

9th - 12th Grades Dance Curriculum Standards

Standards, Learning Expectations, and Performance Indicators

Course Description:

Dance is a course that seeks to give students in grades 9-12 experience in the study and performance of a diverse repertoire of movement. Three levels of instruction are included in the following framework. This plan allows for a total of four years of dance classes. The courses will include instruction in proper dance technique, performance skills, and the cultural and historical context of dance history. These courses will develop critical thinking, creativity, and perceptual skills, and will reinforce academic studies. Students will develop skills in leadership and teamwork, a heightened sensitivity to the arts, and skills in maintaining an overall healthy lifestyle.

Content Standard 1.0: Elements and Skills

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

Learning Expectations:

The student will:

1.1 Demonstrate appropriate skeletal alignment, body part articulation, strength, flexibility, agility, endurance, and coordination in locomotor and nonlocomotor/axial movements.

1.2 Demonstrate rhythmic acuity and musicality.

1.3 Refine technique through self-evaluation and correction.

1.4 Analyze dance movement according to the basic elements of dance (space, shape, time, and energy).

1.5 Identify and understand the basic elements of dance production.

Performance Indicators:

At Level 1, the student is able to

- demonstrate clarity in performing technical skills.
- perform basic movement combinations to music in selected meters and styles.
- demonstrate improvement in performing movement combinations through application of demonstrated corrections.
- identify the basic elements of dance from a visual presentation.
- respond to a live or taped dance production.

At Level 2, the student is able to

- demonstrate improved clarity in performing technical skills.
- perform movement combinations to music in a variety of meters and styles.
- demonstrate improvement in performing movement combinations through application of verbal corrections.
- perform combinations within a given dynamic range.
- critique a live or taped dance production.

At Level 3, the student is able to

- demonstrate consistency and clarity in performing technical skills.
- perform complex movement combinations to music in a variety of meters and styles.
- demonstrate improvement in performing movement combinations through self-evaluation.
- perform combinations and variations in a broad dynamic range.
- critique a live or taped dance production based on given criteria.

Sample Performance Task:

Plie: The student performs a demi-plie in parallel first, turned out first, parallel second, and turned out second with proper spine and leg alignment.

Assessment: Teacher observation based on teacher-made rubrics.

Integration/Linkages:

Anatomy, physiology, kinesiology, music theory, math, visual art, technical theater, physics, spatial abilities, rhythmic abilities, cooperative learning, self-discipline.

Content Standard 2.0: Choreography

Students will understand choreographic principles, processes, and structures.

Learning Expectations:

The student will:

- 2.1 Use sensory information to generate movement through improvisation.
- 2.2 Examine movement studies as related to the principles of choreography.
- 2.3 Analyze solo or group movement studies.

Performance Indicators:

At Level 1, the student is able to

- explore movement through improvisation.
- create movement studies using the elements of dance.
- evaluate movement based on choreographic structures and principles.

At Level 2, the student is able to

- demonstrate spontaneity in movement through improvisation.
- create movement studies using the elements of dance, within a specific structure.
- evaluate movement based on choreographic structures and principles.

At Level 3, the student is able to

- demonstrate subtlety and spontaneity in movement through improvisation.
- create movement studies using the elements of dance, incorporating a variety of processes and structures.
- evaluate movement based on choreographic structures and principles.

Sample Performance Task:

Seasonal Composition: The student chooses three activities from one of the four seasons. Next, the student experiments with movements and gestures based on those activities. Finally, the student arranges the movement into a dance composition with a beginning, middle, and end. The student is able to repeat the dance more than once.

Assessment: The student performs the composition consistently three times in a row. The teacher must be able to determine the chosen season. By observing, the teacher is able to identify a clear beginning and ending to the composition, and a variety in compositional elements such as level, tempo, etc.

Integration/Linkages:

Language arts, math, organizational skills, critical thinking skills, creative problem solving, aesthetics, cooperative learning.

Content Standard 3.0: Creativity and Communication

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

Learning Expectations:

The student will:

3.1 Understand that dance heightens self-awareness and communicates concepts.

3.2 Demonstrate how various senses change perception and communication.

3.3 Communicate meaning through projecting.

Performance Indicators:

At Level 1, the student is able to

- identify the idea, thought, and/or feeling in a dance study.
- demonstrate how various senses change perception and communication.
- identify projection in dance movement.

At Level 2, the student is able to

- create a dance study that effectively communicates a given idea, thought, and/or feeling to others.
- explore how images, sounds, and sensory experiences convey meaning in a dance study
- perform dance movement with projection.

At Level 3, the student is able to

- create a dance study that effectively communicates a self-chosen idea, thought, and/or feeling to others.
- manipulate and combine images, sounds, and experiences to convey meaning in a dance study.
- perform a dance study with projection.

Sample Performance Task:

Compare/contrast: The student compares and contrasts how meaning is conveyed in two choreographic works. Students watch two dance pieces, either taped or live, and write a response in essay form comparing and contrasting the two. This can be an open-ended essay for more advanced students or can follow a teacher-designed outline for beginners.

Assessment: The teacher reads the written responses and evaluates them for critical value. Students may also share observations with the rest of the class, discussing the variety in interpretations.

Integration/Linkages:

Self-awareness, drama, basic communication, art appreciation, language arts, sociology, math, cooperative learning.

Content Standard 4.0: Criticism and Analysis

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

Learning Expectations:

The student will:

- 4.1 Solve a variety of movement problems.
- 4.2 Discuss a variety of dance interpretations and the basis for these interpretations.
- 4.3 Understand the reasons for artistic decisions and the effects of those decisions.
- 4.4 Understand how skills developed in dance are applicable to a variety of careers.

Performance Indicators:

At Level 1, the student is able to

- solve basic movement problems.
- interpret choreography thematically.
- recognize aesthetic choices in choreography.
- discuss skills learned in dance.

At Level 2, the student is able to

- solve complex movement problems.
- relate his/her interpretations of choreography to personal experiences.
- develop a set of aesthetic criteria to be used in choreography.
- relate skills learned in dance to skills used in other disciplines or career areas.

At Level 3, the student is able to

- synthesize solutions to a variety of movement problems.
- interpret choreography from a viewpoint other than his/her own.
- establish a set of aesthetic criteria and use it to evaluate choreography.
- appraise how skills learned in dance can be applied to other disciplines or career choices.

Sample Performance Task:

Style reproduction: Analyze the style of a choreographer and create a dance in that style.

Assessment: The student performs the dance for the teacher. The teacher assesses the dance according to rubrics designed by the teacher and the student.

Integration/Linkages:

Critical thinking skills, creative problem solving, aesthetics, language arts, career exploration (choreographer, teacher, dancer, costume designer, lighting designer, accompanist, arts administrator, technical director).

Content Standard 5.0: Cultural/Historical Contexts

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

Learning Expectations:

The student will:

5.1 Recognize the diversity of dance expression throughout the world.

5.2 Understand that dance is central to human experience and has its roots in ritual and communal expression.

5.3 Understand the similarities and differences among classical, theatrical, and contemporary forms of dance.

5.4 Understand how dance and dancers are portrayed in contemporary media.

5.5 Explore the significance of dance in different social/historical/cultural/political contexts.

Performance Indicators:

At Level 1, the student is able to

- discuss differences in dance expression throughout the world.
- discuss expressive body movements that occur in the human experience.
- discuss dance works in classical, theatrical, and contemporary forms.
- discuss dance in the media.
- discuss dances from other cultures.

At Level 2, the student is able to

- Compare and contrast differences in dance expression throughout the world.
- Demonstrate expressive body movements that occur in the human experience.
- Interpret characteristics of dance works in classical, theatrical, and contemporary forms.

- Illustrate uses of dance in the media.
- Explore dance forms in their historical contexts.

At Level 3, the student is able to

- assess reasons for differences in dance expression throughout the world.
- compare and contrast expressive body movements that occur in the human experience.
- categorize dance works as classical, theatrical, or contemporary forms.
- identify possible motives for using dance in particular ways in the media.
- analyze issues of ethnicity, gender, socioeconomic class, age, and/or physical condition in relation to dance.

Sample Performance Task:

Timeline: Create a timeline illustrating important dance events, placing them in their social, historical, cultural, and political contexts.

Assessment: Teacher evaluates for accuracy, completion, and content.

Integration/Linkages:

Sociology, current events, economics, geography, history, language arts, religion, research, critical thinking skills, arts history, self-awareness, cultural sensitivity.

Content Standard 6.0: Health

Students will make connections between dance and healthful living.

Learning Expectations:

The student will:

6.1 Discuss how healthful/unhealthful living choices affect the dancer.

6.2 Recognize differences in historical and cultural images of the body.

6.3 Employ basic principles of anatomy, physiology, and kinesiology.

Performance Indicators:

At Level 1, the student is able to

- identify healthful living choices.
- identify images of the body in various historical periods.

- identify basic principles of anatomy, physiology, and kinesiology.

At Level 2, the student is able to

- discuss healthful/unhealthful living choices as they affect performance.
- compare images of the body from various historical periods with contemporary images.
- apply basic principles of anatomy, physiology, and kinesiology to movement.

At Level 3, the student is able to

- evaluate healthful living choices as they affect performance.
- analyze historical and cultural images of the body in dance and compare these to images of the body in contemporary media.
- apply basic principles of anatomy, physiology, and kinesiology to technical skills in dance.

Sample Performance Task:

Poster: Design a poster for the dance studio depicting a health "DO" or "DON'T" for dancers.

Assessment: The teacher assesses the poster for content and creative delivery of message.

Integration/Linkages:

Health sciences, physiology, anatomy, kinesiology, physical education, self-awareness, history, self-discipline.

Content Standard 7.0: Interdisciplinary Connections

Students will make connections between dance and other disciplines.

Learning Expectations:

The student will:

7.1 Understand how the same idea can be expressed in dance and other art forms.

7.2 Examine how technology can be used in the field of dance.

7.3 Articulate principles of other academic areas as they occur in dance.

Performance Indicators:

At Level 1, the student is able to

- discuss how the same idea is expressed in different art forms.
- identify technological equipment that may be used in the field of dance.
- identify ideas from other academic areas that appear in dance.

At Level 2, the student is able to

- examine ideas as they have been expressed in a variety of art forms.
- discuss uses of technological equipment in the creative process.
- analyze movement in relation to other academic principles.

At Level 3, the student is able to

- compare and contrast ideas as they have been expressed in a variety of art forms.
- design a dance study using technological equipment.
- create a dance study based on an idea from another academic area.

Sample Performance Task:

Line, circle, triangle: The student composes a dance in three parts based on the geometric shapes of line, circle, and triangle. The students are expected to explore the properties of the shape through movement and dynamics.

Assessment: The student performs the composition for the teacher. By observing, the teacher should be able to identify the three shapes by section. Other rubrics may be designed to enrich the project.

Integration/Linkages:

Performing and visual arts, arts history, math, language arts, critical thinking skills, technology.