



## What High School Students in Dance Are Expected to Know and Be Able to Do

### DANCE 9-12 STANDARDS

#### GRADES NINE THROUGH TWELVE— PROFICIENT

*Note:* The proficient level of achievement for students in grades nine through twelve can be attained at the end of one year of high school study within the discipline of dance after the student has attained the level of achievement in dance required of all students in grade eight.

#### ARTISTIC PERCEPTION

##### 1.0 Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

##### *Development of Motor Skills, Technical Expertise, and Dance Movements*

1.1 Demonstrate refined physical coordination when performing movement phrases (e.g., alignment, agility, balance, strength).

- 1.2 Memorize and perform works of dance, demonstrating technical accuracy and consistent artistic intent.
- 1.3 Perform in multiple dance genres (e.g., modern, ballet, jazz, tap, traditional/recreational).

##### *Comprehension and Analysis of Dance Elements*

1.4 Demonstrate clarity of intent while applying kinesthetic principles for all dance elements.

##### *Development of Dance Vocabulary*

1.5 Apply knowledge of dance vocabulary to distinguish how movement looks physically in space, time, and force/energy).

#### CREATIVE EXPRESSION

##### 2.0 Creating, Performing, and Participating in Dance

Students apply choreographic principles, processes, and skills to create and communicate meaning through improvisation, composition, and performance of dance.

##### *Creation/Invention of Dance Movement*

2.1 Create a body of works of dance that demonstrate originality, unity, and clarity of intent.

##### *Application of Choreographic Principles and Processes to Creating Dance*

- 2.2 Identify and apply basic music elements (e.g., rhythm, meter, tempo, and timbre) to construct and perform dances.
- 2.3 Design a dance that utilizes an established dance style or genre.

##### *Communication of Meaning in Performance of Dance*

- 2.4 Perform original works that employ personal artistic intent and effectively communicate.
- 2.5 Perform works by various dance artists communicating the original intent of the work while employing personal artistic intent and interpretation.

##### *Development of Partner and Group Skills*

- 2.6 Collaborate with peers in the development of choreography in groups (e.g., duets, trios, and small ensembles).
- 2.7 Teach movement patterns and phrases to peers.

## **HISTORICAL AND CULTURAL CONTEXT**

### **3.0 Understanding Dance in Relation to History and Culture**

Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.

#### ***Identification, Description, and Analysis of Dances***

- 3.1 Identify and perform folk/traditional, social, and theatrical dances with appropriate stylistic nuances.
- 3.2 Describe ways in which folk/traditional, social, and theatrical dances reflect their specific cultural context.

#### ***History and Function of Dance***

- 3.3 Explain how the works of dance by major choreographers communicate universal themes and socio-political issues in their historical/cultural contexts (e.g., seventeenth-century Italy, eighteenth-century France, the women's suffrage movement, dance in the French courts, Chinese cultural revolution).

#### ***Diversity of Dance***

- 3.4 Explain how dancers from various cultures and historical periods reflect diversity and values (e.g., ethnicity, gender, body types, and religious intent).

## **AESTHETIC VALUING**

### **4.0 Responding to, Analyzing, and Making Judgments About Works of Dance**

Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.

#### ***Description, Analysis, and Criticism of Dance***

- 4.1 Describe how theatrical production qualities contribute to the success of a dance performance (e.g., music, lighting, costuming, text, set design).
- 4.2 Apply criteria-based assessments appropriate to various dance forms (e.g., concert jazz, street, liturgical).
- 4.3 Defend personal preferences about dance styles and choreographic forms, using criteria-based assessment.

#### ***Meaning and Impact of Dance***

- 4.4 Research and identify dances from different historic periods or cultures and make connections between social change and artistic expression in dance.
- 4.5 Identify and evaluate the advantages and limitations of viewing live and recorded dance performances.

## **CONNECTIONS, RELATIONSHIPS, APPLICATIONS**

### **5.0 Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers**

Students apply what they learn in dance to learning across subject areas. They develop

competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They learn about careers in and related to dance.

#### ***Connections and Applications Across Disciplines***

- 5.1 Demonstrate effective use of technology for recording, analyzing and creating dances.
- 5.2 Apply concepts from anatomy, physiology, and physics to the study and practice of dance techniques.

#### ***Development of Life Skills and Career Competencies***

- 5.3 Explain how dancing presents opportunities and challenges to maintain physical and emotional health and how to apply that information to current training and lifelong habits.
- 5.4 Explain how participation in dance develops creative and inter/intrapersonal skills for lifelong learning and well being.
- 5.5 Examine the training, education, and experience needed to pursue dance career options (e.g., performer, choreographer, dance therapist, teacher, historian, critic, filmmaker).

## GRADES NINE THROUGH TWELVE— ADVANCED

*Note:* The advanced level of achievement for students in grades nine through twelve can be attained at the end of a second year of high school study within the discipline of dance and subsequent to attaining the proficient level of achievement.

### ARTISTIC PERCEPTION

#### 1.0 Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

#### *Development of Motor Skills, Technical Expertise, and Dance Movements*

- 1.1 Demonstrate highly developed physical coordination and control when performing complex locomotor and axial movement phrases from a variety of genres (e.g., refined body articulation, agility, balance, and strength).
- 1.2 Perform in multiple dance genres integrating an advanced level of technical skill and clear intent.
- 1.3 Memorize and perform complicated works of dance at a level of professionalism (i.e., a high level of refinement).

#### *Comprehension and Analysis of Dance Elements*

- 1.4 Apply a wide range of kinesthetic communication, demonstrating clarity of intent and stylistic nuance.

#### *Development of Dance Vocabulary*

- 1.5 Select specific dance vocabulary to describe movement and dance elements in great detail.

### CREATIVE EXPRESSION

#### 2.0 Creating, Performing, and Participating in Dance

Students apply choreographic principles, processes, and skills to create and communicate meaning through improvisation, composition, and performance of dance.

#### *Creation/Invention of Dance Movement*

- 2.1 Create a diverse body of works of dance, each of which demonstrates originality, unity, clarity of intent, and a dynamic range of movement.

#### *Application of Choreographic Principles and Processes to Creating Dance*

- 2.2 Use dance structures, musical forms, theatrical elements, and technology to create original works.
- 2.3 Notate dances, using a variety of systems (e.g., labanotation, motif writing, personal systems)

#### *Communication of Meaning in Performance of Dance*

- 2.4 Perform a diverse range of works by various dance artists, maintaining the

integrity of the work while applying personal artistic expression.

#### *Development of Partner and Group Skills*

- 2.5 Collaborate with peers in the development of complex choreography in diverse groupings (e.g., all male, all female, people standing with people sitting).
- 2.6 Teach a variety of complex movement patterns and phrases to peers.

### HISTORICAL AND CULTURAL

#### 3.0 Understanding Historical and Cultural Dimensions of Dance

Students recognize dance in past and present cultures throughout the world.

#### *Identification, Description, and Analysis of Dances*

- 3.1 Identify, analyze and perform folk/traditional, social, and theatrical dances with technical accuracy and appropriate stylistic nuances.
- 3.2 Analyze the role dancers and choreographers play in the interpretation of dances in various historical and cultural settings.

#### *History and Function of Dance*

- 3.3 Compare and contrast universal themes and sociopolitical issues in a variety of dances from different cultural contexts and time periods.

#### *Diversity of Dance*

- 3.4 Explain how dancers and choreographers reflect roles, work, and values in selected cultures, countries, and historical periods.

## AESTHETIC VALUING

### 4.0 Responding to, Analyzing, and Making Judgments About Works of Dance

Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.

#### ***Description, Analysis, and Criticism of Dance***

- 4.1 Critique dance works to improve choreographic structure and artistic presence.
- 4.2 Use selected criteria to compare, contrast, and assess various dance forms (e.g., concert jazz, street, and liturgical).
- 4.3 Analyze evolving personal preferences about dance styles and choreographic forms to identify change and development in personal choices.

#### ***Meaning and Impact of Dance***

- 4.4 Research and assess how specific dance works change because of the impact of historic and cultural influences on their interpretations (e.g., because of the loss of lives in war, Fancy Dancing, once performed only by men, is now also performed by women).
- 4.5 Evaluate how aesthetic principles apply to choreography designed for technological media (film, video, TV, computer imaging).

## CONNECTIONS, RELATIONSHIPS, APPLICATIONS

### 5.0 Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They learn about careers in and related to dance.

#### ***Connections and Application Across Disciplines***

- 5.1 Demonstrate effective knowledge and skills in using audiovisual equipment and technology when creating, recording, and producing dance.
- 5.2 Compare the study and practice of dance techniques to motion, time, and physical principles from scientific disciplines (e.g., muscle and bone identification and usage; awareness of matter, space, time and energy/force).

#### ***Development of Life Skills and Career Competencies***

- 5.3 Synthesize information from a variety of health-related resources to maintain physical and emotional health.
- 5.4 Determine the appropriate training, experience, and education needed to pursue a variety of dance and dance-related careers.