

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Movement Skills and Underlying Principles</p>	<ol style="list-style-type: none"> 1. Demonstrates movement phrases that involve polyrhythmic structures (legs perform quick rhythm while arms perform a slower rhythm). (DA.A.1.3.4) 2. Demonstrates phrases that involve multiple changes of movement quality. (DA.A.1.3.3) 3. Identifies strength, coordination, flexibility and endurance as goals for daily conditioning and personal growth. (DA.A.1.3.1) (DA.E.1.3.1) (DA.E.1.3.2) 4. Demonstrates correct alignment in the execution of warm-up exercises. (DA.A.1.3.1) 5. Explores the subtleties of balance using a variety of support. (DA.A.1.3.1) 6. Explores various forms of contact in dance (weight sharing, counter balance, partnering). 7. The student can explore dance phases as exemplars of various dance forms. (DA.A.1.3.2) 	<ol style="list-style-type: none"> A. After assigning two students to a group, the student can cooperate with a partner to demonstrate various forms of contact in dance by creating a 64 count movement phrase that includes weight sharing, counterbalance, and partnering. (DA.A.2.3.1) (DA.A.2.3.2) (DA.A.2.3.3) (DA.A.2.3.4) B. The student can create and execute three different types of warm-up exercises specific to three different dance styles studied. (DA.A.1.3.1) (DA.A.1.3.2) (DA.E.1.3.1) (DA.E.1.3.2) C. <i>The student can respond to various rhythmic patterns through movement or to reinforce, enhance, or alter a dance.</i> (DA.A.1.3.4)
<p>II Dance Making</p>	<ol style="list-style-type: none"> 1. Uses literature, music, drama, visual arts, and media arts as sources to reinforce, enhance, or alter a dance ideas for original dance studies. (DA.E.2.3.2) 2. Improvises dance studies generated from ideas (emotions, life experiences, traditional dances of various cultures and current events). (DA.A.2.3.2) (DA.B.1.3.1) 	<ol style="list-style-type: none"> A. The student can create an original dance study (a minimum of one minute) using music, drama, visual, and literary arts sources. (DA.B.1.3.2) (DA.E.2.3.2)

COMPONENT	OBJECTIVES	COMPETENCY
<p>III Building Context: Cultural, Historical and Social Inquiry</p>	<ol style="list-style-type: none"> 3. Creates solo and group dance studies based upon personal experiences and interests incorporating choreographic principles. (DA.B.1.3.3) (DA.A.2.3.1) (DA.A.2.3.3) (DA.A.2.3.4) 4. Creates dance studies using props. (DA.B.1.3.2) 5. Reflects upon the work of self and others to facilitate improvement in original dance compositions. (DA.B.1.3.3) <ol style="list-style-type: none"> 1. Identifies geographical, socioeconomic, political, and cultural influences on dance. (DA.C.1.3.1) (DA.E.2.3.1) 2. Executes dances of cultural, historical, and social significance. (DA.C.1.3.3) (DA.C.1.3.2) 3. Identifies landmarks in the history of dance. (DA.C.1.3.1) 	<p>B. Using ideas generated from: 1) life experiences, 2) emotions, 3) current events, and 4) traditional dances of various cultures, the student can create an improvisation for each and perform each improvisation for classmates. (DA.A.1.3.3) (DA.B.1.3.1) (DA.B.1.3.3) (DA.E.2.3.1)</p> <p>A. After listening to and participating in a teacher-directed class discussion on the “influences/Significance’s of Social Dances,” the student can recognize the influence of social dance on the development of concert dance by identifying various distinguishing characteristics of social dance that relate to concert dance. (DA.C.1.3.1) (DA.C.1.3.2) (DA.C.1.3.3)</p> <p>B. The student can identify landmarks in the history of dance by correctly matching the dance pioneers to the time-line, and music appropriate to the dance style studied. (DA.C.1.3.1)</p>
<p>IV Critical and Aesthetic Inquiry</p>	<ol style="list-style-type: none"> 1. Recognizes that there can be several interpretations of any given dance. 2. Describes the characteristics of various dance forms: ballet, modern, jazz, tap, and ethnic. 3. Writes reviews of dance performances of self and/or others including interpretative statements with analysis and description to support them. (DA.D.1.3.2) 	<p>A. The student can orally and in written form describe more than one interpretation of any given dance. (DA.D.1.3.2)</p> <p>B. The student can describe orally and in written form distinct characteristics of each dance form studied. (DA.D.1.3.1) (DA.D.1.3.3)</p>

DANCE

COMPONENT	OBJECTIVES	COMPETENCY
	<p>4. Views various dance forms and engages in discussions based on the predominant relationships of sequences, phrasing, etc. (D.A.D.1.3.3) (D.A.D.1.3.1)</p>	