

Fine Arts: Dance (High School: Proficient (I))

Performing (PR) PR

1 Develop and refine artistic techniques and work for presentation. D.PR.1

- 1 Embody technical dance skills (e.g., functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to retain and execute dance choreography. I.D.PR.1.1
- 2 Articulate performance goals and justify reasons for selecting particular practice strategies. Discuss implementation of the plan and how it supports personal performance goals. I.D.PR.1.2
- 3 Develop a plan for healthy practices in dance activities and everyday life, including nutrition and injury prevention. Discuss implementation of the plan and how it supports personal health goals. I.D.PR.1.3

2 Select, analyze, and interpret artistic work for presentation. D.PR.2

- 1 Develop partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases. I.D.PR.2.1
- 2 Use syncopation and accent movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing. I.D.PR.2.2
- 3 Connect energy and dynamics to movements by applying them in and through all parts of the body. Develop total body awareness and control so that movement phrases demonstrate variances of energy and dynamics. I.D.PR.2.3

3 Convey meaning through the presentation of artistic work. D.PR.3

- 1 Demonstrate character based skills (e.g., commitment, dependability, responsibility, cooperation) when preparing for performances. Demonstrate performance etiquette and performance practices during class, rehearsal, and performance. I.D.PR.3.1
- 2 Accept notes from the choreographer post-performance and apply corrections to future performances. I.D.PR.3.2
- 3 Document the rehearsal and performance process and evaluate methods and strategies, using dance terminology and production terminology. I.D.PR.3.3

- 4 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. **I.D.PR.3.4**
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Creating (CR) **CR**

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

- 1 Explore a variety of stimuli for generating movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement. **I.D.CR.1.1**
 - 2 Experiment with elements of dance to explore personal movement preferences and strengths. Select movements that challenge skills and build on strengths in an original dance composition. **I.D.CR.1.2**
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2 Organize and develop artistic work. **D.CR.2**

- 1 Design a dance using choreographic devices and structures to support a clear artistic intent. Explain how the dance structures clarify the artistic intent. **I.D.CR.2.1**
 - 2 Develop an artistic statement for an original dance study. Discuss how the use of movement elements, choreographic devices, and structures serve to communicate the artistic intent. **I.D.CR.2.2**
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3 Refine and complete artistic work. **D.CR.3**

- 1 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 the impact of choices made in the revision process. **I.D.CR.3.1**
 - 2 Demonstrate knowledge of recognized systems used to document a section of a dance (e.g., writing, a form of notation symbols, using media technologies). **I.D.CR.3.2**
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Responding (RE) **RE**

1 Perceive and analyze artistic work. **D.RE.1**

- 1 Analyze dance works and recognize reoccurring patterns, themes, and qualities of movement that create structure and meaning in a dance. **I.D.RE.1.1**
 - 2 Analyze movement patterns and their relationships in a variety of genres, styles, or cultural movement practices and demonstrate how their differences impact the meaning of the dance. Use genre-specific dance terminology. **I.D.RE.1.2**
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2 Construct meaningful interpretations of artistic work. **D.RE.2**

- 1 Select and compare different dances and discuss their intent and artistic expression. Use genre-specific dance terminology to explain how the relationships among the elements of dance, use of body, dance technique, and context enhance meaning and support artistic intent. **I.D.RE.2.1**
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3 Apply criteria to evaluate artistic work. **D.RE.3**

- 1 Discuss insights of artistic expression used in a dance. Utilizing evaluative criteria and dance terminology, consider societal values and a range of perspectives. Use genre-specific dance terminology. **I.D.RE.3.1**
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Connecting (CN) **CN**

1 Synthesize and relate knowledge and personal experiences to make art. **D.CN.1**

- 1 Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer may impact interpretation. Provide evidence to support one's analysis. **I.CN.1.1**
 - 2 Conduct research using a variety of resources about a social issue of great interest and use the information to create a dance study that expresses a specific point of view on the topic. Discuss whether the experience of creating and sharing the dance reinforces personal views or offers new knowledge and perspectives. **1.CN.1.2**
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2 Relate artistic ideas and works with societal, cultural and historical contexts to deepen understanding. **D.CN.2**

- 1 Analyze and discuss dances from selected genres, styles and historical periods, including those of Oklahoma Native American tribes and communities. Formulate reasons for the similarities and differences between them in relation to the ideas from which the dances originate. **I.CN.2.1**