Texas Fine Arts

# Dance: Grades 9, 10, 11, 12 (Levels I-IV)

Adopted 2013

## Dance Level I

1. **The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to:** HS.I.1
   - A. define basic kinesthetic and spatial awareness individually and in groups; HS.I.1.A
   - B. identify a comprehensive understanding of health, safety, and wellness for dancers; HS.I.1.B
   - C. recognize knowledge of dance genres, styles, and vocabulary; and HS.I.1.C
   - D. identify images found in the environment through movement. HS.I.1.D
2. **The student develops knowledge and skills of dance elements, choreographic processes, and forms in a variety of dance genres and styles. The student is expected to:** HS.I.2
   - A. explain basic principles of proper body alignment; HS.I.2.A
   - B. explore, improvise, and demonstrate original movement during the creative process; HS.I.2.B
   - C. express ideas and emotions through movement; and HS.I.2.C
   - D. create basic compositional forms using fundamental dance elements for choreographic processes. HS.I.2.D
3. **The student demonstrates knowledge and execution of technical dance skills in a variety of dance genres and styles through performing. The student is expected to:** HS.I.3
   - A. perform memorized movement sequences with rhythmical accuracy in dance genres and styles such as ballet, modern dance, tap, jazz, musical theatre dance, and world dance forms; HS.I.3.A
   - B. identify the effective use of dance elements in practice and performance; HS.I.3.B
   - C. perform basic compositional forms using fundamental choreographic processes; and HS.I.3.C
   - D. understand the principles of an effective warm-up and cool-down, implementing elements of proper conditioning for performing skills. HS.I.3.D

Skip to main content

4. **The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to:** HS.I.4

   A. perform the characteristics of dances from several diverse cultures or historical periods; HS.I.4.A

   B. perform dance phrases or dances from several time periods with an understanding of historical and social contexts; HS.I.4.B

   C. identify historical figures in dance history and their significance; and HS.I.4.C

   D. identify dance in various media and content areas. HS.I.4.D

5. **The student makes informed personal judgments about dance and the meaning and role of dance in society. The student is expected to:** HS.I.5

   A. incorporate appropriate movement vocabulary when identifying qualities and discussing meaning of performance or production in dance; HS.I.5.A

   B. demonstrate appropriate audience behavior and etiquette in the classroom and at performances; HS.I.5.B

   C. identify relationships between dance and other content areas; and HS.I.5.C

   D. identify knowledge and skills of technology in dance. HS.I.5.D

**Dance Level II**

1. **The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to:** HS.II.1

   A. demonstrate kinesthetic and spatial awareness individually and in groups; HS.II.1.A

   B. expand a comprehensive understanding of health, safety, and wellness for dancers; HS.II.1.B

   C. demonstrate effective knowledge of dance genres, styles, and vocabulary; and HS.II.1.C

   D. interpret details in movement in natural and constructed environments. HS.II.1.D

2. **The student develops knowledge and skills of dance elements, choreographic processes, and forms in a variety of dance genres and styles. The student is expected to:** HS.II.2

   A. expand a comprehensive understanding of principles of proper body alignment; HS.II.2.A

   B. explore, improvise, and perform original movement during the creative process; HS.II.2.B

   C. expand the expression of ideas and emotions through movement; and HS.II.2.C

   D. create enhanced compositional forms using fundamental dance elements for choreographic processes. HS.II.2.D

Skip to main content

**The student demonstrates knowledge and execution of technical dance skills in a variety of dance genres and styles through performing. The student is expected**

**to:** HS.II.3

A. perform extended movement patterns with rhythmical accuracy in dance genres and styles such as ballet, modern dance, tap, jazz, musical theatre dance, and world dance forms; HS.II.3.A

B. demonstrate the elements of dance effectively; HS.II.3.B

C. perform enhanced compositional forms using sound choreographic processes; and HS.II.3.C

D. implement an effective warm-up and cool-down, implementing the elements of proper conditioning for performing skills. HS.II.3.D

4. **The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to:** HS.II.4

A. analyze dances of various cultures or historical periods; HS.II.4.A

B. choreograph short dance phrases that exhibit an understanding of various historical periods and social contexts; HS.II.4.B

C. perform dances in various media and content areas; and HS.II.4.C

D. interpret historical and cultural dance forms using technology. HS.II.4.D

5. **The student makes informed personal judgments about dance and the meaning and role of dance in society. The student is expected to:** HS.II.5

A. identify characteristics of a variety of dances; HS.II.5.A

B. analyze qualities of performance and proper etiquette in dance; HS.II.5.B

C. identify similarities of form and expression in dance and other content areas; and HS.II.5.C

D. apply knowledge and skills of technology in dance. HS.II.5.D

**Dance Level III**

1. **The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to:** HS.III.1

A. analyze kinesthetic and spatial awareness individually and in groups; HS.III.1.A

B. distinguish a comprehensive understanding of health, safety, and wellness for dancers; HS.III.1.B

C. compare knowledge and skills of dance genres, styles, and vocabulary; and HS.III.1.C

D. differentiate designs and images in natural and constructed environments. HS.III.1.D

2. **The student develops knowledge and skills of dance elements, choreographic processes, and forms in a variety of dance genres and styles. The student is expected to:** HS.III.2

A. create dance studies using original movement based on theme and variation; HS.III.2.A

Skip to main content

B. experiment, improvise, and perform original movement during the creative process; HS.III.2.B

C. compare and contrast the expression of ideas and emotions through movement; and HS.III.2.C

D. differentiate compositional forms using intermediate dance elements for choreographic processes. HS.III.2.D

3. **The student demonstrates knowledge and execution of technical dance skills in a variety of dance genres and styles through performing. The student is expected to:** HS.III.3

A. perform and examine memorized complex movement sequences with rhythmical accuracy in dance genres and styles such as ballet, modern dance, tap, jazz, musical theatre dance, and world dance forms; HS.III.3.A

B. execute a wide range of dynamics in quality movement; HS.III.3.B

C. perform with projection, confidence, and expression when executing dance movements; and HS.III.3.C

D. distinguish an effective warm-up and cool-down, implementing the elements of proper conditioning for performing skills. HS.III.3.D

4. **The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to:** HS.III.4

A. compare similarities and differences in steps, styles, and traditions from various cultures or historical periods; HS.III.4.A

B. recognize and evaluate dances as they relate to various historical periods and social contexts; HS.III.4.B

C. create and experiment with dances in various media and content areas; and HS.III.4.C

D. research historical and cultural dance forms using technology. HS.III.4.D

5. **The student makes informed personal judgments about dance and the meaning and role of dance in society. The student is expected to:** HS.III.5

A. compare characteristics and qualities of a variety of dances; HS.III.5.A

B. analyze dance from a variety of perspectives such as those of dance critic, performer, choreographer, and audience member; HS.III.5.B

C. understand the relationship of dance performance skills and other content areas; and HS.III.5.C

D. experiment with knowledge and skills of technology through a dance portfolio. HS.III.5.D

**Dance Level IV**

1. **The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to:** HS.IV.1

Skip to main content

A. evaluate kinesthetic and spatial awareness individually and in groups; HS.IV.1.A

B. develop a working knowledge of health, safety, and wellness for dancers; HS.IV.1.B

C. demonstrate and evaluate a working knowledge and skills of dance genres, styles, and vocabulary; and HS.IV.1.C

D. create designs and images found in natural and constructed environments. HS.IV.1.D

2. **The student develops knowledge and skills of dance elements, choreographic processes, and forms in a variety of dance genres and styles. The student is expected to:** HS.IV.2

A. create and improvise dance studies using original movement based on theme and variation to successfully communicate an idea; HS.IV.2.A

B. improvise, construct, and evaluate original movement studies; HS.IV.2.B

C. evaluate the expression of ideas and emotions through movement; and HS.IV.2.C

D. design compositional forms implementing advanced dance elements for choreographic processes. HS.IV.2.D

3. **The student demonstrates knowledge and execution of technical dance skills in a variety of dance genres and styles through performing. The student is expected to:** HS.IV.3

A. assess performance of memorized complex movement sequences with rhythmical accuracy in dance genres and styles such as ballet, modern dance, tap, jazz, musical theatre dance, and world dance forms; HS.IV.3.A

B. perform dance movements with a refined sense of musicality and expressiveness and a wide range of spatial qualities; HS.IV.3.B

C. evaluate the performance of projection, confidence, and expression in the movement; and HS.IV.3.C

D. design an effective warm-up and cool-down, implementing the elements of proper conditioning for performing skills. HS.IV.3.D

4. **The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to:** HS.IV.4

A. evaluate choreography in dances from various cultures or historical periods; HS.IV.4.A

B. research and create a project using technology to illustrate an understanding of significant dance events or historical figures in appropriate social, historical, and cultural contexts; HS.IV.4.B

C. improvise and construct dances in various media and content areas; and HS.IV.4.C

D. evaluate historical and cultural dance forms using technology. HS.IV.4.D

Skip to main content

**The student makes informed personal judgments about dance and the meaning and role of dance in society. The student is expected to:** HS.IV.5

A. evaluate personal dance compositions and the work of others; HS.IV.5.A

B. create and reconstruct a choreographic study using varied media and environments; HS.IV.5.B

C. create a portfolio based on personal artistic works, performance works, or research; and HS.IV.5.C

D. perform and evaluate a choreographic study using varied media and environments. HS.IV.5.D