

Dance: Music for Dancers

Levels I-II

Creating

- 1 Read and notate music. **DHSMUD.CR.1**
 - a Identify the elements of music (e.g. rhythm, melody, harmony, timbre, form, texture, dynamics). **DHSMUD.CR.1.A**
 - b Identify standard notation symbols (e.g. pitch, rhythm, dynamics, tempo, articulation, expression, key signatures). **DHSMUD.CR.1.B**
 - c Notate music on a staff using staff paper or notation software. **DHSMUD.CR.1.C**
 - d Identify the importance of music notation and dance notation. **DHSMUD.CR.1.D**
- 2 Demonstrate an understanding of dance and/or music as a form of communication. **DHSMUD.CR.2**
 - a Recognize and identify how music is used to communicate or enhance a theme in dance. **DHSMUD.CR.2.A**
 - b Create music individually and collaboratively with a group using basic techniques (e.g. percussion, voice, body percussion) in pre-planned or improvisational settings. **DHSMUD.CR.2.B**
 - c Create a dance phrase paired with a different musical phrase and assess the experience. **DHSMUD.CR.2.C**
- 3 Organize and develop artistic ideas and work. **DHSMUD.CR.3**
 - a Develop an artistic statement for an original dance study or dance. **DHSMUD.CR.3.A**
 - b Discuss how the use of music and movement elements serve to communicate the artistic statement. **DHSMUD.CR.3.B**

Performing

- 1 Understand and model dance etiquette as a classroom participant, performer, and observer. **DHSMUD.PR.1**
 - a Demonstrate attentiveness, focus, concentration, initiative, and self-discipline when participating in the dance learning environment. **DHSMUD.PR.1.A**
 - b Demonstrate concentration and focus, and help to maintain a respectful performance environment for others. **DHSMUD.PR.1.B**
- 2 Understand and apply music concepts to dance. **DHSMUD.PR.2**
 - a Investigate syncopation, polyrhythms counterpoint, and call-response within instructed and created dance phrases. **DHSMUD.PR.2.A**
 - b Phrase movements artistically, aesthetically, and musically. **DHSMUD.PR.2.B**
 - c Identify and demonstrate musical forms and dance forms (e.g. AB, ABA, AABA). **DHSMUD.PR.2.C**
- 3 Select, analyze, and interpret artistic work using musical forms. **DHSMUD.PR.3**
 - a Use syncopation and accent movements related to different tempi. **DHSMUD.PR.3.A**
 - b Take rhythmic cues from different aspects of accompaniment. **DHSMUD.PR.3.B**
 - c Identify and demonstrate understanding of the structure and elements of music (e.g. rhythm, pitch, form). **DHSMUD.PR.3.C**

Responding

- 1 Demonstrate critical and creative thinking in all aspects of dance. **DHSMUD.RE.1**
 - a Engage in self-reflection and self-assessment as creator and performer. **DHSMUD.RE.1.A**
 - b Identify gestures of music (e.g. phrasing, attack, sustain) and how they express a composer's intentions in a piece of music. **DHSMUD.RE.1.B**
- 2 Perceive and analyze artistic work. **DHSMUD.RE.2**
 - a Analyze dance works and their accompaniment from a variety of dance genres and styles, and explain how their relationships create well-structured and meaningful partnerships. **DHSMUD.RE.2.A**
 - b Describe in music terms (e.g. tempo, dynamics, texture) a musical composition, and relate it to the style, mood, and content of a dance work. **DHSMUD.RE.2.B**

Connecting

- 1 Demonstrate an understanding of the relationship between dance and music throughout history and in various cultures. **DHSMUD.CN.1**
 - a Describe how other art disciplines are integrated into dance performances. **DHSMUD.CN.1.A**
 - b Identify and explain the historical and cultural significance of specific music as related to dance. **DHSMUD.CN.1.B**
 - c Discuss and justify the function of music in the dance cultures of various ethnic, social, and religious groups. **DHSMUD.CN.1.C**
- 2 Identify the connections between music and dance, and between musician and dancer. **DHSMUD.CN.2**
 - a Compare and contrast the benefits of using musicians for a live performance versus a prerecorded performance. **DHSMUD.CN.2.A**
 - b Identify the parallels between preparing for a dance performance and a musical performance. **DHSMUD.CN.2.B**
 - c Compare and contrast the importance of using music with dance. **DHSMUD.CN.2.C**
 - d Explore the use of media and technology using a musical accompaniment to enhance a dance performance (e.g. digital instruments to accompany dance class). **DHSMUD.CN.2.D**