

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Movement Skills and Underlying Principles</p>	<ol style="list-style-type: none"> 1. Applies basic movement patterns within limits imposed by his/her disability condition. 2. Exhibits a knowledge of a variety of dance styles. (D.A.A.1.3.2) 3. Understands and identifies form and structure of music as it relates to dance. (D.A.A.1.3.4) 4. Recognizes various accented and unaccented movements. (D.A.A.1.3.4) 5. Recognizes the role of concentration in movement experiences and personal growth contributions. (D.A.E.1.3.2) 6. Recognizes various approaches to phrasing in dance based upon heartbeat, breath, acceleration, and various musical phrases. 7. Demonstrates an improved or maintained level of physical fitness within limits imposed by his/her disability. (D.A.A.1.3.1) (D.A.E.1.3.1) 8. Demonstrates a knowledge of basic locomotor and nonlocomotor movement within limits imposed by his/her disability. 	<ol style="list-style-type: none"> A. The student can demonstrate orally and in written form (within the limits imposed by his/her disability) dance movement patterns specific to dance styles studied (modern, folk, popular, square, ballet). (D.A.E.1.3.1) (D.A.E.1.3.2) B. The student can exhibit a knowledge of basic cognitive and motor skills by describing (within the limits imposed by his/her disability) a basic movement pattern using at least five locomotor and nonlocomotor movements in a combination. (D.A.A.1.3.1) (D.A.A.1.3.2) (D.A.A.2.3.1) (D.A.A.2.3.2) (D.A.A.2.3.3) (D.A.A.2.3.4)
<p>II Dance Making</p>	<ol style="list-style-type: none"> 1. Uses improvisation to create a dance. (D.A.A.2.3.2) 2. Expresses self through improvisations based on characters from folk tales, myths, legends, and stories. 3. Cooperates with others to create a dance story conveying ideas, thoughts or feelings through various media. (D.A.E. 2.3.2) 	<ol style="list-style-type: none"> A. The student can (within the limits imposed by his/her disability) improvise and create to a given musical excerpt (a minimum of 16 measures) a dance phrase based on characters from folk tales, stories, or myths, using movement from at least one dance style studied (modern, folk, popular, ethnic, square, ballet). (D.A.A.1.3.3) (D.A.A.1.3.4) (D.A.B.1.3.3)

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<p>III Building Context: Cultural, Historical and Social Inquiry</p>	<ol style="list-style-type: none"> 4. Recognizes movement phrases (patterns) as the basic building blocks of a dance. (DA.A.2.3.1) (DA.A.2.3.3) (DA.A.2.3.4) 5. Applies a knowledge of the affective aspects of dance (emotions, feelings, ideas, thoughts). (DA.B.1.3.1) (DA.B.1.3.3) 6. Uses various elements (e.g., lighting and costume design) to influence the interpretation of dance. (DA.B.1.3.2) <ol style="list-style-type: none"> 1. Identifies geographical and cultural influences on the history of dance. (DA.C.1.3.1) (DA.C.1.3.3) 2. Identifies various dance related careers (e.g., choreographer, dancer, notator, teacher, performer, critic, costume designer). 3. Exhibits a positive attitude toward dance as a performer, crew member, observer, researcher, or volunteer in dance related activities. 4. Identifies or describes specific distinguishing characteristics of folk and ethnic dance styles studied. (DA.C.1.3.1) (DA.C.1.3.2) (DA.E.2.3.1) 5. Identifies dancers and choreographers of various folk and ethnic dance styles studied. 	<p>B. The student can create (within the limits imposed by his/her disability) dance studies based on emotions, thoughts, ideas and stimuli proposed by the instructor. (DA.A.1.3.3) (DA.B.1.3.1) (DA.B.1.3.2)</p> <p>A. The student can describe cultural characteristics of at least one folk or ethnic dance style studied that represents culture other than his/her own within the limits imposed by his/her disability. (DA.D.1.3.3) (DA.E.2.3.1)</p> <p>B. The student can identify and define orally or in written form at least four dance related careers.</p>
<p>IV Critical and Aesthetic Inquiry</p>	<ol style="list-style-type: none"> 1. Recognizes various movement preferences, strengths and opinions about dance. (DA.D.1.3.1) 2. Formulates a personal definition of dance. 	<p>A. After researching various dance styles, the student can explain orally or in written form, "Why do people dance?" (DA.C.1.3.1) (DA.C.1.3.3)</p>

DANCE

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	<ol style="list-style-type: none"> 3. Reviews and critiques a dance performance orally or in written form (within the limits imposed by his/her disability). (DA.D.1.3.2) (DA.D.1.3.3) 4. Observes dance performances and demonstrates an appreciation for the role of dance in society. 5. Research and discusses orally or in written form (within the limits imposed by his/her disability) the question, "Why do people dance?" 	<p>B. The student can recognize and appreciate the role of dance in society by formulating orally or in written form, a personal opinion of dance and supporting it with specific observations. (DA.C.1.3.2) (DA.D.1.3.1) (DA.D.1.3.2) (DA.D.1.3.3) (DA.E. 2.3.2)</p>