Georgia Fine Arts

# Dance: Performance Ensemble

**Levels I-II**

## Creating

1 Demonstrate an understanding of creative/choreographic principles, processes, and structures. DHSPV.CR.1

- a Recognize and demonstrate a variety of structures and/or forms(e.g. AB, ABA, cannon, call-response, narrative). DHSPV.CR.1.A

2 Demonstrate an understanding of dance as a form of communication. DHSPV.CR.2

- a Recognize how the use of choreographic structure is used to communicate meaning in ballet. DHSPV.CR.2.A
- b Identify the use of abstract theme through movement. DHSPV.CR.2.B
- c Demonstrate the use of props as an extension of theme. DHSPV.CR.2.C

## Performing

1 Identify and demonstrate movement elements, skills, and terminology in dance. DHSPV.PR.1

- a Execute an intermediate to advanced technique-based ballet barre related to strength, muscular endurance, and flexibility (eg. plie, tendu, dégagé, rond de jambe, frappe, fondu, petite battement, adage, grand battement combinations). DHSPV.PR.1.A
- b Execute intermediate to advanced principles of ballet technique with clarity and control for classroom and performance (e.g. center tendu, center grand battement, center turns combinations). DHSPV.PR.1.B
- c Execute focus, control, and coordination in performing intermediate to complex combinations through the integration of ballet (e.g. adagio, waltz combinations). DHSPV.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 seconde combinations). DHSPV.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. DHSPV.PR.1.E

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2 Understand and model dance etiquette as a classroom participant, performer, and observer. DHSPV.PR.2

- a Demonstrate attentiveness, focus, concentration, initiative, and self-discipline when participating in the dance learning environment. DHSPV.PR.2.A
- b Demonstrate concentration and focus, and help to maintain a respectful performance environment for others. DHSPV.PR.2.B
- c Exhibit ability to perform with focus and concentration, and attend rehearsals and classes in preparation for performances. DHSPV.PR.2.C
- d Exhibit leadership skills in modeling appropriate behaviors and skills as an audience member and dance observer. DHSPV.PR.2.D

3 Recognize concepts of anatomy and kinesiology in movement. DHSPV.PR.3

- a Exhibit use of self-monitoring methods to refine and improve alignment and technical skills. DHSPV.PR.3.A
- b Define, describe, and execute functions of the anatomy as they relate to dance styles, and how preparation for different movement styles differ. DHSPV.PR.3.B
- c Apply principles of injury prevention for ballet to personal practicesin preparing for ballet class and performance. DHSPV.PR.3.C
- d Engage in self-directed learning strategies to increase accuracy, precision, artistry, and expressiveness. DHSPV.PR.3.D

4 Understand and apply music concepts to dance. DHSPV.PR.4

- a Synthesize musical concepts with self-initiation in instructed and created dance movements and phrases. DHSPV.PR.4.A
- b Demonstrate initiative in phrasing movements artistically, aesthetically, and musically. DHSPV.PR.4.B

**Responding**

1 Demonstrate critical and creative thinking in all aspects of dance. DHSPV.RE.1

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

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**Connecting**

1. Understand and demonstrate dance throughout history and in various cultures. DHSPV.CN.1
    a. Analyze the role and significance of dance in social, historical, cultural, and political contexts. DHSPV.CN.1.A
    b. Compare and contrast classical dance forms. DHSPV.CN.1.B
    c. Compare and contrast theatrical forms of dance. DHSPV.CN.1.C
    d. Compare and contrast twentieth century forms of dance. DHSPV.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. DHSPV.CN.1.E
    f. Execute movement from various cultural dance genres. DHSPV.CN.1.F
2. Recognize connections between dance and wellness. DHSPV.CN.2
    a. Communicate how lifestyle choices affect the dancer. DHSPV.CN.2.A
    b. Compare and contrast the effects of healthy and unhealthy practicesin dance. DHSPV.CN.2.B
    c. Identify and explore the capabilities and limitations of the body. DHSPV.CN.2.C
    d. Analyze the historical and cultural images of the body in dance and compare these to images of the body in contemporary media. DHSPV.CN.2.D
    e. Discuss challenges facing a performer in maintaining a healthy lifestyle. DHSPV.CN.2.E
    f. Assess consequences of personal actions, and commitment and discipline necessary to achieve dance goals. DHSPV.CN.2.F
3. Demonstrate an understanding of dance as it relates to other areas of knowledge. DHSPV.CN.3
    a. Compare and contrast dance to other art forms. DHSPV.CN.3.A
    b. Explore commonalities of essential concepts shared between ballet and other subject areas. DHSPV.CN.3.B
    c. Identify career possibilities in dance and dance related fields. DHSPV.CN.3.C
    d. Understand and demonstrate how media and technology can reinforce, enhance, and/or alter a specified dance concept and performance setting. DHSPV.CN.3.D
    e. Utilize technological tools to discover current trends in ballet. DHSPV.CN.3.E
    f. Demonstrate skill in the use of media and technology related to ballet (e.g. lighting, sound). DHSPV.CN.3.F