

Dance: Grades 9, 10, 11, 12

Adopted 2010

Artistic Processes – In dance, problem solving uses the human body and techniques of movement and expression to make the imagined tangible.

D1 (9-12)-1. Students use knowledge of movement to problem solve by... D1 (9-12)-1

- a. applying multiple movement elements and skills and choreographic principles in response to a prompt
- b. improvising and developing movement sequences

D1 (9-12)-2. Students express ideas, emotions, or cultural aesthetics by... D1 (9-12)-2

- a. generating their own choreography that includes, as appropriate, some of the following: unison, contrast, varied facings, varied groupings, level changes, symmetry and asymmetry, choreographic structures (i.e., beginning, middle, and end; AB or ABA; rondo, canon; call and response), and transitions
- b. incorporating movement choices to communicate ideas, experiences, feelings, or images
- c. designing choreography with an identifiable quality, style, or musicality

D1 (9-12)Ext-1. Students use knowledge of movement to problem solve by... D1 (9-12)EXT-1

- a. designing a movement solution to a self-initiated problem, applying movement elements, skills, and choreographic principles
- b. improvising, developing, and refining movement sequences

D1 (9-12)Ext-2. Students express ideas, emotions, or cultural aesthetics by... D1 (9-12)EXT-2

- a. generating their own choreography that includes, as appropriate to the dance work and personal or cultural style some of the following: unison, contrast, varied facings, varied groupings, level changes, symmetry and asymmetry, choreographic structures (i.e., beginning, middle, and end; AB or ABA; rondo, canon; call and response), and transitions.
- b. incorporating movement choices to communicate ideas, experiences, feelings, or images
- c. designing choreography with inherent quality, style, and musicality

Cultural Contexts – Purpose and motivation (intent) are fundamental to dance and can be expressed through traditional, non-traditional, western, and non-western forms and styles.

D2 (9-12)-1. Students view, interpret, and perform a range of forms and styles of dance by... D2 (9-12)-1

- a. analyzing the purpose and motivation of the dance in the specific culture or style
- b. analyzing how dances from different cultures or historical periods reflect the values and beliefs of that context
- c. practicing, refining, and performing dances of different forms or styles with moderate stylistic fluency

D2 (9-12)Ext-1. Students view, interpret, and perform a range of forms and styles of dance by... D2 (9-12)EXT-1

- a. performing a dance so that the purpose of the dance in the specific culture or style is clear
- b. analyzing how dances from different cultures or historical periods reflect the values and beliefs of that context
- c. practicing, refining, and performing different dance forms or styles with a high level of stylistic fluency

Communication – Personal expression and meaning is achieved through the movement of the human body, communicating ideas, values, and emotions.

D3 (9-12)-1. Students demonstrate kinesthetic awareness and movement skills by... D3 (9-12)-1

- a. demonstrating concentration while performing with awareness of the body, relationships, and space
- b. demonstrating strength, flexibility, agility, and coordination as appropriate to the form or style

D3 (9-12)-2. Students demonstrate rhythmic acuity by... D3 (9-12)-2

- a. performing rhythmic patterns and phrasing and maintaining tempo (when applicable)

D3 (9-12)-3. Students demonstrate qualitative range and phrasing by... D3 (9-12)-3

- a. presenting movement with clarity of intention of the body in space, time, weight and flow (force/energy)
- b. using artistic expression and understanding of phrasing to organize performance
- c. demonstrating commitment to the movement and concept

D3 (9-12)Ext-1. Students demonstrate kinesthetic awareness and movement skills by... D3 (9-12)EXT-1

- a. performing with consistent use of awareness of the body, relationships and space
- b. demonstrating consistency in performing technical skills that require a great deal of strength, flexibility, agility and coordination as appropriate to the form or style

D3 (9-12)Ext-2. Students demonstrate rhythmic acuity by... D3 (9-12)EXT-2

- a. embedding the complexity of the rhythms throughout the whole body, as required by the dance

D3 (9-12)Ext-3. Students demonstrate qualitative range and phrasing by... D3 (9-12)EXT-3

- a. presenting movement with a clear and strong intention of the body in space, time, weight and flow
- b. performing with artistic expression and a heightened sense of personal phrasing, clearly presenting high and low points
- c. demonstrating full commitment to the movement and concept

Aesthetic Judgment – Knowledge of dance as an art form is used to reflect on and evaluate the work of self and others.

D4 (9-12)-1. Students demonstrate understanding of dance forms and styles, techniques and elements, and choreographic processes and principles by... D4 (9-12)-1

- a. analyzing how movements and structure support the main ideas, theme, or feeling of the dance

D4 (9-12)-2. Students analyze construction and achievement of effect or affect by... D4 (9-12)-2

- a. evaluating, editing, and revising choreography or performance
- b. critically analyzing, interpreting, and evaluating observed or performed dance (using dance terminology)

D4 (9-12)Ext-1. Students demonstrate understanding of dance forms and styles, techniques and elements, and choreographic processes and principles by... D4 (9-12)EXT-1

- a. providing insightful comments about the nature of a particular dance and its meaning and selecting specific moments within the performance that support these assertions

D4 (9-12)Ext-2. Students analyze construction and achievement of effect or affect by... D4 (9-12)EXT-2

- a. evaluating, editing, and revising choreography and performance
- b. critically analyzing, interpreting, and evaluating observed or performed dance (using dance terminology)