

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Movement Skills and Underlying Principles</p>	<ol style="list-style-type: none"> <li>1. Identifies space, time, and movement qualities (energy) as elements of movement. (DA.A.1.3.4)</li> <li>2. Executes exercises specific to the development of strength, coordination, flexibility, endurance and personal growth. (DA.A.1.3.1) (DA.E.1.3.1)</li> <li>3. Demonstrates body part isolations.</li> <li>4. Demonstrates spatial awareness when performing dance phrases.</li> <li>5. Demonstrates concentration in movement experiences.</li> <li>6. Executes smooth transitions from movement to movement.</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can demonstrate the ability to execute proper warm-up of upper and lower areas of the body before performing movement compositions by leading a class warm-up activity that includes selections, rotations, extensions, and flexion's. (DA.A.1.3.1)</li> <li>B. The student can utilize concentration when performing in spaces alternative to the dance studio by demonstrating the ability to correctly reverse a 24 count dance phrase center floor and across the floor.</li> </ol>
<p>II Dance Making</p>	<ol style="list-style-type: none"> <li>1. Creates dance studies using the elements of composition. (DA.A.2.3.1) (DA.D1.3.1)</li> <li>2. Creates an unaccompanied improvisational study that conveys ideas, thoughts, or feelings. (DA.A.1.3.3) (DA.A.2.3.2) (DA.A.2.3.4) (DA.A.1.3.3) (DA.A.2.3.4) (DA.A.2.3.2)</li> <li>3. Executes dance studies based on motif and manipulation. (DA.A.2.3.3)</li> <li>4. Manipulates floor pattern and the spatial arrangement of dancers in group compositions. (DA.A.2.3.4)</li> <li>5. Performs movement in unison in a large group. (DA.A.2.3.4)</li> <li>6. <i>Performs movement choices to communicate abstract ideas.</i> (DA.A.1.3.1) (DA.B.1.3.3)</li> </ol>	<ol style="list-style-type: none"> <li>A. Given a small group assignment, the student can cooperate with others to create an unaccompanied group dance study by using a group decision process to manipulate floor pattern and spatial arrangement.</li> <li>B. Using the elements of the movement analysis, the student can create and perform a 64 count dance phrase for a large group of performers in unison. (DA.A.2.3.1) (DA.A.2.3.2) (DA.A.2.3.3) (DA.A.2.3.4)</li> <li>C. <i>The student can create dance patterns in response to rhythmic sequences that convey ideas, thoughts and feelings.</i> (DA.A.1.3.2) (DA.A.1.3.3) (DA.A.1.3.4)</li> <li>D. <i>The student can use various theater elements to enhance a dance created to communicate ideas of personal significance.</i> (DA.B.1.3.1) (DA.B.1.3.2) (DA.B.1.3.3) (DA.E.2.3.2)</li> </ol>

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<p>III Building Context: Cultural, Historical, and Social Inquiry</p>	<p>7. <i>Executes various elements (e.g., lighting and costume design) to influence the interpretation.</i> (DA.A.1.3.2) (DA.B.1.3.3)</p> <p>8. <i>Creates dance that reflects, and communicates experiences and ideas of personal significance.</i> (DA.A.1.3.3) (DA.B.1.3.3.) (DA.B.1.3.1) (DA.B.1.3.2)</p> <p>1. Executes dances from various cultures. (DA.A.1.3.2)</p> <p>2. Recognizes the influences of climate, geography, and occupation of a culture on the kinds of dances people dance (form and style).</p> <p>3. Identifies cultural, historical, social and political significance of dances studied. (DA.C.1.3.2) (DA.E.2.3.1)</p> <p>4. Identifies roles and careers related to dance performance: dancer, choreographer, composer, lighting designer, costume designer, stage manager, critic, notator, photographer, and videographer. (DA.C.1.3.3)</p>	<p>A. The student can describe verbally or in written form, influence of climate, geography, and occupation of a culture on a specific dance of a specific country. (DA.C.1.3.) (DA.C.1.3.2) (DA.C.1.3.3) (DA.E.2.3.1)</p> <p>B. The student can list at least eight dance related careers and write a brief description of each.</p>
<p>IV Critical and Aesthetic Inquiry</p>	<p>1. Forms a personal hypothesis about the meaning of a dance and supports it with specific observations. (DA.C.1.3.1)</p> <p>2. Explores the question, “Why do people dance?” using physical, perceptual, conceptual and qualitative terms. (DA.D.1.3.3)</p> <p>3. Discusses reviews by professional dance critics and the evaluation of personal and others’ work. (DA.D.1.3.2)</p>	<p>A. The student can write a one page paper to support their own opinions about dance and orally present the paper in class. (DA.D.1.3.1) (DA.D.1.3.2) (DA.D.1.3.3)</p> <p>B. After researching dances from various cultures other than his or her own, the student can list five reasons why people dance. (DA.E.1.3.1) (DA.E.1.3.2)</p>

# DANCE

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	<p>4. <i>Understands and discusses the way that various media (e.g., technology, music and visual arts) can be used to reinforce, enhance or alter a dance idea.</i> (D.A.E.2.3.2)</p>	