

Dance: Dance for Theatre

Creating

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

Performing

- 1 Identify and demonstrate movement elements, skills, and terminology in dance.** DHSDT.PR.1
 - a Execute an introductory level technique-based warm-up in ballet, modern, and jazz dance related to strength, muscular endurance, and flexibility. DHSDT.PR.1.A
 - b Demonstrate an understanding of basic dance terminology and technique. DHSDT.PR.1.B
 - c Develop focus, control, and coordination in performing introductory level combinations of locomotor and axial movements. DHSDT.PR.1.C
 - d Demonstrate kinesthetic awareness through body parts and isolations, and connect the body to one's kinesphere. DHSDT.PR.1.D
 - e Demonstrate the ability to transfer weight, change direction, and maintain balance. DHSDT.PR.1.E
 - f Identify dance vocabulary from codified techniques. DHSDT.PR.1.F
- 2 Understand and model dance etiquette as a classroom participant, performer, and observer.** DHSDT.PR.2
 - a Demonstrate attentiveness, focus, concentration, initiative, and self-discipline when participating in the dance learning environment. DHSDT.PR.2.A
 - b Demonstrate concentration and focus, and help to maintain a respectful performance environment for others. DHSDT.PR.2.B

- c Exhibit ability to perform with focus and concentration, and attend rehearsals and classes in preparation for performances. [DHSDT.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. [DHSDT.PR.2.D](#)
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3 Recognize concepts of anatomy and kinesiology in movement. [DHSDT.PR.3](#)

- a Understand major muscles involved in external rotation (turn-out), and important related alignment principles involved in its proper execution. [DHSDT.PR.3.A](#)
 - b Recognize that proper alignment facilitates efficiency of movement. [DHSDT.PR.3.B](#)
 - c Understand imagery (ideokinesis) and its ability to increase efficiency of movement. [DHSDT.PR.3.C](#)
 - d Identify basic principles of injury prevention for dance. [DHSDT.PR.3.D](#)
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4 Understand and apply music concepts to dance. [DHSDT.PR.4](#)

- a Investigate syncopation, polyrhythms counterpoint, and call-response within instructed and created dance phrases. [DHSDT.PR.4.A](#)
 - b Phrase movements artistically, aesthetically, and musically. [DHSDT.PR.4.B](#)
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Responding

1 Demonstrate critical and creative thinking in all aspects of dance. [DHSDT.RE.1](#)

- a Critique movement qualities and choreography using the elements of dance (e.g. spatial design, variety, contrast, clear structure). [DHSDT.RE.1.A](#)
 - b Observe and formulate opinions about the quality of dances on the basis of established criteria. [DHSDT.RE.1.B](#)
 - c Engage in self-reflection and self-assessment as creator and performer. [DHSDT.RE.1.C](#)
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Connecting

1 Understand and demonstrate dance throughout history in regard to theater production. [DHSDT.CN.1](#)

- a Describe the similarities and differences in dance movements from various theater productions. [DHSDT.CN.1.A](#)
 - b Describe how other arts disciplines are integrated into dance performances. [DHSDT.CN.1.B](#)
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2 Recognize connections between dance and wellness. [DHSDT.CN.2](#)

- a Explain how health and nutrition enhance dance ability. [DHSDT.CN.2.A](#)
- b Define the elements of personal safety in dance. [DHSDT.CN.2.B](#)
- c Demonstrate respect for personal well-being and the well-being of others. [DHSDT.CN.2.C](#)
- d Describe how dance builds physical and emotional well-being (e.g. positive body imaging, physical goals, creative goals, focus/concentration). [DHSDT.CN.2.D](#)

3 Demonstrate an understanding of dance as it relates to other areas of knowledge. **DHSDT.CN.3**

- a** Identify and explore various dance genres and innovations throughout historical time periods. **DHSDT.CN.3.A**
- b** Use a variety of resources to investigate dance genres. **DHSDT.CN.3.B**
- c** Explore the use of media and technology to communicate about and create dance. **DHSDT.CN.3.C**
- d** Explore media and technological tools to enhance dance performance (e.g. lighting, sound). **DHSDT.CN.3.D**