

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Movement Skills and Underlying Principles</p>	<ol style="list-style-type: none"> <li>1. Continues to evaluate personal technical strengths and weaknesses.</li> <li>2. Continues to develop a sequence of warm-up exercises specific to personal physical strengths and weaknesses. (DA.A.1.4.1) (DA.E.1.4.2)</li> <li>3. Understands and demonstrates the importance of correct sequence in dance class structure through daily practice. (DA.A.1.4.3)</li> <li>4. Demonstrates an increased level of performance skills concentration, projection, expression, characterization). (DA.A.1.4.2) (DA.A.1.4.4)</li> <li>5. Demonstrates an understanding basic anatomy and an ability to recognize and prevent injury. (DA.E.2.4.3)</li> <li>6. Demonstrates strength and coordination by executing difficult center floor combinations of slow extended movement or quick changes in direction.</li> <li>7. Demonstrates technical proficiency within several schools of ballet, modern, jazz, or tap dance technique.</li> <li>8. Demonstrates mastery of complex rhythmic combinations.</li> <li>9. Demonstrates a high level of technical proficiency.</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can demonstrate the ability to concentrate, project, express, and characterize while performing a choreographed dance. (DA.A.1.4.1) (DA.A.1.4.2) (DA.A.1.4.4)</li> <li>B. The student can identify correct sequential procedures for structuring an entire dance class. (DA.A.1.4.1)</li> <li>C. The student can develop a training schedule for maximum conditioning and describe healthy life style choices. (DA.E.1.4.1) (DA.E.1.4.2) (DA.E.2.4.3)</li> <li>D. The student can demonstrate extended move.</li> </ol>
<p>II Dance Making</p>	<ol style="list-style-type: none"> <li>1. Performs a given style of choreography. (DA.A.2.4.3)</li> <li>2. Choreographs a simple solo piece. (DA.B.1.4.3)</li> <li>3. Demonstrates mastery of different styles by successfully performing studied works. (DA.A.2.4.1) (DA.B.1.4.1) (DA.E.2.4.2)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can demonstrate mastery of different styles by performing at least two solo pieces. (DA.A.2.4.1) (DA.A.2.4.2)</li> <li>B. The student can teach lower level dance students an original choreographed piece. (DA.A.2.4.3) (DA.B.1.4.3) (DA.D.1.4.1) (DA.E.2.4.1) (DA.E.2.4.2)</li> </ol>

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<p>III Building Context: Cultural, Historical and Social Inquiry</p> <p>IV Critical and Aesthetic Inquiry</p>	<p>4. Uses a variety of sources to research choreographic projects. (DA.A.2.4.2) (DA.C.1.4.2)</p> <p>5. Demonstrates the ability to convey artistic ideas by teaching lower level dance students an original choreographed piece. (DA.D.1.4.1)</p> <p>1. Incorporates cross-cultural ideas into at least one choreographic project. (DA.C.1.4.1) (DA.C.1.4.3) (DA.C.1.4.4)</p> <p>2. Describes the role of lighting, costuming, and stage design in the production of dance performance. (DA.E.2.4.1)</p> <p>1. Applies analytical skills to critique the work of self and others. (DA.B.1.4.2) (DA.D.1.4.2) (DA.D.1.4.3)</p> <p>2. Critiques dances performed by classmates or professional dancers. (DA.E.2.4.4)</p>	<p>A. After viewing a dance performance, the student can explain the importance of lighting, costuming, and stage design.</p> <p>B. The student can perform critique a dance that reflects the influences of a culture other than his/her own. (DA.B.1.4.2) (DA.D.1.4.2) (DA.D.1.4.3) (DA.E.2.4.4)</p> <p>A. The student can observe and critique orally or in written form a professional dance performance. (DA.B.1.4.2) (DA.D.1.4.2) (DA.D.1.4.3) (DA.E.2.4.4)</p> <p>B. After performing an original solo, the student can analytically critique himself/herself. (DA.B.1.4.3) (DA.D.1.4.2)</p>