

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Movement Skills and Underlying Principles (physical)</p>	<ol style="list-style-type: none"> Discerns the similarities and differences between two styles of dance. (DA.E.2.4.3) Performs two styles of dance. (DA.A.1.4.1) (DA.A.1.4.2) (DA.E.1.4.1) (DA.1.4.2) 	<ol style="list-style-type: none"> The student can, in oral or written form, analyze the similarities, differences, and psychological perspective of two dance styles. The student can perform warm-up exercises, technique, and performance pieces appropriate to two dance styles. (DA.A.1.4.1) (DA.A.1.4.2) <i>The student can explain the physical and aesthetic benefits of healthy lifestyle choices.</i> (DA.E.1.4.1) (DA.E.1.4.2) (DA.E.2.4.3)
<p>II Dance Making</p>	<ol style="list-style-type: none"> Utilizes aspects of movement analysis to create original compositions based on various psychological dimensions of human relationships (DA.A.1.4.3) (DA.A.1.4.4) (DA.A.2.4.1) (DA.A.2.4.2) (DA.A.2.4.3) Utilizes personal judgement in evaluating compositions. (DA.B.1.4.2) 	<ol style="list-style-type: none"> The student can, by combining elements of the movement analysis with various psychological theories, create original compositions of up to 64 counts in 2 dance styles. (DA.A.1.4.3) (DA.A.2.4.1) (DA.A.2.4.3) The student can, by applying elements of personal judgement, (i.e., beauty, sensed feeling, why response is elicited) evaluate his/her own or others' compositions. (DA.A.1.4.4) (DA.A.2.4.2) (DA.B.1.4.2)
<p>III Building Context: Cultural, Social, and Historical Inquiry (emotional forces which shape attitudes, power structures, personal beliefs)</p>	<ol style="list-style-type: none"> Uses a variety of resources to comprehend historical, cultural and psychological context of the dance styles studied. (DA.B.1.4.1) (DA.B.1.4.3) (DA.C.1.4.2) (DA.C.1.4.4) Applies knowledge of history of dances studied to analysis and evaluation of compositions. (DA.C.1.4.1) (DA.C.1.4.3) 	<ol style="list-style-type: none"> The student can research in dance history and art history texts and reference books the origins of the dance styles studied in relation to various schools of psychological thought. (DA.B.1.4.1) (DA.B.1.4.3) (DA.C.1.4.2) (DA.C.1.4.4)

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<p>IV Critical and Aesthetic Inquiry(analytical skills, tools, processes)</p>	<ol style="list-style-type: none"> 1. Verbalizes regarding beauty and/or non-utilitarian aspect of compositions (performance pieces?) (DA.D.1.4.3) (DA.E.2.4.1) (DA.E.2.4.2) (DA.E.2.4.4) 2. Evaluates own choreographic work. (DA.D.1.4.1) (DA.D.1.4.2) 	<ul style="list-style-type: none"> B. The student can apply a knowledge of the history of the styles studied when analyzing the appropriateness of the composition. (DA.C.1.4.1) (DA.C.1.4.3) A. The student can explain in specific detail what they have seen, how they have reacted, why they reacted the way they did in reference to a composition or a performance. (DA.D.1.4.2) (DA.D.1.4.3) (DA.E.2.4.4) B. The students can speak and write in complete sentences and paragraphs in analysis of what, how, and why(including what influenced their creation) of their own compositions. (DA.D.1.4.1) (DA.E.2.4.1) (DA.E.2.4.2)