordination in performing complex combinations through the integration of dance elements. [DHSCCPADV.PR.1.C](#)
  - d Refine the ability to transfer weight, change direction, and maintain balance in a dynamic movement context without losing focus. [DHSCCPADV.PR.1.D](#)
  - e Synthesize knowledge of dance vocabulary from codified techniques. [DHSCCPADV.PR.1.E](#)
- 2 Understand and model dance etiquette as a classroom participant, performer, and observer. [DHSCCPADV.PR.2](#)
  - a Demonstrate attentiveness, focus, concentration, initiative, and self-discipline when participating in the dance learning environment. [DHSCCPADV.PR.2.A](#)
  - b Demonstrate concentration and focus, and help to maintain a respectful performance environment for others. [DHSCCPADV.PR.2.B](#)
  - c Exhibit ability to perform with focus and concentration, and attend rehearsals and classes in preparation for performances. [DHSCCPADV.PR.2.C](#)
  - d Exhibit leadership skills in modeling appropriate behaviors and skills as an audience member and dance observer. [DHSCCPADV.PR.2.D](#)
- 3 Recognize concepts of anatomy and kinesiology in movement. [DHSCCPADV.PR.3](#)
  - a Exhibit use of self-monitoring methods to refine and improve alignment and technical skills. [DHSCCPADV.PR.3.A](#)
  - b Define, describe, and execute the physiological demands of different dance techniques and repertoire, and how to prepare for those demands within rehearsals and performances. [DHSCCPADV.PR.3.B](#)
  - c Engage in self-directed learning strategies to increase accuracy, precision, artistry, and expressiveness. [DHSCCPADV.PR.3.C](#)
  - d Apply principles of injury prevention for dance. [DHSCCPADV.PR.3.D](#)
- 4 Understand and apply music concepts to dance. [DHSCCPADV.PR.4](#)
  - a Synthesize musical concepts with self-initiation in instructed and created dance movements and phrases. [DHSCCPADV.PR.4.A](#)
  - b Demonstrate initiative in phrasing movements artistically, aesthetically, and musically. [DHSCCPADV.PR.4.B](#)

---

## Responding

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

---

## Connecting

- 1 Understand and demonstrate dance throughout history and in various cultures. [DHSCCPADV.CN.1](#)
  - a Analyze the role and significance of dance in social, historical, cultural, and political contexts. [DHSCCPADV.CN.1.A](#)
  - b Analyze the dance styles of important twentieth century choreographers. [DHSCCPADV.CN.1.B](#)
  - c Understand similarities and differences between contemporary forms of dance. [DHSCCPADV.CN.1.C](#)
  - d Evaluate the development of dance during the twentieth century and contemporary eras, focusing on the purpose of dance, dance genres and styles, artistic conflicts and resolutions, significant contributors, and innovations. [DHSCCPADV.CN.1.D](#)
  - e Execute movement from various cultural dance genres that incorporate partnering. [DHSCCPADV.CN.1.E](#)
- 2 Recognize connections between dance and wellness. [DHSCCPADV.CN.2](#)
  - a Communicate how lifestyle choices affect the dancer. [DHSCCPADV.CN.2.A](#)
  - b Analyze the historical and cultural images of the body in dance and compare these to images of the body in contemporary media. [DHSCCPADV.CN.2.B](#)
  - c Discuss challenges facing a performer in maintaining a healthy lifestyle. [DHSCCPADV.CN.2.C](#)
  - d Assess consequences of personal action, and commitment and discipline necessary to achieve dance goals. [DHSCCPADV.CN.2.D](#)
- 3 Demonstrate an understanding of dance as it relates to other areas of knowledge. [DHSCCPADV.CN.3](#)
  - a Understand and demonstrate how media and technology can reinforce, enhance, and/or alter the dance concept and performance. [DHSCCPADV.CN.3.A](#)
  - b Explore technological tools to communicate about and create dance. [DHSCCPADV.CN.3.B](#)
  - c Understand how technology can reinforce, enhance, and/or alter the dance concept and performance. [DHSCCPADV.CN.3.C](#)