

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Movement skills and Underlying Principles</p>	<ol style="list-style-type: none"> 1. Appreciates the personal responsibility and discipline needed in order to achieve goals of continued excellent physical training. (DA.E.1.4.1) (DA.E.1.4.2) 2. Begins to make an accurate assessment of personal technical strengths and weaknesses. (DA.E.2.4.3) 3. Demonstrates precise rhythmic movement to selected pieces of music in modern, jazz, or tap dance. 4. Executes basic positions and movements at the barre or center floor in at least three styles of dance. 5. Analyzes the importance of sequence in warm-up. (DA.E.2.4.3) 6. Demonstrates proper body alignment, control, and balance at the barre or center floor. (DA.A.1.4.1) 7. Begins to demonstrate performance skills in original repertory dances (e.g., concentration, projection, expression, characterization). (DA.A.1.4.2) 8. Defines major terminology from at least three styles of dance (jazz, modern, tap, ballet). 	<ol style="list-style-type: none"> A. The student can perform basic positions and movements in jazz, modern, and tap, at the barre or center floor, demonstrating proper body alignment, control, and balance. (DA.A.1.4.1) (DA.A.1.4.2) (DA.A.1.4.4) B. The student can define major terminology from three styles of dance. C. The student can keep a personal log of healthy conditioning activities for dancers. (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"> 1. Uses concentration exercises to enhance performance technique and skills. 2. Demonstrates self-discipline in completing choreographic projects. (DA.A.2.4.3) 3. Initiates original ideas. (DA.A.1.4.3) (DA.E.2.4.1) (DA.E.2.4.2) 4. Demonstrates leadership in directing projects with others. 	<ol style="list-style-type: none"> A. The student can demonstrate self-discipline and leadership by solving basic choreographic problems in small groups. (DA.A.1.4.3) B. Given a choreographic problem, the student can demonstrate understanding and application of spatial relationships. (DA.A.1.4.3) (DA.A.2.4.3) (DA.B.1.4.3)

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<p>III Building Context: Cultural, Historical and Social Inquiry</p>	<p>5. Demonstrates understanding and application of spatial relationships. (DA.A.1.4.4)</p> <p>1. Identifies the origins and development of various dance forms. (DA.B.1.4.3)</p> <p>2. Uses a variety of choreographic approaches appropriate to the form and intent of dance. (DA.A.2.4.1) (DA.A.2.4.2) (DA.D.1.4.1)</p> <p>3. Demonstrates an understanding of cultural styles as it applies to movement. (DA.B.1.4.1) (DA.C.1.4.3) (DA.C.1.4.4) (DA.E.2.4.4)</p>	<p>C. <i>The student can manipulate choreographic principals using traditional and choreographic principles.</i> (DA.A.2.4.1)</p> <p>D. <i>The student can choreograph a short dance using improvisation.</i> (DA.A.2.4.2)</p> <p>A. After completing research, the student can identify the origins and describe the development of at least three dance styles. (DA.C.1.4.1)(DA.C.1.4.2)</p> <p>B. The student can present his/her work after exploring at least three approaches to the choreography.</p> <p>C. <i>The student can compare the historical and social effects and the changing styles of today's choreography.</i> (DA.C.1.4.3) (DA.C.1.4.4) (DA.E.2.4.1) (DA.E.2.4.2) (DA.E.2.4.4)</p>
<p>IV Critical and Aesthetic Inquiry</p>	<p>1. Describes a mood dance experience including description of steps and of interpretation.</p> <p>2. Verbally shares personal definitions of dance with others. (DA.D.1.4.2)</p> <p>3. Applies personal knowledge of the elements of movement to recognize relationships among the individual elements of the dance. (DA.B.1.4.1) (DA.B.1.4.2) (DA.D.1.4.3)</p>	<p>A. The student can discuss his/her personal definitions of dance with others. (DA.B.1.4.1) (DA.B.1.4.2) (DA.D.1.4.1) (DA.D.1.4.2) (DA.D.1.4.3)</p> <p>B. The student can discuss his/her personal dance experience with others (DA.B.1.4.1)</p>