Tennessee Fine Arts

Dance 9-12

Perform

1 **Select, analyze, and interpret artistic work for performance.** P1

B. Standard D.P1.B

1 Use syncopation and accent movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. HS1.D.P1.B

2 Perform dance studies and compositions that use time and tempo in various ways. Use breath, internal rhythms, and kinetics asphrasing tools. HS2.D.P1.B

3 Modulate time factors for artistic interest, and express acuity. Demonstrate time complexity in phrasing with and without musical accompaniment. HS3.D.P1.B

4 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. HS4.D.P1.B

C. Standard D.P1.C

1 Initiate movement phrases by applying energy and dynamics. Vary energy and dynamics over the length of a phrase. HS1.D.P1.C

2 Connect energy and dynamics to movements by applying them in and through all parts of the body. HS2.D.P1.C

3 Develop total body awareness so that movement phrases demonstrate variances of energy and dynamics by transitioning between phrases. HS3.D.P1.C

4 Modulate dynamics to clearly express intent while performing phrases and choreography. Perform movement sequences expressively using a broad dynamic range, and employ dynamic skills for establishing relationships with other dancers and projecting to the audience. HS4.D.P1.C

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2 **Develop and refine artistic techniques and work for performance.** P2

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A. Standard D.P2.A

1 Demonstrate technical dance skills including proper alignment, coordination, balance, core support, endurance, transfer of weight, flexibility, and body part articulation in locomotor and axial movements in a particular genre. HS1.D.P2.A

2 Develop awareness through dancing with others by executing complex spatial, rhythmic, and dynamic combinations to refine technical dance skills previously learned and meet performance goals. Technicaldance skills include proper body alignment, coordination, balance, core support, endurance, transfer of weight, flexibility, and body part articulation in locomotor and axial movements. HS2.D.P2.A

3 Analyze and refine awareness of technical dance skills and performance goals in two genres of dance. Technical dance skills include proper body alignment, coordination, balance, core support, endurance, transfer of weight, flexibility, and body part articulation in locomotor andaxial movements. HS3.D.P2.A

4 Apply technical and performance skills in complex choreography when performing a solo, duet, or ensemble work in a variety of dance genres. HS4.D.P2.A

B. Standard D.P2.B

1 Refine technique through teacher-directed corrections and selfevaluations using appropriate dance terminology. HS1.D.P2.B

2 Develop anatomical awareness and healthful practices to technical dance skills to achieve fluency of movement and prevent injury. HS2.D.P2.B

3 Apply and refine anatomical awareness and healthful practices to technical dance skills to achieve fluency of movement and prevent injury. HS3.D.P2.B

4 Incorporate healthful and safe practices for dancers, and modify personal practices based on findings. HS4.D.P2.B

C. Standard D.P2.C

1 Perform movement combinations in the center and across the floor, demonstrating correct technique and musicality. HS1.D.P2.C

2 Plan and execute collaborative and independent practice to achieve personal, technical, and artistic goals. HS2.D.P2.C

3 Analyze and refine collaborative and independent practice to achieve personal, technical, and artistic goals. HS3.D.P2.C

4 Use a variety of strategies to analyze and evaluate rehearsals and performances of self and others to achieve performance excellence (e.g., use video recordings for analysis). HS4.D.P2.C

D. Standard D.P2.D

1 Plan and execute collaborative and independent practice to achieve personal, technical, and artistic goals. HS1.D.P2.D

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xpress meaning through the performance of artistic work. P3

A. Standard D.P3.A

1 Identify performance etiquette and performance practicesduring class, rehearsal, and performance. HS1.D.P3.A

2 Demonstrate performance etiquette and performance practices during class, rehearsal, and performance. Accept notes from choreographer, and apply corrections to future rehearsals and performances. HS2.D.P3.A

3 Model performance etiquette and performance practices during class, rehearsal, and performance. Implement performance strategies to enhance projection. Accept notes from choreographer, and apply corrections to future rehearsals and performances. Document the rehearsal and performance process, and evaluate methods and strategies using dance terminology. HS3.D.P3.A

4 Model performance etiquette and performance practices during class, rehearsal, and performance. Implement performance strategies to enhance projection. Accept notes from choreographer, and apply corrections to future rehearsals and performances. Document the rehearsal and performance process, and evaluate methods and strategies using dance terminology. HS4.D.P3.A

B. Standard D.P3.B

1 Identify and analyze the basic elements of a danceproduction. HS1.D.P3.B

2 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. HS2.D.P3.B

3 Work collaboratively to produce a dance piece/concert on a stage or in an alternative performance venue, and plan the production elements necessary to fulfill the artistic intent of the dance works. HS3.D.P3.B

4 Work collaboratively to produce a dance concert, and design and organize the production elements that would be necessary to fulfillthe artistic intent of the dance works. HS4.D.P3.B

Standard D.P1.A

A. Standard D.P1.A

Use space and levels intentionally during phrases andthrough transitions alone and with others. HS1.D.P1.A

1 Use space and levels intentionally during phrases andthrough transitions alone and with others. HS1.D.P1.A

Execute combinations demonstrating level changes while maintaining relationships through focus an

2 Execute combinations demonstrating level changes while maintaining relationships through focus andintentionality. HS2.D.P1.A

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Understand inward and outward focus and demonstrate through movement alone and with others. HS3.D.P1.A	3 **Understand inward and outward focus and demonstrate through movement alone and with others.** HS3.D.P1.A
Identify and demonstrate movement for artistic andexpressive clarity. HS3.D.P1.A	4 **Identify and demonstrate movement for artistic andexpressive clarity.** HS3.D.P1.A
Create	1 **Generate and conceptualize artistic ideas and work.** CR1 A. Standard D.CR1.A 1 Explore a variety of stimuli to generate movement through improvisation. Develop self-awareness and self-confidence through the exploration of movement. Analyze the process and the relationship between the stimuli and the movement HS1.D.CR1.A 2 Synthesize content generated from stimulus materials to choreograph dance studies using original or codified movement. HS2.D.CR1.A 3 Synthesize content generated from stimulus material. Experiment and take risks to discover a personal voice to communicate artistic intent. HS3.D.CR1.A 4 Refine generated movement to develop a dance with clear intent, purpose, or structure. HS4.D.CR1.A B. Standard D.CR1.B 1 Experiment with the elements of dance to explore personal movement preferences and strengths, and select movements thatchallenge skills and build on strengths in an original dance study or dance. HS1.D.CR1.B 2 Apply personal movement preferences and strengths with the movement vocabulary of a particular dance genre to choreograph anoriginal dance study or dance that communicates an artistic intent. HS2.D.CR1.B 3 Apply personal movement preferences and strengths with the movement vocabulary of two or more dance genres to choreograph original dance studies or dances that communicate an artistic intent. HS3.D.CR1.B 4 Expand personal movement preferences and strengths to discover unexpected solutions that communicate the artistic intent of an original dance. Analyze the solutions, and explain their effectiveness in expanding artistic intent. HS4.D.CR1.B
	2 **Organize and develop artistic ideas and work.** CR2

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A. Standard D.CR2.A

1 Design a dance study using choreographic devices and dance structures to support an artistic intent. Explain how the dance structures clarify the artistic intent. HS1.D.CR2.A

2 Design and implement a variety of choreographic devices and dance structures to develop an original dance. Analyze how the structureand final composition expresses the artistic intent. HS2.D.CR2.A

3 Demonstrate fluency of choreographic devices, structures, and processes. Express a personal/collective voice in designing and choreographing original dance compositions. Justify choreographic choices, and explain how they are used to support artistry. HS3.D.CR2.A

4 Demonstrate mastery of choreographic devices, structures, and processes. Express a personal voice in designing an original dancepiece. Justify choreographic choices, and explain how they are used to enhance the artistic intent. HS4.D.CR2.A

B. Standard D.CR2.B

1 Choreograph a dance study that expresses and communicates an idea or feeling. Discuss the effect of the movement choices. HS1.D.CR2.B

2 Choreograph a dance study that uses ideas and themes as motivation. Explain how the movement is meant to represent the artistic intent. HS2.D.CR2.B

3 Choreograph a dance based on a selected theme and make revisions to further develop the artistic intent. HS3.D.CR2.B

4 Choreograph a dance based on a selected theme. Articulate the artistic intent, and analyze how the meaning drawn by the audiencemay differ. HS4.D.CR2.B

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3 Refine and complete artistic work. CR3

A. Standard D.CR3.A

1 Identify the artistic intent of a dance study by manipulating choreographic devices and dance structures/forms based on established artistic criteria and feedback from others. Analyze and evaluate impact of choices made in the revision process. HS1.D.CR3.A

2 Clarify the artistic intent of a dance by refining choreographic processes and dance structures/forms, using established artistic criteria, selfreflection, and the feedback of others. Analyze and evaluate impact of choices made in the revision process. HS2.D.CR3.A

3 Refine the artistic intent of a dance by manipulating choreographic devices, dance structures/forms, and artistic criteria using selfreflection and feedback from others. Document choices made in the revision process, and justify how the refinements support artistic intent. HS3.D.CR3.A

4 Refine the artistic intent of a dance by manipulating choreographic devices, dance structures/forms, and artistic criteria using selfreflection and feedback from others. Document choices made in therevision process, and justify how the refinements support artistic intent. HS4.D.CR3.A

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B. Standard D.CR3.B

1 Investigate a recognized system to document a dance sequence by using words, symbols, or media technologies in order to refine or complete artistic work. HS1.D.CR3.B

2 Document a dance as a tool to refine work during the creative process. HS2.D.CR3.B

3 Apply recognized systems of dance documentation or symbol systems to analyze and evaluate the artistry of a dance, and apply findings to refine during the creative process. HS3.D.CR3.B

4 Apply recognized systems of dance documentation or symbol systems to analyze and evaluate the artistry of a dance, and apply findings to refine during the creative process. HS4.D.CR3.B

Respond

1 Perceive and analyze artistic work. R1

A. Standard D.R1.A

1 Analyze original movement phrases identifying the elementsof dance to solve given problems. HS1.D.R1.A

2 Analyze the use of elements of dance in a variety of genres, styles, or cultural movement practices within a cultural context to communicate intent. Use genre-specific terminology. HS2.D.R1.A

3 Analyze and compare the movement patterns and their relationships in a variety of genres, styles, or cultural movement practices, and explain how their differences impact structure, communication, and intent within a cultural context. Use genre-specific terminology. HS3.D.R1.A

4 Explain how dance communicates aesthetic and/or cultural values in a variety of genres, styles, or cultural movement practices. Use genre-specific terminology. HS4.D.R1.A

B. Standard D.R1.B

1 Generate appropriate feedback in verbal or written form for peers and self to develop technique and performance skills. Analyze and apply feedback from teachers, peers, or self-evaluation. HS1.D.R1.B

2 Generate appropriate feedback in verbal or written form for peers and self to develop technique and performance skills. Analyze and apply feedback from teachers, peers, or self-evaluation. HS2.D.R1.B

3 Generate appropriate feedback in verbal or written form for peers and self to develop technique and performance skills. Analyze and apply feedback from teachers, peers, or self-evaluation. HS3.D.R1.B

4 Generate appropriate feedback in verbal or written form for peers and self to develop technique and performance skills. Analyze and apply feedback from teachers, peers, or self-evaluation. HS4.D.R1.B

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C. Standard D.R1.C

1 Identify the elements of a dance critique, and apply to a performance. HS1.D.R1.C

2 Compare and analyze student or professional performances. HS2.D.R1.C

3 Construct a formal written critique of a student orprofessional performance. HS3.D.R1.C

4 Construct a formal written critique of a student and/or professional performance including all aspects of thepresentation. HS4.D.R1.C

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2 Interpret intent and meaning in artistic work. R2

A. Standard D.R2.A

1 Identify and discuss the artistic expression in a dance or dance phrase. HS1.D.R2.A

2 Compare different dances, and discuss their intent and artistic expression. Explain how the relationships among the components of dance enhance meaning and support intent using genre-specificterminology. HS2.D.R2.A

3 Analyze and discuss how the elements of dance, execution of dance movement principles, and context contribute to artistic expression.Use genre-specific terminology. HS3.D.R2.A

4 Analyze and interpret how the elements of dance, executionof dance movement principles, and context contribute to artistic expression across different genres, styles, or cultural movement practices. Use genrespecific terminology. HS4.D.R2.A

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3 Apply criteria to evaluate artistic work. R3

A. Standard D.R3.A

1 Identify criteria for evaluating dance for different styles, genres, and cultures. Use appropriate dance terminology. HS1.D.R3.A

2 Analyze the artistic expression of a dance. Discuss insights using evaluative criteria and dance terminology. HS2.D.R3.A

3 Compare two or more dances using artistic criteria to evaluate artistic expression and/or technical proficiency. Consider societal values and a range of perspectives. Use genre-specific terminology. HS3.D.R3.A

4 Define personal artistic preferences to critique dance. Consider societal and personal values, a range of artistic expression, and importance of technical proficiency. Justify views. HS4.D.R3.A

Connect

1 Synthesize and relate knowledge and personal experiences to artistic endeavors. CN1

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A. Standard D.CN1.A

1 Analyze and compare various movement qualities and dance elements from various genres and cross-cultural dances to one's own personal experiences and knowledge. HS1.D.CN1.A

2 Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer may impact one's own interpretation. Determine whether or not this dance can relate to personal experiences, technology, or other academic subjects. HS2.D.CN1.A

3 Analyze a piece of original choreography that is related to content learned in other subject areas, and research its context. Synthesize information learned, and share new ideas about its relationship to one's perspective. HS3.D.CN1.A

4 Review original choreography developed over time with respect to its content and context and its relationship to personal experiences. Reflect upon and analyze the components that contributed to changes in one's personal growth. HS4.D.CN1.A

B. Standard D.CN1.B

1 Create or analyze an existing dance phrase that is related to content learned in another art area or academic subject. Identify principles of other subjects as they occur in dance. HS1.D.CN1.B

2 Understand how anatomy, physiology, and kinesiology relate to dance. HS2.D.CN1.B

3 Research specified muscles and skeletal structures used in dance technique and apply principles of anatomy, physiology, andkinesiology to dance. HS3.D.CN1.B

4 Research physics concepts and/or muscles and skeletal structures used in movement. Apply findings to improve technical ability in dance technique. HS4.D.CN1.B

C. Standard D.CN1.C

1 Understand how anatomy, physiology, and kinesiology relate to dance. HS1.D.CN1.C

2 Demonstrate proper safety measures in the dance studio and theater. HS2.D.CN1.C

3 Consistently demonstrate proper safety measures in the dance studio and theater. HS3.D.CN1.C

4 Consistently demonstrate proper safety measures in the dance studio and theater while setting an example for peers. HS4.D.CN1.C

D. Standard D.CN1.D

1 Employ proper safety measures in the studio and theater. HS1.D.CN1.D

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2 **Relate artistic ideas and works with societal, cultural, and historical text.** CN2

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A. Standard D.CN2.A

1 Compare and contrast differences in dance expression throughout the world. Analyze expressive movement in rituals and the connection to present day dance. HS1.D.CN2.A

2 Analyze and discuss dances from selected genres, styles, and/or historical time periods, and formulate reasons for the similarities and differences between them in relation to the ideas and perspectives of the people from which the dances originate. HS2.D.CN2.A

3 Analyze dances from different genres, styles, historicaltime periods, and/or world dance forms. Discuss how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the people from which the dance originates. HS3.D.CN2.A

4 Analyze dances from several genres, styles, historical time periods, and/or world dance forms. Discuss how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the people from which the dance originates, and how the analysis has expanded one's dance literacy. HS4.D.CN2.A