Maryland Fine Arts

Dance: Grades 9, 10, 11, 12

Adopted 2019

Creating

1. Generate and conceptualize artistic ideas and work. D.1

I:9-12:1. Demonstrate the ability to create dance by improvising, using a variety of stimuli, and organizing dance ideas. D.1.I:9-12:1

I:9-12:2. Work individually and collaboratively to use the movement vocabulary and terminology of various styles and genres to create original work. D.1.I:9-12:2

E:9-12:1. Use information from choreographed dance phrases to improvise variations or expand on the movement. D.1.E:9-12:1

E:9-12:2. Think creatively to produce a set of directions for structured improvisation that includes contrasting elements. D.1.E:9-12:2

E:9-12:3. Investigate movement elements that define a particular style, technique, or genre of dance. Choreograph phrases that are complementary with the accessed information. D.1.E:9-12:3

E:9-12:4. Demonstrate multiple solutions of varying complexity to movement problems both independently and in collaboration with others. D.1.E:9-12:4

2. Organize and develop artistic ideas and work. D.2

I:9-12:1. Demonstrate and justify personal movement choice by combining the elements of dance, aesthetic principles, and choreographic forms of dance to communicate artistic intent. D.2.I:9-12:1

I:9-12:2. Develop an artistic statement for original work and explain how movement choices support the artistic statement. D.2.I:9-12:2

E:9-12:1. Translate an idea into a movement theme, using skills and knowledge from the Language of Dance information (LOD). D.2.E:9-12:1

E:9-12:2. Design an original work, using one of the forms, genres, or styles of dance study, acting on creative ideas and producing results through performance of the work. D.2.E:9-12:2

E:9-12:3. Develop a short, independent (personal) manifesto for creating dance, act on the idea by choreographing and organizing movement that illustrates it, and communicate clearly to justify choices. D.2.E:9-12:3

E:9-12:4. Create and collaborate effectively with others to develop a project that incorporates the diverse personal histories of the group. Manage the project, set goals, and develop a timeline. D.2.E:9-12:4

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3. Refine and complete artistic work. D.3

I:9-12:1. Analyze and evaluate the impact of choices made in revision of created work. Justify how revisions clarify artistic intent. D.3.I:9-12:1

I:9-12:2. Create a system to document and organize works of dance. D.3.I:9-12:2

I:9-12:3. Use self-reflection and feedback from peers, teachers, and adjudicators to refine work. D.3.I:9-12:3

E:9-12:1. Analyze created work, decide what to revise, and communicate revision decisions with clear justification. D.3.E:9-12:1

E:9-12:2. Design a process for creating and organizing independent dance work. D.3.E:9-12:2

E:9-12:3. Create a media product for documenting, revising, and evaluating personal dance work. D.3.E:9-12:3

E:9-12:4. Use and analyze information from feedback on independent or collaborative work in relation to artistic intent and whether it was clearly communicated. D.3.E:9-12:4

Presenting

4. Analyze, interpret, and select artistic work for presentation. D.4

I:9-12:1. Using BEST, expand solo, partner, and ensemble performance skills to greater ranges, technical levels, and attention to audience consideration. D.4.I:9-12:1

E:9-12:1. Be a self-directed learner and increase and improve technical skills in solo and partnering work. D.4.E:9-12:1

E:9-12:2. Increase clarity of technique and complexity of performance sequences in different styles and genres D.4.E:9-12:2

E:9-12:3. Communicate with an audience clearly through the use of refined performance skills. D.4.E:9-12:3

E:9-12:4. Work collaboratively with diverse teams to perform choreography in unison and interact effectively and cohesively as a member of an ensemble. D.4.E:9-12:4

E:9-12:5. Articulate clearly and effectively in performance with attention to details and nuances that communicate artistic expression. D.4.E:9-12:5

5. Develop and refine artistic work for presentation. D.5

I:9-12:1. Apply body-mind principles and technical dance skills to the performance of complex choreography. D.5.I:9-12:1

I:9-12:2. Apply anatomical principles and healthful practices to a range of technical dance skills, and follow a personal plan that supports health for everyday life. D.5.I:9-12:2

I:9-12:3. Plan and execute collaborative and independent rehearsal processes with attention to technical details and artistry. D.5.I:9-12:3

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I:9-12:4. Demonstrate proficiency in dance form and technique, discuss ways in which proficiency affects dance performance. D.5.I:9-12:4

E:9-12:1. Memorize and perform technically and artistically accurate choreography. D.5.E:9-12:1

E:9-12:2. Create and follow a personal plan that supports healthy dancing and living (nutrition, warm-up, fitness, discipline, life-choices, stress, education, and goals). D.5.E:9-12:2

E:9-12:3. Analyze personal alignment strengths and weaknesses and create a remedial plan. D.5.E:9-12:3

E:9-12:4. Create an effective and efficient rehearsal process. D.5.E:9-12:4

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6. **Convey meaning through the presentation of artistic work.** D.6

I:9-12:1. Dance for an audience demonstrating professional standards of performance etiquette and practices. Use a broad repertoire of strategies for audience connection. D.6.I:9-12:1

I:9-12:2. Work collaboratively to produce dance works and concerts in a variety of venues, and design and organize the production elements that would be necessary to fulfill the artistic intent of the dance works. D.6.I:9-12:2

I:9-12:3. Develop a professional portfolio that documents the rehearsal and performance process. D.6.I:9-12:3

E:9-12:1. Make decisions regarding the production elements that will support choreography. Focus on aspects of stage production such as lighting, sound, costuming, etc. D.6.E:9-12:1

E:9-12:2. Work effectively with diverse teams as a contributor to a production in roles such as rehearsal assistant, wardrobe mistress, stage manager, lighting designer, hair and makeup design, program design, marketing, etc. D.6.E:9-12:2

E:9-12:3. Manage a production and collaborate effectively with a team to produce a work of art, concert, or lecture-demonstration. D.6.E:9-12:3

E:9-12:4. Perform a dance focusing on performance competencies, such as projection, ensemble awareness, expression in movement, and/or communication of choreographic intent. D.6.E:9-12:4

E:9-12:5. Interact with an audience in a formal and informal reflection activity. D.6.E:9-12:5

Responding

7. **Perceive and analyze artistic work.** D.7

I:9-12:1. Analyze choreography for structure, meaning, and artistic intent. D.7.I:9-12:1

I:9-12:2. Analyze how dance communicates aesthetic and cultural values using specific dance terminology. D.7.I:9-12:2

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E:9-12:1. Think critically in order to analyze the structure of complex choreographic works. D.7.E:9-12:1

E:9-12:2. Use information from dance terminology to analyze patterns and relationships in a dance and how they create meaningful choreography. D.7.E:9-12:2

E:9-12:3. Apply technology effectively by creating an instrument for capturing analysis of how meaning is communicated in different dance styles. D.7.E:9-12:3

E:9-12:4. Work independently to describe orally and in writing, how aesthetics relate to your personal interpretation of a dance. D.7.E:9-12:4

E:9-12:5. Work independently to analyze the choreographic structure of a dance and create a new dance using that structure. D.7.E:9-12:5

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8. Interpret intent and meaning in artistic work. D.8

I:9-12:1. Analyze and interpret artistic expression, using dance terminology, across genres, styles, or cultural movement practices with attention to intent and meaning. D.8.I:9-12:1

E:9-12:1. Communicate clearly and explain how social and historical context contribute to the meaning of a dance. D.8.E:9-12:1

E:9-12:2. Think critically and compare and contrast artistic expression in a variety of different dances. D.8.E:9-12:2

E:9-12:3. Work collaboratively to make judgments and decisions in order to justify various interpretations of the same dance, interacting effectively with others. D.8.E:9-12:3

E:9-12:4. Reason effectively and explain how refinements beyond technique contribute to artistic expression, communication of intent, and meaning in a dance. D.8.E:9-12:4

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9. Apply criteria to evaluate artistic work. D.9

I:9-12:1. Critically examine and document personal efforts in choreography and performance. D.9.I:9-12:1

E:9-12:1. Think creatively and critically to develop and justify personal criteria for evaluating a dance. D.9.E:9-12:1

E:9-12:2. Make judgments and decisions in order to write an aesthetic analysis of a choreographic work. D.9.E:9-12:2

E:9-12:3. Apply technology effectively to write an aesthetic analysis of a personal choreographic work. D.9.E:9-12:3

E:9-12:4. Make judgments and decisions regarding personal choreography and create and justify a plan to strengthen the work, managing goals and time efficiently and effectively. D.9.E:9-12:4

E:9-12:5. Engage appropriately as an audience participant in formal and informal settings. D.9.E:9-12:5

Synthesize and relate knowledge and personal experiences to make art. D.10

I:9-12:1. Reflect upon and analyze how content and context guided personal aesthetic development over time. D.10.I:9-12:1

I:9-12:2. Develop a culminating project demonstrating research of multiple topics and document the process. D.10.I:9-12:2

E:9-12:1. Work independently to reflect and document on how personal experiences, knowledge, and growth both inside and outside of dance impact personal choices in dance making. D.10.E:9-12:1

E:9-12:2. Devise a statement that connects personal values and artistic values, then communicate those values clearly through a created dance. D.10.E:9-12:2

E:9-12:3. Use information from the examination of literature, scientific texts, artistic works, current events, etc.; reflect on personal experiences in relationship to that information, and create an independent dance that connects that information. D.10.E:9-12:3

E:9-12:4. Identify and communicate reasons to create dance outside of school. D.10.E:9-12:4

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11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. D.11

I:9-12:1. Analyze and discuss how specific movement characteristics, techniques, and artistry relate to the people from which the dances originate and to personal dance literacy. D.11.I:9-12:1

I:9-12:2. Analyze the ways people use dance as a means of communication and expression from a cultural, societal, and historical perspective. D.11.I:9-12:2

I:9-12:3. Describe influences and interactions among music, dance, theatre, visual arts, media arts, and other disciplines, citing research. D.11.I:9-12:3

E:9-12:1. Work independently or collaboratively to analyze and document how societal, cultural, and historical events have impacted the development of dance and vice versa. D.11.E:9-12:1

E:9-12:2. Create a media product and analyze and document how societal, cultural, and historical events have impacted the development of personal dance literacy. D.11.E:9-12:2

E:9-12:3. Apply technology effectively and research distinctive aspects of a community and use the research to create a dance tailored for that community. (e.g. special needs, local group, elementary school). D.11.E:9-12:3

E:9-12:4. Think creatively and collaborate with others to develop a project that enriches a community; document the creative process (e.g., senior center). D.11.E:9-12:4

E:9-12:5. Analyze and evaluate the impact of a choreographer/artist or a group of artists on the beliefs, values, and behaviors of a society. D.11.E:9-12:5