

Dance - Level I - Grades 9-12

Create

- 1** Generate and develop abstract movements into a dance phrase that communicates ideas, experiences, feelings, or images. Discuss the reason and effectiveness of the movement. [DA.1.1](#)

- 2** Explore, identify, define and demonstrate the elements of dance (i.e., body, action-locomotor and non-locomotor moves, space, time, and energy) while experimenting with and manipulating these elements to create movement phrases. [DA.1.2](#)

- 3** Identify, define, use, and experiment with choreographic structures/devices (i.e., AB, ABA, canon, rondo, narrative, theme and variation, retrograde, chance, call and response) and choreographic principles (i.e., theme, repetition, transition, and resolution). [DA.1.3](#)

- 4** Use guided improvisation strategies and stimuli such as words, symbols, images, text, objects, music, sound, experiences, observed dance, and student-generated suggestions to recognize and create movement for choreography. [DA.1.4](#)

- 5** Use collaborative and cooperative skills to contribute constructively to the creation of a group dance that expands on the main idea or concept and utilizes choreographic structures and principles. Revise movement choices in response to feedback and self-reflection for improvement. [DA.1.5](#)

Perform

- 6** Use appropriate etiquette while observing, creating, and performing dance. [DA.1.6](#)

- 7** Embody technical skills such as coordination, balance, core support, clarity of movement, weight shifts, strength, flexibility/range of motion, endurance, and functional alignment in various dance genres. [DA.1.7](#)

- 8** Understand, demonstrate, and practice time, space, weight and flow as it relates to locomotor and non-locomotor/axial movements. [DA.1.8](#)

- 9** Understand and exhibit the impact of performance values of memorization, clarity, concentration, focus, and projection on dance performance. Demonstrate these values in performance opportunities in class or public. [DA.1.9](#)

- 10** Perform a group dance for an audience (e.g. peer, classroom, or public) using technical skills, movement qualities, and performance values learned in class. [DA.1.10](#)

Respond

- 11** Observe and explain how personal experience can influence the individual interpretation of a movement. [DA.1.11](#)

- 12** Explain and discuss how elements of dance and choreographic structures are used to communicate ideas in dance. [DA.1.12](#)

- 13** Recognize and discuss the use of dance elements and choreographic structures in a variety of significant dance works from numerous genres and historical time periods. [DA.1.13](#)

- 14** Establish a set of aesthetic criteria and apply it in evaluating student work in a group setting. [DA.1.14](#)

Connect

- 15** Understand and apply health-related concepts to dance while examining personal physical strengths, weaknesses, and lifestyle choices and the effect on the dancer. [DA.1.15](#)

- 16** Use dance to interpret concepts in history related to significant events, ideas, and movements from a global context. [DA.1.16](#)

- 17** Observe and compare culturally diverse dances. [DA.1.17](#)

- 18** Discuss commonalities and differences between dance and other disciplines. [DA.1.18](#)