

# Dance - Secondary Core Curriculum

## Overview

Dance is a universal language, an expressive and vibrant art with the capacity to unify the physical, mental, social, emotional, aesthetic, and spiritual aspects of the human being.

The Utah State Dance Core divides the goals of dance education into four dance standards which are Technique, Elements of Dance, Creative/Choreographic Processes, and Meaning. The standards organize the curriculum into manageable and related units and guide the student through a rich experience with dance. Each standard is broken into objectives, each objective into indicators. The individual courses are presented in a portfolio format to facilitate student progress and to encourage the support of parents, teachers, and classmates.

*Note: Lifetime Fitness Activities PE credit can be fulfilled by completing one of the Dance Core Classes, if the teacher has a Dance endorsement.*

## DANCE I (7-12)

### Course Description

Dance is a universal language, an expressive and vibrant art with the capacity to unify the physical, mental, social, emotional, aesthetic, and spiritual. This beginning level dance course which builds dance knowledge and skills in technique, improvisation, choreography, artistic expression, performance, history, culture, life skills, and connections to other curricular areas. No prerequisite course is required.

### STANDARD 1 Technique

Students will demonstrate technical proficiency and knowledge of the body.

**Objective 1** Value dance as contributing to healthy human development.

- Identify basic physical needs to maintain a healthy, safe body for dance; i.e., warming the body, proper nutrition, adequate hydration, sleep, conditioning, injury prevention.
- Develop knowledge of the body through fundamental conditioning; i.e., strength, endurance, flexibility, coordination, agility.
- Summarize effects of fundamental conditioning on the body.
- Implement individual plan to improve dance-related skills.
- Record experiences regarding the value of dance as positive means of self-expression

**Objective 2** Develop knowledge and skills of axial movements and basic locomotor steps.

- Perform basic axial sequences demonstrating dynamic alignment and dynamic balance; articulation of the spine, integration of the spine with the periphery, articulation of peripheral body parts promoting mobility, and stability and use of breath to integrate movement patterns.
- Perform the five basic locomotor steps (walk, run, hop, jump, leap) and the basic locomotor combinations (skip, gallop, slide).
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**Objective 3** Develop an awareness of performing techniques.

- Demonstrate basic concepts of performing techniques; i.e., kinesthetic awareness, concentration/focus, clarity of rhythmic acuity, spatial intent, full exploration of energy.
- Identify performing techniques in another dancer.
- Demonstrate appropriate rehearsal and class behavior.

**STANDARD 2 Elements of Dance**

Students will demonstrate knowledge and skills in the elements of dance.

**Objective 1** Develop knowledge and skills in space.

- Perform directional spatial concepts; i.e., forward, sideways, backward, diagonal.
- Improvise on established pathways.
- Demonstrate contrasting levels.
- Demonstrate inward and outward focus.
- Investigate positive and negative space.
- Create symmetrical and asymmetrical shapes.

**Objective 2** Develop knowledge and skills in time.

- Demonstrate stasis and activity.
- Demonstrate tempo by contrasting fast and slow.
- Identify and perform various primary accents for metric phrases.
- Accurately move in 4/4 metric time.

**Objective 3** Develop knowledge and skills in energy and motion.

- Demonstrate the forces of strength/flow.
- Demonstrate the forces of weight.
- Demonstrate the ability to improvise using three qualities of motion
- Identify the basic qualities of motion.

**STANDARD 3 Creative / Choreographic Processes**

Students will understand choreographic principles, processes, and structures.

**Objective 1** Improvise within a structure.

- Perform a structured improvisation based on a choreographic principle.
- Perform a structured improvisation based on one of the elements of dance.
- Perform a structured improvisation based on an idea or activity.
- Improvise within a structure using another curricular area as a springboard.

**Objective 2** Demonstrate choreographic principles, processes, and structures.

- Create, perform, and evaluate a sequence or dance study with a beginning, middle, and end.
- Create, perform, and evaluate a dance study, with a beginning, middle, and end, in a small group

demonstrating the compositional principles of unison, contrast, and transition.

- Create and perform a movement sequence based upon a dance element.
- Demonstrate partner skills using the element of shape in a visually interesting way.
- Demonstrate the ability to work cooperatively in small groups during choreographic process.

#### **STANDARD 4 Meaning**

Students will gain an understanding of dance as a means to create and communicate meaning.

**Objective 1** Develop knowledge and skills in the creative process of abstraction.

- Define the process of abstraction.
- Demonstrate the difference between pantomiming and abstracting a single movement gesture.
- Perform the process of abstraction in a simple pantomimic gesture by altering time, space, and energy.
- Create a movement sequence based on the abstraction of a single gesture.
- Analyze how possible meaning changes when elements of dance are altered.

**Objective 2** Demonstrate how dance communicates meaning.

- Recognize how music and sound affect the meaning of a dance.
- Examine how movement created purely from dance elements may communicate meaning.
- Create a dance study based on exploration and development of an element that successfully communicates an idea or emotion.
- Create a phrase or composition that successfully communicates an idea without pantomime; e.g., isolation/inclusion.

**Objective 3** Identify the various purposes served by dance throughout time and in world cultures.

- Explore contemporary pedestrian gestures as movement language.
- Identify the movement ritual of greeting from a historical point of view; e.g., indigenous (tribal meeting-call and response).
- Research, learn, and compare greeting dances from various historical periods.
- Explore the cultural and historical context of a dance from another country.

**Objective 4** Demonstrate aesthetic perception.

- Respond to improvisational and compositional experiences from perspectives of participant and observer.
- Evaluate dance using aesthetic criteria; i.e., the formal properties of dance, the production aspects, the technical and performance level of dancers.
- Analyze dance as a powerful means of expression.
- Create a dance portfolio that documents written, creative, and performance work

## DANCE II (7-12)

### Course Description

Dance is a universal language, an expressive and vibrant art with the capacity to unify the physical, mental, social, emotional, aesthetic, and spiritual. This is a beginning level dance course which builds dance knowledge and skills in technique, improvisation, choreography, artistic expression, performance, history, culture, life skills, and connections to other curricular areas. *The prerequisite for this course is Dance IA (1900) or by audition.*

### STANDARD 1 Technique

Students will demonstrate technical proficiency and knowledge of the body.

**Objective 1** Value dance as contributing to healthy human development.

- Identify basic physical needs to maintain a healthy, safe body for dance; i.e., warming the body, proper nutrition, adequate hydration, sleep, conditioning, injury prevention.
- Analyze the effect eating disorders, drugs and alcohol have on a dancer.
- Develop knowledge of the body through fundamental conditioning; i.e., strength, endurance, flexibility, coordination, and agility.
- Implement practices to improve technical weaknesses and build on technical strengths.
- Evaluate the results of the individualized improvement plan.
- Record experiences regarding the value of dance as positive means of self-expression.

**Objective 2** Develop knowledge and skills of axial movements and basic locomotor steps.

- Perform basic axial sequences of longer duration demonstrating dynamic alignment and dynamic balance; articulation of the spine, integration of the spine with the periphery, articulation of peripheral body parts promoting mobility and stability, and the use of breath to integrate movement patterns.
- Perform basic locomotor combinations (skip, gallop, slide) and interesting combinations of various locomotor steps.

**Objective 3** Develop an awareness of performing techniques.

- Demonstrate basic concepts of performing techniques; i.e., kinesthetic awareness, concentration/focus, fluidity in movement transitions, clarity of rhythmic acuity, spatial intent, full exploration of energy and expression.
- Demonstrate appropriate rehearsal and class behavior

### STANDARD 2 Elements of Dance

Students will demonstrate knowledge and skills in the elements of dance.

**Objective 1** Develop knowledge and skills in space.

- Perform directional spatial concepts with clarity.
- Create a diagramed floor pattern in a small group.
- Demonstrate contrasting levels using shapes, axial, and locomotor movements.

- Create a movement phrase based on focus.
- Demonstrate spatial planes.
- Create unusual shapes using spatial concepts.

**Objective 2** Develop knowledge and skills in time.

- Demonstrate stasis and activity with clarity.
- Demonstrate tempo by contrasting fast and slow.
- Demonstrate acceleration and deceleration.
- Accurately move in  $\frac{3}{4}$ ,  $\frac{4}{4}$ , and  $\frac{6}{8}$  metric time.
- Identify and perform primary and secondary accents.
- Create random accents within a  $\frac{3}{4}$  or  $\frac{4}{4}$  meter.
- Demonstrate non-metric rhythm (breath).

**Objective 3** Develop knowledge and skills in energy and motion.

- Demonstrate the forces of energy.
- Identify the basic qualities of motion.
- Perform the basic qualities of motion.
- Perform a phrase using three contrasting qualities.

### **STANDARD 3 Creative / Choreographic Processes**

Students will understand choreographic principles, processes, and structures.

**Objective 1** Improvise within a structure.

- Improvise with mirroring.
- Improvise in groups with following and flocking movement patterns.
- Perform an improvisation based on contrasting energies.
- Perform an improvisation based on an idea or activity.

**Objective 2** Demonstrate basic principles of choreographic processes and structure.

- Create and perform a sequence/dance study in AB, ABA, rondo, canon, echo, or antiphonal form.
- Define the compositional elements of unison, contrast, and transition.
- Create, perform, and evaluate a dance study in a small group with a beginning, middle, and end demonstrating unison, contrast, and transition.
- Create and perform a visually interesting duet based on an element of dance.
- Demonstrate the ability to work cooperatively in a small group sharing choreographic ideas equally.

### **STANDARD 4 Meaning**

Students will gain an understanding of dance as a means to create and communicate meaning.

**Objective 1** Develop knowledge and skills in the creative process of abstraction.

- Perform the process of abstraction in a simple pantomimic gesture by altering time, space, and energy.
- Create a movement pattern through the process of abstraction based on a single gesture, analyzing the changes in meaning each alteration may create.
- Create a simple pattern of gestures through the process of abstraction based on a person or portrait.

**Objective 2** Demonstrate how dance communicates meaning.

- Experience how music and sound affect the meaning of a dance.
- Demonstrate how movement created purely from a dance element may communicate meaning.
- Create a dance study based on an element of dance that communicates an idea or emotion.
- Create a phrase that successfully communicates an idea.

**Objective 3** Identify the various purposes served by dance throughout time and in world cultures.

- Identify the purpose of movement ritual as a form of individual self-expression.
- Identify the movement ritual of greeting from a historical point of view; e.g., medieval or renaissance (folk dance – weaving and circling).
- Accurately describe the role of dance in at least two different historical periods.
- Perform and discover the historical/cultural context of a folk dance from a different culture or a social dance from a different time period.

**Objective 4** Demonstrate aesthetic perception.

- Respond to improvisational and compositional experiences using the elements and principles of dance.
- Evaluate dance using aesthetic criteria; i.e., the formal properties of dance, the production aspects, the technical and performance level of dancers.
- Analyze dance as a powerful means of expression.
- Create a dance portfolio that documents written, creative, and performance work.

## DANCE III (8-12)

### Course Description

Dance is a universal language, an expressive and vibrant art with the capacity to unify the physical, mental, social, emotional, aesthetic, and spiritual. This intermediate level dance course builds dance knowledge and skills in technique, improvisation, choreography, artistic expression, performance, history, culture, life skills, and connections to other curricular areas. *The prerequisite for this course is Dance II or by audition.*

### STANDARD 1 Technique

Students will demonstrate technical proficiency and knowledge of the body.

**Objective 1** Value dance as contributing to healthy human development.

- Implement goals for improving individual patterns and habits contributing to a safe, healthy body.
- Implement strategies for accepting differences in body types and movement tendencies as part of self.
- Develop knowledge of the body through fundamental conditioning; i.e., strength, endurance, flexibility, coordination, and agility.
- Document personal technical progress.

**Objective 2** Develop knowledge and skills of axial movements and basic locomotor steps.

- Perform more complex axial sequences demonstrating dynamic alignment and dynamic balance; articulation of the spine, integration of the spine with the periphery, articulation of peripheral body parts promoting mobility and stability, the use of breath to integrate movements, movement initiation from the center of the body, and movement connectivity.
- Demonstrate movement combinations that incorporate various axial combinations.
- Perform the five basic locomotor steps with increased articulation and rhythmical acuity.
- Perform basic locomotor combinations.
- Perform interesting combinations of various locomotor steps, incorporating upper body axial movements with them.

**Objective 3** Develop an awareness of performing techniques

- Demonstrate basic concepts of performing techniques; i.e., kinesthetic awareness, concentration/focus, fluidity in movement transitions, clarity of rhythmic acuity, spatial intent, full exploration of energy fluctuation, and link of inner intent to outer expression.
- Identify the mastery of performing techniques in self and another.

### STANDARD 2 Elements of Dance

Students will demonstrate knowledge and skills in the elements of dance.

**Objective 1** Develop knowledge and skills in space.

- Demonstrate an understanding of spatial pathways, directions, and facings.
- Create a spatial floor pattern.
- Demonstrate knowledge of contrasting spatial planes; i.e., vertical, horizontal, diagonal, lateral.
- Create independent and interdependent shapes with partners.
- Create shapes through an energy improvisation.
- Develop shape relationships with transitions as a solo, with a partner, and in a group.

**Objective 2** Develop knowledge and skills in time.

- Demonstrate rhythmic phrasing.
- Investigate even and uneven intervals within a metric phrase.
- Demonstrate accent.
- Clap and move in syncopation (accent on offbeat).
- Demonstrate non-metric (breath) rhythm.

**Objective 3** Develop knowledge and skills in energy and motion.

- Perform the seven basic qualities of motion.
- Perform an improvisation based on two or more qualities of motion.
- Explore the inherent energy qualities found in other curricular areas.
- Create a group composition that clearly defines two contrasting qualities

### **STANDARD 3 Creative / Choreographic Processes**

Students will understand choreographic principles, processes, and structures.

**Objective 1** Improvise within a structure.

- Improvise within a structure to generate movement for choreography.
- Improvise within a structure based on an element of dance.
- Improvise alone and with a group using AB, ABA, and rondo form, with or without music.

**Objective 2** Demonstrate choreographic principles, processes, and structures.

- Define the compositional elements of continuity, sequence, repetition, variety, unison, contrast, transition, and climax.
- Create and perform a dance study using two compositional principles as a focus.
- Create and perform a dance sequence with a beginning, middle, and end with musical accompaniment.
- Create and rework a dance study in ABA, rondo, canon, or antiphonal form with music.
- Develop recall skills from solo, duet, and group improvisations
- Perform a dance from repertory for accuracy of style, clarity, and structure.

### **STANDARD 4 Meaning**

Students will gain an understanding of dance as a means to create and communicate meaning.

**Objective 1** Develop knowledge and skills in the creative process of abstraction.

- Demonstrate the process of abstraction; i. e., altering time, space, energy through reordering, repeating, diminishing, inverting the movement.
- Analyze how each alteration may change meaning.
- Create, abstract, perform a movement pattern based on a gesture, response, visual image, or idea.
- Analyze why a choreographer chooses a particular movement to communicate an idea in dance.

**Objective 2** Demonstrate how dance communicates meaning.

- Identify and demonstrate through composition how elements of continuity, sequence, transition, repetition, variety, and climax communicate meaning in dance.
- Analyze and demonstrate how personal experience influences interpretation of a dance.
- Create a composition that successfully communicates a topic of personal significance.

**Objective 3** Identify the various purposes served by dance throughout time and in world cultures.

- Perform contemporary pedestrian gestures as a movement language.
- Experience a movement ritual as group expression.
- Analyze the purpose of movement ritual from a historical point of view.
- Identify, study, or perform through video, live dance performance, and/or master classes the broad spectrum of 20th century dance forms.
- Analyze similarities and differences between two dance forms.

**Objective 4** Demonstrate aesthetic perception.

- Analyze improvisational and compositional experiences.
- Analyze a choreographic work using aesthetic criteria.
- Formulate aesthetic questions for a dance concert critique.
- Analyze, using aesthetic criteria, why a dance work has power to communicate meaning.
- Analyze the similarities and differences in a choreographic work and one of another art form, culture, and/or time period.
- Create a dance portfolio of representative work.

## DANCE 1V (7-12)

### Course Description

Dance is a universal language, an expressive and vibrant art with the capacity to unify the physical, mental, social, emotional, aesthetic, and spiritual. This advanced level dance course builds dance knowledge and skills in technique, improvisation, choreography, artistic expression, performance, history, culture, life skills, and connections to other curricular areas. *The prerequisite for this course is Dance III or by audition*

### STANDARD 1 Technique

Students will demonstrate technical proficiency and knowledge of the body.

**Objective 1** Value dance as contributing to healthy human development.

- Implement safe and healthy dance practices in class and rehearsals.
- Determine how individual differences affect personal conditioning needs and individual movement choices.
- Develop knowledge of the body through fundamental conditioning; i.e., strength, endurance, flexibility, coordination, and agility.
- Implement an individual conditioning plan.
- Document technical progress on videotape and in writing.

**Objective 2** Develop knowledge and skills of axial movements and basic locomotor steps.

- Perform complex axial sequences which incorporate rotation, demonstrating dynamic alignment and dynamic balance; articulation of the spine, integration of the spine with the periphery, articulation of peripheral body parts promoting mobility and stability, use of breath to integrate movements, movement initiation from the center of the body, and movement connectivity.
- Demonstrate locomotor combinations that incorporate various axial combinations.
- Create and perform interesting, student-directed locomotor combinations incorporating axial movements.
- Demonstrate locomotor combinations that incorporate airborne leaping and jumping, falls or rolls to the ground, turns with various base points.

**Objective 3** Develop an awareness of performing techniques.

- Demonstrate basic concepts of performing techniques with increased nuance; i.e., kinesthetic awareness, concentration/focus, fluidity in movement transitions, clarity of rhythmic acuity, spatial intent, full exploration of energy fluctuation, and link of inner intent to outer expression.
- Identify the mastery of performing techniques in self and another.

### STANDARD 2 Elements of Dance

Students will demonstrate knowledge and skills in the elements of dance.

**Objective 1** Develop knowledge and skills in space.

- Demonstrate spatial planes and pathways.
- Demonstrate three ranges of motion.
- Perform contrasting ranges of motion with clarity and intent.
- Perform graining (body focus).
- Demonstrate layers of space; i.e., inner, personal, public.

**Objective 2** Develop knowledge and skills in time.

- Improvise and create new rhythmic possibilities.
- Perform breath rhythm (non-metric).
- Demonstrate an advanced level of rhythmic acuity and musicality.
- Demonstrate diagrammed syncopation.
- Demonstrate resultant rhythm.

**Objective 3** Develop knowledge and skills in energy and motion.

- Perform the seven basic qualities of motion with contrast and nuance.
- Identify the element of energy in choreography.
- Demonstrate how energy affects movement.
- Analyze personal preferred movement quality.

### **STANDARD 3 Creative/Choreographic Processes.**

Students will understand choreographic principles, processes, and structures.

**Objective 1** Improvise within a structure.

- Create a gestalt through improvisation.
- Create a structure through gestalt.

**Objective 2** Demonstrate choreographic principles, processes, and structures.

- Use a chance method as a means of finding creative, fresh materials for choreography.
- Create a solo study based on a compositional principle or element.
- Create a duet study based on choreographic structure.
- Expand a successful duet into a group dance.
- Research the creative process of a recognized choreographer.
- Perform a dance from repertory for accuracy of style, form, nuance, technique, and expression.

### **STANDARD 4 Meaning**

Students will gain an understanding of dance as a means to create and communicate meaning.

**Objective 1** Develop knowledge and skills in the creative process of abstraction.

- Create a movement phrase through the process of abstraction developed from a gesture, pedestrian movement, or idea.
- Analyze and discuss how abstraction was used to create or communicate meaning in a

recorded or live performance work.

- Identify and discuss symbolism in dance.
- Create a dance phrase using symbolism.
- Create a study based on a character or idea through the process of abstraction.

**Objective 2** Demonstrate how dance communicates meaning.

- Demonstrate how the compositional elements of sequence, repetition, variety, continuity, transitions, contrast, harmony, balance, proportion, unity, and climax may affect what a dance communicates.
- Create a solo or group composition based on a contemporary social theme.
- Compare the creative processes used by a professional in another discipline.
- Create a composition based on the study of another discipline.

**Objective 3** Identify the various purposes served by dance throughout time and in world cultures.

- Explore the purpose of movement ritual as self-expression – individually and in groups.
- Explore the purpose and function of movement ritual in own community, present and past.
- Identify, study, or perform through video, live dance performance, and/or master classes the broad spectrum of 20th century dance forms.
- Create a time line illustrating the important dance events in the 20th century and place them in their social, historical, cultural, and political contexts.

**Objective 4** Demonstrate aesthetic perception.

- Respond to improvisational and compositional experiences from a variety of perspectives.
- Evaluate own and others' work using aesthetic questions.
- Examine ways a dance creates and conveys meaning by considering the dance from a variety of perspectives.
- Articulate understanding of a choreographer's intent.
- Create a dance portfolio documenting representative creative and performance work.

# DANCE V

## Course Description

Dance is a universal language, an expressive and vibrant art with the capacity to unify the physical, mental, social, emotional, aesthetic, and spiritual. This advanced level dance course builds dance knowledge and skills in technique, improvisation, choreography, artistic expression, performance, history, culture, life skills, and connections to other curricular areas. *The prerequisite for this course is Dance IV or by audition.*

### STANDARD 1 Technique

Students will demonstrate technical proficiency and knowledge of the body.

**Objective 1** Value dance as contributing to healthy human development.

- Develop knowledge of the body through fundamental conditioning; i.e., strength, endurance, flexibility, coordination, and agility.
- Implement an individual conditioning program.
- Identify classifications of dance injuries such as acute (sudden onset) vs. chronic (gradual onset or recurring).
- Analyze possible causes of such injuries; e.g. overuse, improper technique, inadequate warm-up, unsound movement choices.
- Document technical progress on videotape and in writing.

**Objective 2** Develop knowledge and skills of axial movements and basic locomotor steps.

- Perform complex sequences integrated with demonstrating locomotor movement and dynamic alignment and dynamic balance; articulation of the spine, integration of the spine with the periphery, articulation of peripheral body parts promoting mobility and stability, use of breath to integrate movements, movement initiation from the center of the body, and movement connectivity.
- Perform complex variations of locomotor and combination steps which incorporate spatial and rhythmical challenges.
- Create and perform student-directed locomotor combinations which also incorporate axial movements.

**Objective 3** Develop an awareness of performing techniques.

- Demonstrate basic concepts of performing techniques with increased nuance; i.e., kinesthetic awareness, concentration/focus, fluidity in movement transitions, clarity of rhythmic acuity, spatial intent, full exploration of energy fluctuation, and link of inner intent to outer expression.
- Refine performing techniques through self-evaluation and correction.
- Identify the mastery of performing techniques in self and another.

### STANDARD 2 Elements of Dance

Students will demonstrate knowledge and skills in the elements of dance.

**Objective 1** Develop knowledge and skills in space.

- Exhibit advanced level skills in performing movement in and through space.

- Demonstrate graining (body focus).
- Perform sequences and/or improvisations based on spatial volumes.
- Demonstrate layers of space.
- Exhibit advanced level skills in creating and performing shape studies and improvisations.

**Objective 2** Develop knowledge and skills in time.

- Demonstrate advanced level skills in tempo.
- Demonstrate breath rhythm (non-metric).
- Perform syncopation.
- Demonstrate resultant rhythm.

**Objective 3** Develop knowledge and skills in energy and motion.

- Perform the seven basic qualities of motion with contrast and nuance.
- Recognize energy as it relates to choreography.
- Explore how energy affects movement.
- Create and perform with clarity a solo based on a quality of energy.

### **STANDARD 3 Creative / Choreographic Processes**

Students will understand choreographic principles, processes, and structures.

**Objective 1** Improvise within a structure.

- Create a structure through gestalt.
- Identify through videotape the gestalt in an improvisation.

**Objective 2** Demonstrate choreographic principles, processes, and structures.

- Create and perform a dance study using unison and echo form.
- Create a dance in montage, fugue, or antiphonal form.
- Create a theme and develop variations from compositional principles previously studied.
- Evaluate the choreographic structures and discuss possibilities, options, and development.

**Objective 3** Demonstrate performance and choreographic skills.

- Perform repertory accurately as to style, form, nuance, and technique.
- Direct a short section of a repertory piece.
- Experience working with a guest, faculty, or student choreographer.
- Use a chance method as a solution for finding fresh, creative movement.
- Demonstrate further development and refinement of proficient skills to create small group dance with coherence and aesthetic unity.

### **STANDARD 4 Meaning**

Students will gain an understanding of dance as a means to create and communicate meaning.

**Objective 1** Define and demonstrate the creative process of abstraction.

- Describe the process of abstraction.
- Create a movement phrase developed from a gesture, pedestrian movement, visual image, emotion, or statement, using the process of abstraction.
- Analyze how abstraction was used to create or communicate meaning in a recorded or live performance work.

**Objective 2** Demonstrate how dance communicates meaning.

- Analyze how dance conveys meaning by considering a work from a variety of perspectives.
- Compare and contrast how meaning is communicated in two compositions or choreographic works.
- Demonstrate how the compositional principles may affect what a dance communicates.
- Explore the most effective way to develop an idea through movement using the compositional principles and dance elements studied.
- Choreograph a dance that successfully communicates a topic of personal significance or a contemporary social theme.
- Compare art forms and evaluate their effectiveness in communicating a story or idea.
- Create an interdisciplinary project based on dance and another art form.

**Objective 3** Identify the various purposes served by dance throughout time and in world cultures.

- Identify the purpose of movement ritual as self-expression – individually and in groups.
- Identify and describe the purpose and function of movement ritual in own community, present and past.
- Explore similarities and differences among dance forms of other cultures.
- Explore similarities and differences between two dance periods.

**Objective 4** Demonstrate aesthetic perception.

- Respond to improvisational and compositional experiences with new solutions.
- Revise a composition using principles, concepts, and elements of dance.
- Formulate and answer questions based on aesthetic criteria.
- Compare aesthetic criteria in dance and other art forms.
- Create a dance portfolio of representative work.

## DANCE VI

### Course Description

Dance is a universal language, an expressive and vibrant art with the capacity to unify the physical, mental, social, emotional, aesthetic, and spiritual. This company level dance course builds dance knowledge and skills in technique, improvisation, choreography, artistic expression, performance, history, culture, life skills, and connections to other curricular areas. *The prerequisite for this course is Dance V or by audition.*

### STANDARD 1 Technique

Students will demonstrate technical proficiency and knowledge of the body.

**Objective 1** Value dance as contributing to healthy human development.

- Document progress on select technical and performance goals.
- Implement an individual conditioning program that addresses differences in strength, flexibility, muscular endurance, coordination, and agility.
- Implement strategies for injury prevention in class, rehearsals, and performance.
- Describe immediate injury care.
- Discuss methods of enhancing dancers' abilities in choreography.

**Objective 2** Develop knowledge and skills of axial movements and basic locomotor steps.

- Perform complex axial movements of greater length with rhythmical, spatial, and qualitative challenges demonstrating dynamic alignment and dynamic balance; articulation of the torso, articulation of peripheral body parts promoting mobility and stability, integration of the spine with the periphery, use of breath to integrate movement, movement initiation from the center of the body, and movement connectivity.
- Perform complex variations of basic locomotor and combination steps which incorporate spatial, rhythmical, and qualitative challenges.
- Perform complex combinations of various locomotor steps with axial movement.
- Create and perform student-directed locomotor combinations which also incorporate axial movements.

**Objective 3** Develop an awareness of performing techniques.

- Demonstrate basic concepts of performing techniques; i.e., kinesthetic awareness, concentration/focus, fluidity in movement transitions, clarity of rhythmic acuity, spatial intent, full exploration of energy fluctuation, and link of inner intent to outer expression.
- Analyze personal performing techniques from internal and external (video) methods.
- Identify the mastery of performing techniques in self and another.

### STANDARD 2 Elements of Dance

Students will demonstrate knowledge and skills in the elements of dance.

**Objective 1** Develop knowledge and skills in space.

- Demonstrate spatial and shape awareness in performance.
- Choreograph and perform a dance exploring interesting spatial relationships of groups.
- Choreograph and perform an individual study using three shapes, three focal points, and three ranges of motion.

**Objective 2** Develop knowledge and skills in time.

- Demonstrate movement sequences with tempo, rhythmic and musical acuity.
- Demonstrate syncopation.
- Perform unmetred rhythm.

**Objective 3** Develop knowledge and skills in energy and motion.

- Perform movement with qualitative nuance.
- Perform choreography with enhanced energy awareness.
- Use the qualities of motion as a basis for choreography.

### **STANDARD 3 Creative / Choreographic Processes**

Students will understand choreographic principles, processes, and structures

**Objective 1** Improvise as part of the process to create dance for public performance.

- Improvise a solo based upon an element of dance.
- Use all improvisational skills to aid choreography; e.g., use of spontaneity and imagination, discovery and development of thematic material, staying within gestalt.

**Objective 2** Demonstrate choreographic principles, processes, and structures.

- Analyze the relationship between music, sound, and choreography.
- Create and perform studies in various choreographic forms.
- Choreograph and perform in different dances utilizing previous knowledge and experience.
- Compare the creative processes used by a noted choreographer and an artist in another form.

**Objective 3** Demonstrate performance and choreographic skills.

- Demonstrate ensemble performance skills.
- Create a 3-5 minute group dance with coherence and aesthetic unity.
- Participate in the process of presenting a concert.

### **STANDARD 4 Meaning**

Students will gain an understanding of dance as a means to create and communicate meaning.

**Objective 1** Define and demonstrate the creative process of abstraction.

- Analyze how a choreographer uses abstraction to create or communicate meaning.
- Choreograph a solo based on a person, character, or picture through the process of abstraction.

**Objective 2** Demonstrate how dance communicates meaning.

- Explore through dance elements and compositional principles the most effective way to develop an idea through movement.
- Choreograph a dance that successfully communicates a topic of personal significance or a contemporary social theme.
- Create an interdisciplinary project based on a theme, idea, concept, social issue, or object.

**Objective 3** Identify the various purposes served by dance throughout time and in world cultures.

- Observe a video or live performance of a choreographic work based on a world culture past or present; e.g., “The Green Table” by Kurt Jooss, “Shakers” by Doris Humphrey, “Dambala” by Charles Moore.
- Accurately describe various purposes dance has served in world cultures past and present.
- Create and perform three different movement phrases derived from the study of theatrical, cultural, historical, social, or political context.
- Develop one of the above movement phrases into a solo or group work.

**Objective 4** Demonstrate aesthetic perception.

- Respond to improvisational and compositional experiences from objective and subjective viewpoints.
- Create a dance and revise it over time, articulating in discussion or writing the reasons for the artistic decisions.
- Evaluate works of peers in a supportive and constructive way.
- Analyze a professional or university concert of works using aesthetic criteria; i.e., the elements and principles of dance, production aspects, dancers’ performances, and the choreographic intent or communicative power of the works.
- Create a portfolio of creative and written work.