

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Movement Skills and Underlying Principles</p>	<ol style="list-style-type: none"> 1. Identifies and uses the unique attributes of each of the elements of movement (time encompasses duration, tempo, rhythm; space encompasses level, kinespheres, pathway direction, range; movement qualities encompass force light/heavy such as weak/strong, sudden/sustained, fee/bound, stoppable, unstoppable. (D.A.A.1.3.4) (D.A.A.2.3.1) 2. Explores the subtleties of balance using a variety of support. (D.A.A.1.3.1) 3. Identifies conditioning and injury prevention as two main goals for daily exercise, recognizing that the discipline of dance contributes to personal growth. (D.A.E.1.3.1) (D.A.E.1.3.2) 4. Recognizes the relationship between skeletal structure and body movement (the “backbone” is really a series of vertebrae that enables us to bend). (D.A.A.1.3.1) 5. Recognizes the need for warm-up prior to each dance experience. (D.A.A.1.3.1) 	<ol style="list-style-type: none"> A. The student can improvise movement to a one minute single instrument piece incorporating time, movement qualities, and space. (D.A.A.1.3.4) B. The student can write and demonstrate a series of exercises (barre and floor) for proper warm-up and injury prevention. (D.A.A.1.3.1) (D.A.E.1.3.1) (D.A.E.1.3.2) C. <i>The student creates movement sequences utilizing choreographic principles, processes and structures.</i> (D.A.A.2.3.1) (D.A.A.2.3.2) (D.A.A.2.3.3)
<p>II Dance Making</p>	<ol style="list-style-type: none"> 1. <i>Creates movement patterns that convey ideas, thoughts, or feelings.</i> (D.A.B.1.3.3) (D.A.A.1.3.3) 2. Creates improvisational dance studies using a variety of musical selections to generate movement for composition and choreography. (D.A.A.2.3.2) 3. Creates dance studies with self-accompaniment. (D.A.A.2.3.3) 4. Creates dances in small groups using choreographic processes and structures. (D.A.A.2.3.4) 	<ol style="list-style-type: none"> A. The student can perform a series of movements to 128 counts using self accompaniment. B. In small groups the student can create a dance to a selected piece of single instrument music using cannon, level change, and AB patterns of movement. C. <i>The student can perform movement patterns that communicate ideas.</i> (D.A.A.1.3.3) D.A.B.1.3.1)

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<p>III Building Context: Cultural, Historical and Social Inquiry</p> <p>IV Critical and Aesthetic Inquiry</p>	<p>5. <i>Demonstrates movement choice to communicate abstract ideas.</i> (DA.B.1.3.1)</p> <p>6. <i>Manipulates various elements (e.g., lighting and costume design) to influence the interpretation of dance.</i> (DA.B.1.3.2)</p> <p>1. Executes dances from various cultures. (DA.A.1.3.2)</p> <p>2. Identifies historical and social significance of classical and theatrical dances studied. (DA.C.1.3.1) (DA.C.1.3.3) (DA.E.2.3.1)</p> <p>3. Recognizes the influence of immigrant people and their cultures on dance in the United States. (DA.C.1.3.2)</p> <p>4. <i>Comprehends the ways that various media (e.g., technology, music and visual art) can be used to reinforce, enhance, or alter a dance idea.</i> (DA.E.2.3.2)</p> <p>1. Recognizes that people have different movement preferences, strengths and opinions about dance that may allow for revision. (DA.D.1.3.1)</p> <p>2. Formulates a personal definition of dance using physical perceptual, conceptual and qualitative terms. (DA.D.1.3.2)</p> <p>3. Formulates and writes a review of a dance performance using descriptive language which includes meaning and personal evaluation of the event.</p>	<p>A. The student can execute three short dances from various cultures of South Florida. (DA.A.1.3.2) (DA.C.1.3.1) (DA.E.2.3.1)</p> <p>B. The student can create a cultural time-line from the period of the Native American Indians to the present, including at least three dance forms from other immigrant cultures. (DA.C.1.3.2)</p> <p>C. <i>The student can create a dance, incorporating various elements of the theater to influence interpretation, that reflects personal significance.</i> (DA.B.1.3.2) (DA.B.1.3.3) (DA.E.2.3.2)</p> <p>(DA.D.1.3.3)</p> <p>A. The student can describe, in written and oral form, movement preference and identify his/her strengths and weaknesses. (DA.D.1.3.1)</p> <p>B. After viewing a video taped or live performance, the student can write a critique using descriptive language. (DA.C.1.3.3) (DA.D.1.3.2) (DA.D.1.3.3)</p>