Dance: Grades 9, 10, 11, 12

Adopted 2017

Creating

1 Generate and conceptualize artistic ideas and work.

1.1 Choreographers are inspired by a variety of sources to convey concepts and ideas through movement for artistic expression.

a. Explore a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement. DA:CR1.1.HSI.A

b. Experiment with the elements of dance to explore personal movement preferences and strengths, and select movements that challenge skills and build on strengths in an original dance study or dance. View and discuss the dances of a variety of recognized choreographers, to see what choices they have made. DA:CR1.1.HSI.B

a. Synthesize content generated from stimulus materials to choreograph dance studies or dance works, using original and codified movement. DA:CR1.1.HSII.A

b. Apply personal movement preferences and strengths with the movement vocabulary of several dance styles or genres to choreograph an original dance study or dance work that varies the elements of dance in such a way as to communicate an artistic intent. Compare personal choices to those made DA:CR1.1.HSII.B

a. Synthesize content generated from stimulus material. Experiment and take risks to discover a personal voice to communicate artistic intent. DA:CR1.1.HSIII.A

b. Expand personal movement preferences and strengths to discover new and unfamiliar solutions to communicate the artistic intent of an original dance work. Analyze the new and unfamiliar solutions, the use and variation of the elements of dance, and explain why they were effective in expanding artistic intent. DA:CR1.1.HSIII.B

2 Organize and develop artistic ideas and work.

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2.1 The elements of dance, dance structures, and choreographic structures serve as both a foundation and a departure point for choreographers.

a. Collaborate to design a dance using choreographic processes and devices, and dance structures such as improvisation, observation, abstraction, randomization, rondo, canon, motif, retrograde, etc., to support an artistic intent. Explain how the choreographic devices, dance structures, and movement choices clarify, communicate, or effect the artistic intent. DA:CR2.1.HSI.A

b. Develop an artistic statement that communicates the artistic intent of an original dance study or dance. Select and demonstrate movements that support the artistic statement. DA:CR2.1.HSI.B

c. Refine the process of selecting production elements that intensify and heighten the artistic intent of the work. Inhabit the various roles of lighting, sound, costume designers and/or composers to design a comprehensive integration of movement and production elements. Explain the connection between the design, the artistic intent of the dance, and the artistic statement. Research how professional choreographers in a variety of genres work and have worked with other theatre professionals. DA:CR2.1.HSI.C

a. Work individually and collaboratively to design and implement a variety of choreographic processes and devices and dance structures to develop original dances. Analyze how the structure and final composition informs the artistic intent. DA:CR2.1.HSII.A

b. Develop an artistic statement that communicates a personal aesthetic, motivation, and artistic intent of an original dance study or dance. Discuss how the movement elements, choreographic devices and dance. DA:CR2.1.HSII.B

c. Collaborate with theatre technicians and designers to create a comprehensive integration of movement and production elements that intensifies and heightens the artistic intent of the work. Document the design, and explain the connection between the design, the artistic intent of the dance, and the artistic statement. Using primary and secondary sources, research the role of non-dance theatre professionals in dance productions, and the technical expertise and various processes that are used to design the production elements in performance. Consider traditional and alternative performance venues. DA:CR2.1.HSII.C

a. Demonstrate fluency and personal voice in designing and choreographing original dances. Justify choreographic choices and explain how they are used to intensify artistic intent. DA:CR2.1.HSIII.A

b. Construct an artistic statement that communicates a personal, cultural and artistic perspective. Discuss how the movement elements, choreographic devices and dance structures serve to support the artistic structures serve to statement. Support the artistic statement. DA:CR2.1.HSIII.B

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c. Research choreographers who have worked in alternative performance venues, focusing on site-specific pieces, and choreographers who have collaborated with theatre and/or visual and media artists, to create dances that were "outside the box" of the theatrical dance of the time. Using this knowledge, develop a plan for a work or works that are interdisciplinary or site-specific. DA:CR2.1.HSIII.C

3 Refine and complete artistic work.

3.1 Choreographers analyze, evaluate, refine, and document their work to communicate meaning.

a. Clarify the artistic intent of a dance by manipulating choreographic devices and dance structures, based on established artistic criteria and feedback from others. Analyze and evaluate impact of choices made in the revision process. DA:CR3.1.HSI.A

b. Compare and discuss recognized systems of documentation used to document dance using writing, symbols, or media technologies. Develop a strategy to record sections of a dance in order to remember dance phrases, movement ideas and revision. Peer and self-review will be facilitated by the use of media technologies. DA:CR3.1.HSI.B

a. Clarify the artistic intent of a dance by refining choreographic devices and dance structures, independently or collaboratively, using established artistic criteria, self-reflection and the feedback of others. Analyze and evaluate impact of choices made in the revision process. DA:CR3.1.HSII.A

b. Research one or more official dance notation systems. Record the formations and dance phrases of the dances created in the class using a system of dance documentation (e.g. writing, a form of notation symbols, or using media technologies), in order to remember phrases, movement ideas, and revisions. Peer and self-review will be facilitated by the use of media technologies. DA:CR3.1.HSII.B

a. Clarify the artistic intent of a dance by manipulating and refining choreographic devices, dance structures, and artistic criteria, using self-reflection and feedback from others. Document choices made in the revision process and justify how the refinements support artistic intent. DA:CR3.1.HSIII.A

b. Document a dance (formations, steps, dynamics, artistic intent, expressions) as a tool to remember ideas and revisions, and for reflection and feedback using systems of dance documentation (e.g. writing, a form of notation symbols, or using media technologies). Peer and self-review will be facilitated by the use of media technologies. DA:CR3.1.HSIII.B

Performing

4 Select, analyze, and interpret artistic work for presentation.

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4.1 Space, time, and energy are basic elements of dance.

a. Develop partner and ensemble skills that enable contrasting level changes while maintaining a sense of spatial design and relationship. Use space intentionally during dance phrases and through transitions between dance phrases. Establish and break physical and conceptual relationships with others as appropriate to the choreography. DA:PR4.1.HSI.A

b. Use syncopation and accent movement related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrates breath phrasing with metric and kinesthetic phrasing. DA:PR4.1.HSI.B

c. Connect energy and dynamics to movements by applying them in and through all parts of the body. Develop whole body awareness so that dance phrases demonstrate variations of energy, dynamics, and musicality. DA:PR4.1.HSI.C

a. Dance alone and with others with spatial intention. Expand partner and ensemble skills to greater ranges and skill levels. Execute complex floor and air sequences with others while maintaining relationships through focus and intentionality. Apply these skills in ways that express the ideas of the choreographer/choreography. DA:PR4.1.HSII.A

b. Perform dance studies and compositions that use time and tempo in unpredictable ways. Use internal rhythms and kinetics as phrasing tools. Apply these skills in ways that express the ideas of the choreographer/choreography. DA:PR4.1.HSII.B

c. Vary energy and dynamics over the length of a dance phrase. Transition smoothly between dance phrases, paying close attention to movement initiation and energy, and the relation to music (if present). Apply these skills in ways that express the ideas of the choreographer/choreography. DA:PR4.1.HSII.C

a. Modulate and use the broadest range of movement in space for artistic and expressive clarity. Use inward and outward focus to clarify movement and artistic intent. Establish and break spatial and conceptual relationships with other dancers and audience as appropriate to the dance. DA:PR4.1.HSIII.A

b. Modulate time factors for artistic interest and expressive acuity. Demonstrate complexity in phrasing with and without musical accompaniment. Use multiple and complex rhythms (e.g., contrapuntal, and/or polyrhythmic) at the same time. Work with and against rhythm of accompaniment or sound environments. DA:PR4.1.HSIII.B

c. Modulate dynamics to clearly express artistic intent and musicality while performing dance phrases and choreography. Perform movement sequences expressively by using a broad dynamic range and employ dynamic skills for establishing relationships with other dancers and projecting to the audience. DA:PR4.1.HSIII.C

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5 Develop and refine artistic techniques and work for presentation.

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5.1 Dancers use the body-mind principles and develop the body as an instrument for artistry and artistic expression.

a. Embody technical dance skills to retain and execute full dance choreographies, continuing to develop somatic strategies. DA:PR5.1.HSI.A

b. Develop and apply a plan for healthful practices in dance activities and everyday life including nutrition and injury prevention. Identify and discuss implementation of anatomical principles and nutrition-related practices and reflect upon how they support personal performance goals. DA:PR5.1.HSI.B

c. Collaborate with peers to establish and implement a rehearsal plan to meet performance goals. Use a variety of strategies to analyze and evaluate performances of self and others (e.g. use video recordings or practice to analyze the difference between the way movements look and how they feel to match performance with visual affect). Articulate performance goals and justify reasons for selecting particular practice strategies. DA:PR5.1.HSI.C

a. As dancers: Dance with sensibility toward other dancers while executing complex spatial, rhythmic, and dynamic sequences to meet performance goals. Move and dance with sensibility toward self, developing an understanding and awareness of the integration of cognition, body, and expression. Dance "in the moment." As choreographers: Observe and critique the spatial execution by the dancers; give corrections and/or make changes that improve/enhance the communication or expression of the ideas central to the dance. DA:PR5.1.HSII.A

b. Apply anatomical principles and healthful practices to a range of technical dance skills for achieving fluency of movement. Follow and reflect upon the implementation of a personal nutrition plan that supports health for everyday life. Know basic first aid for injuries and what to do to help speed and ensure recovery. DA:PR5.1.HSII.B

c. Plan and execute collaborative and independent practice and rehearsal processes with attention to technique and artistry informed by personal performance goals. Perform thoughtful and repetitive practice of techniques and skills before and during rehearsal of dances. Apply feedback to daily practice to improve technical and expressive skills. Reflect on personal achievements. DA:PR5.1.HSII.C

a. As dancers: Apply body-mind principles to technical dance skills in complex choreography when performing solo, partnering, or dancing in ensemble works in a variety of dance genres and styles. Self-evaluate performances and discuss and analyze performance ability with others. As choreographers: Work closely with dancers to help them understand and internalize the concepts around which the dance work is built. Discuss and encourage the dancers to embody the meaning of the work within their use of the dance elements and their technique. DA:PR5.1.HSIII.A

b. Research healthful and safe practices for dancers and modify personal practice, based on findings. Discuss how research informs personal practice. DA:PR5.1.HSIII.B

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c. Initiate, plan, and direct rehearsals with attention to technical details and fulfilling artistic expression. Use a range of rehearsal strategies to achieve performance excellence. DA:PR5.1.HSIII.C

6 Convey meaning through the presentation of artistic work.

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6.1 Dance performance is an interaction between performers, production elements, and audience that heightens and amplifies artistic expression.

a. Demonstrate commitment, dependability, responsibility, and cooperation when preparing for performances. Document the rehearsal and performance process and evaluate methods and strategies, using dance and production terminology. Demonstrate performance etiquette and performance practices during class, rehearsal, and performance. Post-performance, accept notes from the choreographer and apply corrections to future performances. DA:PR6.1.HSI.A

b. As dancers: Rehearse with the production elements to create a performance that expresses the choreographer's artistic intent. As choreographers: Evaluate possible designs for the production elements of a performance and select and execute the ideas that would intensify and heighten the artistic intent of the dances. DA:PR6.1.HSI.B

a. As choreographers and dancers: Demonstrate commitment, dependability, responsibility, and cooperation when preparing for performances. Document the rehearsal and performance process and evaluate methods and strategies using dance and production terminology. Model performance etiquette and performance practices during class, rehearsal, and performance. Implement performance strategies to enhance projection. As dancers: Post-rehearsal, and post-performance, accept notes from the choreographer and apply corrections to future performances. DA:PR6.1.HSII.A

b. As dancers: Rehearse with production elements to create a performance during which movement/choreography works with non-movement elements to heighten and amplify artistic expression. As choreographers: Work collaboratively to produce a dance concert on a stage or in an alternative performance venue. DA:PR6.1.HSII.B

a. Demonstrate commitment, dependability, responsibility, and cooperation when preparing for performances. Model performance etiquette and performance practices during class, rehearsal, and performance. Enhance performance by using a broad repertoire of strategies for dynamic projection. Develop a professional portfolio (resume, headshot, etc.) that documents the rehearsal and performance process with fluency in professional dance and production terminology. As choreographers: Give notes that guide the dancers to strengthen their performance and the conveyance of the dance's artistic intent to the audience. DA:PR6.1.HSIII.A

b. As dancers: Rehearse with production elements to create a performance that is a unified whole during which movement/choreography melds seamlessly with non-movement elements to heighten and amplify artistic expression. As dancers and choreographers: Work collaboratively to produce dance concerts in a variety of venues. As choreographers: Direct the use of production elements that would be necessary to fulfill the artistic intent of the dance works in each of the venues (act as artistic director). DA:PR6.1.HSIII.B

Re Skip to main content **erceive and analyze artistic work.**

7.1 Dance is perceived and analyzed to comprehend its compositional structure.

a. Compare, contrast, and analyze dynamics, patterns of movement, key motifs, and choreographic devices and structures, and their relationships. Explain how they support the structure and artistic expression of the dance. Examine how the dance's structure relates to its effect, and defend an analysis, citing specific evidence. DA:RE7.1.HSI.A

b. Analyze how the elements of dance are used in a variety of genres, styles, and cultural movement practices within their cultural context. Use terminology specific to the dance form or practice. DA:RE7.1.HSI.B

a. Compare, contrast, and analyze dance works within a single genre or style, and provide examples of recurring patterns of movement, choreographic devices and structures, and the relationships between them. Critically examine the overall effect that the organization of these components has on different dances. Provide evidence and rationale for critiques. DA:RE7.1.HSII.A

b. Within the cultural context, analyze and compare patterns of movement, and the relationships between them in a variety of genres, styles, and cultural movement practices. Use terminology specific to the dance form or practice. DA:RE7.1.HSII.B

a. Compare, contrast, and analyze dance works from a variety of dance genres and styles and explain how choreographic devices and structures, dynamics, formations and recurring patterns of movement and their relationships create well-structured choreography. Critically examine and evaluate the overall effect that the organization of these components has on different dances. Provide evidence and rationale for critiques. DA:RE7.1.HSIII.A

b. Explain how the movements and compositional structures of a dance communicate aesthetic and cultural values in a variety of genres, styles, and cultural movement practices. Use terminology specific to the dance form or practice. DA:RE7.1.HSIII.B

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8 Interpret meaning in artistic work.

8.1 Meaningful interpretations of dance consider artistic intent, style, genre, the elements of dance, technique, structure, and context.

a. Analyze and discuss how the elements of dance, technique, structure, and context contribute to artistic expression and meaning. Use genre-specific dance terminology. DA:RE8.1.HSI.A

a. Analyze, compare, and contrast different dances. Research and discuss artistic intent and meaning. Explain how the relationships among the elements of dance, technique, structures, production elements, and context enhance meaning and support artistic intent, using genre-specific dance terminology. DA:RE8.1.HSII.A

a. Analyze and interpret how the elements of dance, execution of dance elements, production elements, and context contribute to artistic expression, meaning, and artistic intent, across different genres, styles, or cultural movement practices. Use genre-specific dance terminology. DA:RE8.1.HSIII.A

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9 Apply criteria to evaluate artistic work.

9.1 Criteria for evaluating dance vary across genres, styles, and cultures.

a. Identify and use evaluative criteria to assess the overall effectiveness of dance works or practices. Relate the criteria to their cultural context. Use genre-specific dance terminology. DA:RE9.1.HSI.A

a. Compare and contrast two or more dance works or practices, using criteria to evaluate their overall effectiveness and situating the criteria within a cultural context. Consider societal values and a range of perspectives. Use genre-specific dance terminology. DA:RE9.1.HSII.A

a. Apply personal artistic preferences to the critique of dance works and practices. Consider societal and personal values, and a range of artistic expression. Discuss perspectives with peers and justify views. Evaluate and revise criteria by applying insights gained from these considerations and discussions. DA:RE9.1.HSIII.A

Connecting

10 Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.

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10.1 Personal experiences, knowledge, and contexts are integrated and synthesized to interpret and create dance.

a. Examine the dance works of known choreographers and original classroom work and identify factors in personal experience and knowledge that shape interpretation and creation. DA:CN10.1.HSI.A

b. Choose a concept from a field other than dance. Conduct research through text, interview, web-based resources, and/or other media. From the research, select relevant ideas and information and create a group dance work. Discuss how the dance work communicates new perspectives or realizations. Compare, orally and in writing, the choreographic process to that of other creative, academic, or scientific procedures. DA:CN10.1.HSI.B

a. Analyze a dance work that is related to content learned in other subjects and research its context. Synthesize information learned and share the effect that these new understandings have on one's perspective of the dance work. DA:CN10.1.HSII.A

b. Use established research methods and techniques to investigate a topic other than dance. Collaborate with others to identify questions and solve movement problems that pertain to the topic. Create and perform a dance work based upon the research and discussion. Discuss, orally or in writing, the insights relating to knowledge gained through the research process, the synergy of collaboration, and the transfer of learning from this project to other learning situations. DA:CN10.1.HSII.B

a. Review original choreographies developed over time with respect to content and context and their relationship to personal knowledge and experiences. Reflect on and analyze the changes in one's personal growth and the variables that contributed to them. DA:CN10.1.HSIII.A

b. Choose a personally relevant and controversial idea to research through text, interview, web-based resources, and other media. Develop questions and movement problems from the research. Create and perform choreography that addresses these issues. Discuss, orally or in writing, the insights relating to knowledge gained through the research process and personal growth resulting from the creation and performance of this dance. DA:CN10.1.HSIII.B

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11 **Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.**

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11.1 Societal, cultural, historical, and community contexts both influence and are influenced by dance.

a. Formulate reasons for the similarities and differences between dance works or practices from selected genres, geographical locations, and/or historical time periods. Identify changes that the dance works or practices and dance artists have engendered in society. DA:CN11.1.HSI.A

a. Analyze danceworks or practices from several genres or styles, historical time periods, and/or cultural dance practices. Discuss how the movement characteristics, techniques, choreographic structures and devices, and purpose relate to the ideas and perspectives of the peoples from whom the dance works or practices originate. Identify and discuss the political, cultural, or historical significance of the dance works or practices and dance artists as related to social movements and change. DA:CN11.1.HSII.A

a. Analyze dances from several genres or styles, historical time periods, and/or cultural dance practices. Discuss how the movement characteristics, techniques, choreographic structures and devices, and purpose relate to the ideas and perspectives of the peoples from whom the dances originate. Identify and discuss the political, cultural, and historical significance of the dances and dance artists as related to social movements and change. Explain how this new knowledge has expanded one's dance literacy. DA:CN11.1.HSIII.A