

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Movement Skills and Underlying Principles</p> <p>II Dance Making</p>	<ol style="list-style-type: none"> <li>1. Demonstrates control of space, time, energy and technique when executing movement phrases. (DA.A.1.3.1)</li> <li>2. Executes different types of warm-ups required of various dance forms and styles (ballet-barre, modern-floorwork, jazz-isolations). (DA.E.1.3.1)</li> <li>3. Demonstrates balance using a variety of supports.</li> <li>4. Explores off-centered movement (tilts, spirals, falls) in a variety of directions.</li> <li>5. Explores a variety of locomotor and nonlocomotor turns.</li> </ol> <ol style="list-style-type: none"> <li>1. Directs a small group in the creation of an original dance. (DA.A.1.3.3) (DA.B.1.3.2) (DA.B.1.3.3) (DA.A.2.3.1) (DA.A.2.3.2) (DA.A.2.3.4) (DA.B.1.3.1)</li> <li>2. Creates dances using motif, manipulation and transferring rhythmic patterns from the aural to the kinesthetic. (DA.A.1.3.4)</li> <li>3. Recognizes the role of research.</li> <li>4. Critique own work and work of others in a supportive and constructive manner.</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can demonstrate control of space, time, and energy by executing four movement phrases. (DA.A.1.3.2)</li> <li>B. The student can verbalize and define terminology of at least three dance styles studied.</li> <li>C. <i>The student can execute proper alignment in warm-up exercises and correlate them to specific dance movements.</i> (DA.A.1.3.1) (DA.E.1.3.1) (DA.E.1.3.2)</li> </ol> <ol style="list-style-type: none"> <li>A. The student can set realistic goals and meet necessary deadlines for a project by developing and submitting an outline of the project that includes: name of music composer, style of dance, length of dance (minimum of two minutes), and considerations for research.</li> <li>B. The student can direct an original small group composition and constructively critique own work and of others in written form.</li> <li>C. <i>The student can create movement patterns in response to rhythmic that also reflect ideas, thoughts or feelings.</i> (DA.A.1.3.3) (DA.A.1.3.4) (DA.B.1.3.1)</li> <li>D. <i>The student can create movement phrases utilizing basic choreographic principles.</i> (DA.A.2.3.1) (DA.A.2.3.2) (DA.A.2.3.3) (DA.A.2.3.4)</li> </ol>

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<p>III Building Context: Cultural, Historical and Social Inquiry</p>	<ol style="list-style-type: none"> <li>1. Identifies historical predecessors of dance forms studied and how they reflect on political and social issues. (DA.E.2.3.1)</li> <li>2. Recognizes the importance of dance within Native American cultures. (DA.C.1.3.2)</li> <li>3. Identifies the distinguishing features of various dance forms or traditions. (DA.A.1.3.2) (DA.C.1.3.1) (DA.C.1.3.3)</li> <li>4. Assesses his or her own abilities and interests as they relate to a career in dance and personal growth. (DA.E.1.3.2)</li> </ol>	<p><i>E. The student uses various elements of the theatre to influence dances of personal significance.</i> (DA.B.1.3.2) (DA.B.1.3.3)</p> <p>A. The student can identify, verbally and in written form, contributions of specific dancers and choreographers to the historical development of dance in the U.S. (DA.C.1.3.1) (DA.C.1.3.2) (DA.C.1.3.3)</p> <p>B. The student can identify necessary preparation for various dance careers by researching and writing a paper on the preparation (studies, experience, trends) of at least three careers in dance. (DA.E.2.3.1)</p>
<p>IV Critical and Aesthetic Inquiry</p>	<ol style="list-style-type: none"> <li>1. Formulates a personal definition of dance.</li> <li>2. Analyzes professional dance criticism for statements of description, interpretation, evaluation, and the effects of various media. (DA.E.2.3.2)</li> <li>3. Writes reviews of dance performances including description, interpretation and evaluation based upon observation and research. (DA.D.1.3.1) (DA.D.1.3.2) (DA.D.1.3.3)</li> </ol>	<p>A. The student can read and analyze professional dance criticism for statements of description, interpretation, and evaluation. (DA.D.1.3.2) (DA.D.1.3.3)</p> <p>B. The student can formulate a personal definition of dance and lead a class discussion based on his/her definition. (DA.D.1.3.1) (DA.E.2.3.2)</p>