

Dance - Level III - Grades 9-12

Create

- 1** Use a defined creative process to plan, create, revise, and present dance inspired by a variety of stimuli such as music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news, or social events. [DA.3.1](#)

- 2** Create dances using selected elements of dance, choreographic structures/devices and principles with production elements to fulfill choreographic intent and meet aesthetic criteria. [DA.3.2](#)

- 3** Use improvisational strategies (e.g., mirroring, flocking, word imagery, and positive/negative space with partner) to develop movement phrases into a dance. [DA.3.3](#)

- 4** Collaborate to create a duet, trio, or small group dance that conveys an idea, personal experience, concept, and/or other viewpoints with coherence and aesthetic unity. [DA.3.4](#)

Perform

- 5** Model and demonstrate appropriate behaviors and etiquette for self and others in a variety of dance roles (e.g., dancer, performer, choreographer, and observer) to enhance the performance experience. [DA.3.5](#)

- 6** Execute and assess the integration of anatomy and technique through self-evaluation in a variety of dance genres. [DA.3.6](#)

- 7** Differentiate between Laban energy qualities of space, time, weight, and flow in dance sequences while integrating breath support into movement, phrasing, and expression. [DA.3.7](#)

- 8** Demonstrate consistent performance values of memorization, clarity, concentration, focus, and projection in dance performance. [DA.3.8](#)

- 9** Perform a duet, trio, or small group dance for an audience using technical skills, movement qualities, and performance values with coherence and aesthetic unity. [DA.3.9](#)

Respond

- 10** Analyze the impact of movement selection, choreographic processes, and production design choices on communicating meaning in personal dances. [DA.3.10](#)

- 11** Analyze elements of dance, choreographic structures, and creative processes used in a variety of significant choreographers' works as inspiration for new

student work. DA.3.11

12 Compare and contrast the choreographer's intent and the audience members' interpretation of meaning. DA.3.12

13 Evaluate student work using aesthetic criteria through teacher, peer, and self-assessments to refine personal performance in dance. DA.3.13

Connect

14 Evaluate and discuss personal actions, commitment, and discipline necessary to achieve dance, health, and fitness goals. DA.3.14

15 Analyze and perform a dance that displays the traditions and techniques of a specific culture or historical period. DA.3.15

16 Research and discuss issues of ethnicity, gender, socio-economic class, age, and/or physical condition in relation to dance. DA.3.16

17 Create and perform interdisciplinary projects integrating dance and other disciplines. DA.3.17