

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Movement Skills and Underlying Principles</p>	<ol style="list-style-type: none"> 1. Researches information on three schools of psychology as they impact the mind and body in relation to human development and self-concept, adjustment, motivation, desire, intelligence, conditioning and learning, personality and behavior, and emotion. (DA.D.1.4.1) (DA.E.1.4.1) (DA.E.1.4.2) (DA.E.2.4.3) 2. Applies knowledge of elements of the movement analysis to the performance of works based on three schools of psychology as they impact the mind and body in relation to human development and self-concept, adjustment, motivations desire, intelligence, conditioning and learning, personality and behavior, and emotion. 3. <i>Discerns the similarities and differences between 2 styles of dance.</i> (DA.C.1.4.2) (DA.A.1.4.1) (DA.A.1.4.2) (DA.A.1.4.3) (DA.A.1.4.4) 	<ol style="list-style-type: none"> A. The student can use the library and/or personal interview to research three schools of psychology as they impact the mind and body in relation to the development of the whole person. (DA.E.1.4.1) (DA.E.1.4.2) B. The student can apply researched information combined with choreographic principles and the movement analysis to the analysis of own or others' works. C. <i>The student can explain and demonstrate technical skills of 2 dance styles and how they relate to the psychology of the dancer (alignment, strength, flexibility, artistic expression, improvisation and sequence patterns).</i> (DA.A.1.4.1) (DA.A.1.4.2) (DA.A.1.4.3) (DA.A.1.4.4) (DA.C.1.4.2)
<p>II Dance Making</p>	<ol style="list-style-type: none"> 1. Synthesizes knowledge of human behavior and choreographic processes. (DA.B.1.4.2) 2. Creates original compositions by integrating concepts of body and mind. (DA.A.2.4.1) (DA.A.2.4.2) (DA.A.2.4.3) 	<ol style="list-style-type: none"> A. The student can develop a choreographic study addressing human behavior in at least two different ways. (DA.B.1.4.2) B. The student can create original choreographic studies which explore dynamics of human relationships through the use of at least two choreographic techniques (i.e., improvisation, movement analysis). (DA.A.2.4.1) (DA.A.2.4.2) (DA.A.2.4.3)

DANCE

COMPONENT	OBJECTIVES	COMPETENCY
<p>III Building Context: Historical and Cultural Context</p>	<ol style="list-style-type: none"> 1. Uses the library and personal interview to obtain information on various general philosophies of dance in various cultures. (DA.B.1.4.1) 2. Articulates in verbal and written form the way others' philosophies of dance have influenced development of own philosophy of dance. (DA.D.1.4.3) (DA.E.2.4.4) 	<ol style="list-style-type: none"> A. The student can research various general philosophies of dance as they relate to various cultures. (DA.B.1.4.1) (DA.E.2.4.4) B. The student can synthesize elements of various general personal philosophies of dance to develop individual philosophy of dance.
<p>IV Critical and Aesthetic Inquiry</p>	<ol style="list-style-type: none"> 1. Able to access information through periodicals, texts, and the media (film, video) to obtain information regarding historical, cultural, social implications of historical performance pieces. (DA.B.1.4.3) (DA.C.1.4.1) (DA.C.1.4.3) (DA.C.1.4.4) (DA.D.1.4.2) (DA.E.2.4.1) (DA.E.2.4.2) 2. Applies evaluation of historical, cultural, social implications of historical performance pieces verbally and in written form to contemporary performance pieces, including own works. 	<ol style="list-style-type: none"> A. The student initiates research project addressing historical, cultural, social implications of historical performance pieces. (DA.B.1.4.3) (DA.C.1.4.1) (DA.C.1.4.3) (DA.C.1.4.4) (DA.E.2.4.2) B. The student compares, verbally and in written form, similarities and difference as they impact choreography and performance among various cultures. (DA.D.1.4.2) (DA.D.1.4.3) (DA.E.2.4.1)