

## **DANCE CURRICULUM STANDARDS GRADES 9-12**

### **STANDARD 1.0 Elements and Skills**

**Students will identify and demonstrate movement elements and skills in performing dance.**

#### **Course Level Expectations (CLEs)**

The student will

- 1.1 Demonstrate appropriate technique through skeletal and muscular alignment.
- 1.2 Demonstrate appropriate technique through body part articulation.
- 1.3 Demonstrate strength, flexibility, agility, endurance, and coordination.
- 1.4 Identify and demonstrate locomotor and nonlocomotor/axial movements.
- 1.5 Demonstrate rhythmic acuity and musicality.
- 1.6 Refine technique through teacher-directed corrections and self-evaluations/self-corrections.
- 1.7 Analyze dance movement according to the basic elements of dance (i.e., space, shape, time, and energy)
- 1.8 Identify and use appropriate dance terminology.
- 1.9 Identify and use correct studio and performance etiquette.
- 1.10 Identify and understand the basic elements of dance performance and production.

#### **Checks for understanding**

- 1.1 Perform a demi-plié in parallel first, turned out first, parallel second, and turned out second with proper body alignment.  
Balance for an extended period in various positions.
- 1.2 Demonstrate a tendu articulating through the metatarsals.  
Initiate a movement with a specific body part.
- 1.3 Execute the warm-up in its entirety.  
Perform center floor or traveling exercises in proper form.
- 1.4 Perform triplets traveling down the floor.  
Perform twisting and bending in place.
- 1.5 Execute a combination using appropriate counts and proper accents with the musical accompaniment.  
Dance to contrasting tempos and meters.
- 1.6 Correct technical element identified by the teacher.  
Self-correct a technical element given to the class by the teacher.
- 1.7 Create movements properly using space, shape, time, and energy as directed and specified by teacher.
- 1.8 Perform steps, physically, following verbal instructions in dance terminology given by the teacher.  
Identify steps demonstrated using correct terminology.

- 1.9 Perform in a dance class adhering to proper etiquette.  
Perform in a rehearsal adhering to proper etiquette.  
Participate as an audience member with appropriate etiquette
- 1.10 Assist and/or perform in a dance production.

### **Student Performance Indicators (SPIs)**

The student is able to

- 1.1.1 Demonstrate an awareness of proper alignment from a standing position.
- 1.1.2 Demonstrate proper alignment from a standing position.
- 1.1.3 Apply proper alignment while executing a movement combination.
- 1.1.4 Execute, consistently, proper alignment in complex movement combinations.
  
- 1.2.1 Recognize how to perform movement by muscular articulation.
- 1.2.2 Demonstrate muscular articulation in simple movement combinations.
- 1.2.3 Apply muscular articulation while executing movement combinations.
- 1.2.4 Execute, consistently, muscular articulation in complex movement combinations.
  
- 1.3.1 Demonstrate basic strength, flexibility, agility, endurance, and coordination in simple movements.
- 1.3.2 Demonstrate increased strength, flexibility, agility, endurance, and coordination in a combination of various movements.
- 1.3.3 Apply strength, flexibility, agility, endurance, and coordination in more advanced movement combinations.
- 1.3.4 Execute complex movement combinations with an advanced level of strength, flexibility, agility, endurance, and coordination.
  
- 1.4.1 Demonstrate locomotor and nonlocomotor/axial movements.
- 1.4.2 Exhibit basic locomotor and nonlocomotor/axial movements in simple combinations.
- 1.4.3 Perform basic locomotor and nonlocomotor/axial movements in more complex combinations.
- 1.4.4 Implement advanced locomotor and nonlocomotor movements in extended sequences.
  
- 1.5.1 Demonstrate the connection between music and movement.
- 1.5.2 Perform basic movements to musical phrases in various meters and styles.
- 1.5.3 Perform complex movements with a clear musical connection.
- 1.5.4 Demonstrate advanced musicality with complex movements.
  
- 1.6.1 Demonstrate improvement in performing movement combinations through application of demonstrated corrections.
- 1.6.2 Demonstrate improvement in performing movement combinations through application of verbal corrections.
- 1.6.3 Demonstrate improvement in performing movement combinations using self- and peer-evaluation.
- 1.6.4 Exhibit proficient technique with artistry through ongoing self-evaluation and correction.

- 1.7.1 Identify basic terminology of the elements of dance (e.g., space, shape, time, and energy) in a visual presentation .
- 1.7.2 Demonstrate the elements of dance in a teacher-directed movement series.
- 1.7.3 Create a movement phrase incorporating the elements of dance.
- 1.7.4 Analyze the use of the elements of dance in compositions.
  
- 1.8.1 Recognize and verbalize basic dance vocabulary.
- 1.8.2 Define and use basic dance vocabulary.
- 1.8.3 Apply dance vocabulary appropriately in the class/rehearsal setting.
- 1.8.4 Use proper dance terminology in a critical analysis.
  
- 1.9.1 Identify and discuss the value of proper etiquette for the studio, performance, audition, and audience.
- 1.9.2 Recognize appropriate dance studio, performance, audition, and audience etiquette.
- 1.9.3 Apply proper studio, performance, audition, and audience etiquette in real life situations.
- 1.9.4 Analyze the value of appropriate etiquette in performance venues.
  
- 1.10.1 Recognize the basic elements of a dance production via a live or recorded concert.
- 1.10.2 Apply the basic elements of a dance production as directed by the teacher.
- 1.10.3 Evaluate the use of various elements of a dance production.
- 1.10.4 Design and implement a dance production.

## **Standard 2.0 Choreography**

**Students will understand choreographic principles, processes, and structures.**

### **Course Level Expectations (CLEs)**

The student will

- 2.1 Use sensory information to generate movement through improvisation.
- 2.2 Generate and analyze movement with a clear intent, purpose, or structure.
- 2.3 Understand the differences in choreography as relative to specific genres of dance.
- 2.4 Recognize and apply the basic principles and structures of choreography.
- 2.5 Analyze solo and/or group movement studies as they relate to the principles and structures of choreography.

### **Checks for Understanding**

- 2.1 Generate movement using a teacher-directed auditory prompt.
- 2.2 Construct a movement study with a teacher-specified intent, purpose, or structure. Discuss and articulate specifically how movement expresses intention in a study. Give clear examples of how purpose and structure contribute to the intention in a

- movement study.
- 2.3 View three pieces of differing choreography and determine their genres (e.g., modern, ballet, jazz, tap, hip-hop, ballroom).  
View two or more pieces of choreography from different genres and articulate their contrasting characteristics.
- 2.4 Define, written or oral, the basic structures of choreography (e.g., AB, ABA, ABAB, canon, variation, retrograde, call and response).  
Demonstrate, physically, an example of selected structures of choreography.  
Define, written or oral, the basic principles of choreography (e.g., intent, form/design, theme, repetition).  
Demonstrate, physically, an example of selected principles of choreography.
- 2.5 View two or more movement studies and determine (in written or oral format) the choreographic structures employed.  
View two or more movement studies and determine (in written or oral format) the choreographic principles employed.

### **Student Performance Indicators (SPIs)**

The student is able to

- 2.1.1 Use basic senses (visual, auditory) to create movement through improvisation.
- 2.1.2 Generate movement phrases from sensory information (e.g., visual, auditory, emotional).
- 2.1.3 Generate advanced movement phrases from sensory information.
- 2.1.4 Generate complex compositions from sensory information.
- 2.2.1 Identify intention, purpose, or structure in movement.
- 2.2.2 Construct movement phrases with a defined intent, purpose, or structure.
- 2.2.3 Analyze compositions for a defined intent, purpose, or structure.
- 2.2.4 Create complex compositions with a defined intent, purpose, or structure.
- 2.3.1 Identify similarities and differences of the genres of dance.
- 2.3.2 Identify similarities and differences of choreography as it relates to the genre.
- 2.3.3 Create movement phrases in a specified genre of dance.
- 2.3.4 Create compositions in different genres of dance.
- 2.4.1 Identify the basic structures of choreography (e.g., AB, ABA, ABAB, canon, variation, retrograde, narrative, call and response).
- 2.4.2 Identify the basic principles of choreography (e.g., intent, form/design, theme, repetition).
- 2.4.3 Create movement phrases using the basic principles and structures of choreography.
- 2.4.4 Create compositions employing the basic principles and structures of choreography.
- 2.5.1 Identify the choreographic structure of a solo and/or group movement study.
- 2.5.2 Identify the choreographic principles of a solo and /or group movement study.
- 2.5.3 Examine the use of choreographic principles and structures in a composition.
- 2.5.4 Evaluate the impact of the structures and principles of choreography on a composition.

## **Standard 3.0 Creativity and Communication**

**Students will understand dance as a way to create and communicate meaning.**

### **Course Level Expectations (CLEs)**

The student will

- 3.1 Use dance as a medium to develop self-awareness and self-confidence.
- 3.2 Analyze how dance can communicate meaning and broaden perceptions.
- 3.3 Understand how dance can be used to create an awareness of social issues.

### **Checks for Understanding**

- 3.1 Generate movement which portrays a specific personality trait.  
View and evaluate movement of peers to determine personality trait being depicted.  
Perform movements with the appropriate eye contact, expression, projection, posture, and energy to exhibit self-confidence.
- 3.2 Create a movement to depict a specified idea.
- 3.3 View selected choreography depicting a social issue and determine the message.

### **Student Performance Indicators (SPIs)**

The student is able to

- 3.1.1 Identify self-awareness and self-confidence in the dance studio.
- 3.1.2 Demonstrate self-awareness and self-confidence in the dance studio.
- 3.1.3 Create a dance study that exhibits self-awareness and self-confidence.
- 3.1.4 Perform a dance study that exhibits self-awareness and self-confidence.
  
- 3.2.1 Identify how an idea, thought, and/or feeling communicates meaning through dance.
- 3.2.2 Explore how images, sounds, and sensory experiences convey meaning in dance.
- 3.2.3 Create a dance study that communicates a self-chosen idea, thought, and/or feeling to others.
- 3.2.4 Manipulate and combine images, sounds, and experiences to convey meaning and broaden perceptions in a dance study.
  
- 3.3.1 Identify and define social issues.
- 3.3.2 Discuss ways dance is used to create an awareness of social issues.
- 3.3.3 Create movement to portray a specified social issue.
- 3.3.4 Construct a composition expressing and promoting an awareness of a social issue.

## **Standard 4.0 Criticism and Analysis**

**Students will apply and demonstrate critical and creative thinking skills in dance.**

### **Course Level Expectations (CLEs)**

The student will

- 4.1 Construct original movement phrases using the elements of dance to solve given problems.
- 4.2 Apply technical critique given in a class/rehearsal setting.
- 4.3 Compare and analyze student and professional performances.
- 4.4 Analyze the choreographic intent in performances.

### **Checks for Understanding**

- 4.1 Create a dance in ABA form using selected locomotor and nonlocomotor movement.
- 4.2 Demonstrate a specified technical correction given by the teacher in class/rehearsal.  
Work with a partner to determine correct vs. incorrect execution of a specified technical movement.
- 4.3 View two or more works and critique the choreographic structures.  
View two or more works and critique the dancers' performance (technique and artistry).
- 4.4 Determine, in a peer setting, the choreographic intent of a given piece.  
Write a formal critique determining the choreographic intent of a given piece.

### **Student Performance Indicators (SPIs)**

The student is able to

- 4.1.1 Discover movement solutions to technical or structural movement problems.
- 4.1.2 Create movement phrases to demonstrate a solution to a specified movement problem.
- 4.1.3 Edit and revise movement phrases to refine solutions to movement problems.
- 4.1.4 Create a composition solving complex movement problems.
  
- 4.2.1 Apply critique given by teacher to refine technique.
- 4.2.2 Apply critique given by teacher to refine performance.
- 4.2.3 Refine technique and performance using teacher and peer evaluation.
- 4.2.4 Refine technique and performance using self-reflection and self-evaluation.
  
- 4.3.1 Identify the elements of a dance critique.
- 4.3.2 Identify the elements of a dance critique and apply to a performance.
- 4.3.3 Compare and contrast student and professional performances.
- 4.3.4 Construct a formal written critique of a student and/or professional performance.
  
- 4.4.1 Identify intent in specified choreographic works.
- 4.4.2 Discuss the use and impact of intent in specified choreographic works.
- 4.4.3 Discover how individual perceptions can change interpretation of the choreographer's intent.

4.4.4 Evaluate ways personal experiences affect the creation of choreographic intent.

## **Standard 5.0 Cultural/Historical Contexts**

**Students will demonstrate and understand dance in various cultures and historical periods.**

### **Course Level Expectations (CLEs)**

The student will

- 5.1 Recognize the diversity of dance expression throughout the world.
- 5.2 Understand that dance has its roots in rituals.
- 5.3 Understand the historical background of classical, theatrical, and contemporary forms of dance.
- 5.4 Understand the similarities and differences of various dance genres.

### **Checks for understanding**

- 5.1 View a selection of cultural/folk dances from around the world and list their characteristics.
- 5.2 Identify historic rituals, and identify and list the purpose of these rituals (e.g., religion, fertility, harvest, hunting).
- 5.3 Create a timeline of the evolution of a specific genre of dance.
- 5.4 Compare two genres of dance and identify their unique characteristics (e.g., modern vs. ballet).

### **Student Performance Indicators (SPIs)**

The student is able to

- 5.1.1 Identify diverse forms of dance throughout the world.
- 5.1.2 Discuss the differences in dance expression throughout the world.
- 5.1.3 Compare and contrast differences in dance expression throughout the world.
- 5.1.4 Assess reasons dance expression differs throughout the world.
  
- 5.2.1 Identify primitive rituals.
- 5.2.2 Identify and define the role dance played in primitive rituals.
- 5.2.3 Compare and contrast the role dance played in historic rituals.
- 5.2.4 Analyze expressive movement in rituals and the connection to present day dance.
  
- 5.3.1 Discover the origins of classical, theatrical, and contemporary forms of dance.
- 5.3.2 Identify similarities and differences between the origins of classical, theatrical, and contemporary forms of dance.
- 5.3.3 Explore the effects history had upon the development of classical, theatrical, and contemporary forms of dance.

- 5.3.4 Analyze the significance of dance in social, cultural, political and historical contexts.
- 5.4.1 Identify the different genres of dance.
- 5.4.2 Discuss similarities and differences of genres of dance.
- 5.4.3 Interpret characteristics of different genres of dance.
- 5.4.4 Categorize dance works according to dance genres.

## **Content Standard 6.0 Health**

**Students will make connections between dance and healthful living.**

### **Course Level Expectations (CLEs)**

The student will

- 6.1 Discuss how healthful/unhealthful living choices affect the dancer.
- 6.2 Understand how anatomy, physiology, and kinesiology relate to dance.
- 6.3 Employ proper safety measures in the studio and theatre.

### **Checks for understanding**

- 6.1 Design a presentation depicting health “DO’s and DON’TS” for dancers.
- 6.2 Identify specified muscles and skeletal structures used in specific dance technique.
- 6.3 Design a guide listing and defining studio and theatre safety measures.

### **Student Performance Indicators (SPIs)**

The student is able to

- 6.1.1 Identify healthful living choices.
- 6.1.2 Describe ways in which dance promotes health and well being.
- 6.1.3 Discuss the affect of healthful living choices on dance performance.
- 6.1.4 Develop a personal program which achieves a healthy dancer and lifestyle.
  
- 6.2.1 Define selected principles of anatomy, physiology and kinesiology related to dance
- 6.2.2 Identify selected principles of anatomy, physiology and kinesiology related to dance.
- 6.2.3 Apply selected principles of anatomy, physiology and kinesiology to dance.
- 6.2.4 Apply selected principles of anatomy, physiology and kinesiology to technical skills in dance.
  
- 6.3.1 Identify important safety measures that should be taken in the dance studio and theatre.
- 6.3.2 Discuss the importance of safety measures in the dance studio and theater.
- 6.3.3 Employ proper safety measures in the studio and theatre.
- 6.3.4 Develop a safe studio and theatre environment via peer monitoring.

## **Content Standard 7.0 Interdisciplinary Connections**

**Students will make connections between dance and other disciplines.**

### **Course Level Expectations (CLEs)**

The student will

- 7.1 Understand how the same idea can be expressed in dance and in other art forms.
- 7.2 Examine how technology can be used in dance.
- 7.3 Identify principles of other academic areas as they occur in dance.

### **Checks for understanding**

- 7.1 Create a movement phrase demonstrating an emotion depicted in a painting.
- 7.2 Design a lighting plan to enhance the student's choreographic intention.  
Research innovative uses for technology in dance, and share examples with class.
- 7.3 Create a dance using specified geometric shapes (e.g., line, circle and triangle).  
Create a dance expressing the meaning and/or form of a poem.

### **Student Performance Indicators (SPIs)**

The student is able to

- 7.1.1 Discuss how the same idea is expressed in dance and in other art forms.
- 7.1.2 Examine how the same ideas are expressed in dance and in other art forms.
- 7.1.3 Compare and contrast how ideas are expressed in dance and in other art forms.
- 7.1.4 Create a multi-disciplinary (arts) dance composition.
  
- 7.2.1 Identify ways technology can be used in dance.
- 7.2.2 Discuss how technology can be used in the creative process.
- 7.2.3. Evaluate how technology can impact choreography.
- 7.2.4 Create choreography which incorporates technology.
  
- 7.3.1 Identify ideas from other academic areas that appear in dance.
- 7.3.2 Analyze how movement relates to other specified academic disciplines.
- 7.3.3 Identify connections between movement and other academic disciplines.
- 7.3.4 Create a dance study based upon a principle from another academic discipline.