

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Movement Skills and Underlying Principles</p>	<ol style="list-style-type: none"> 1. Demonstrates warm-up exercises specific to dance forms studied (ballet, modern, ethnic, jazz, tap). 2. Executes exercises that are specific to each of the goals for daily dance conditioning strength, coordination, flexibility, and endurance. (DA.A.1.4.1) (DA.E.2.4.3) 3. Identifies proper warm-up sequences. 4. Identifies his or her body's strengths and weaknesses with respect to the goals of dance conditioning: strength, flexibility, coordination, and endurance. (DA.E.1.4.1) 5. Identifies body planes: sagittal (wheel), coronal (door) and transverse (table). 6. Recognizes the relationship of body planes to the center of gravity and their importance in locating and analyzing movement. 7. Identifies symmetrical and asymmetrical movement and shape design. 8. Executes basic actions involved in joint movement extension, flexion, abduction, adduction, rotation, and circumduction. 9. Identifies major muscle groups, their location in relationship to the skeleton, and their role in movement. 10. Recognizes the existence of various theories of dance conditioning and therapy including weight training methods, Pilates, Alexander, Feldendrais, and Bartenieff. (DA.E.1.4.2) 11. Concentrates on his/her work in both studio and non-studio dance environments. 12. Performs dance skills with artistic expression. (DA.A.1.4.2) 	<ol style="list-style-type: none"> A. The student can utilize symmetrical and asymmetrical concepts in movement and design by combining movement patterns of axial movement, locomotor movement, and various body parts. (DA.A.1.4.2) B. After viewing various dance conditioning videos and participating in a teacher directed discussion on the importance of warm-up relative to dance activities, the student can identify at least two theories of dance conditioning, dance therapy, and/or kinesiology. (DA.A.1.4.1) (DA.E.1.4.1) (DA.E.1.4.2) (DA.E.2.4.3)

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<p>II Dance Making</p>	<ol style="list-style-type: none"> 1. Applies his/her knowledge of the basic elements of movement (space, time and energy) to create solo and group dance studies. (DA.A.1.4.4) (DA.A.2.4.3) 2. Applies knowledge of improvisation to making dance phrases. (DA.A.1.4.3) (DA.A.2.4.2) 3. Describes a variety of approaches to the process of dance making based upon dance form and intent. (DA.A.2.4.1) (DA.B.1.4.3) 4. Uses various sources of literature, music, dance, visual arts and popular media (film and/or video) as inspiration for dance studies. (DA.C.1.4.4) (DA.E.2.4.1) (DA.E.2.4.2) 5. Uses solo and group compositions in the creation of dance studies. 6. Constructively critiques the works of self and others. 	<ol style="list-style-type: none"> A. The student can create an original group composition (six to eight students to a group that exhibits various changes in the elements of time, space, and energy (two minute minimum). (DA.A.1.4.3) (DA.A.2.4.1) B. After observing live and recorded dance performances, the student can select at least one dance technique/style observed as inspiration for an original solo (two minute minimum). (DA.A.1.4.4) (DA.A.2.4.2) (DA.A.2.4.3) (DA.B.1.4.3) (DA.E.2.4.1) (DA.E.2.4.2)
<p>III Building Context: Cultural, Historical and Social Inquiry</p>	<ol style="list-style-type: none"> 1. Identifies dancers and choreographers and their particular contributions to the field of dance. 2. Identifies composers and visual and media artists who have collaborated with choreographers of the past and present. 3. Distinguishes characteristics of exemplars in dances of various societies, cultures, and historic periods as it relates to one's own creative work. (DA.B.1.4.2) (DA.B.1.4.1) (DA.C.1.4.1) (DA.C.1.4.3) 4. Explores various dance related careers (teacher, choreographer, notator, critic, technician, costume designer). 	<ol style="list-style-type: none"> A. The student can identify at least three choreographers associated with three different dance styles by researching and writing a chronology for each. (DA.C.1.4.1) (DA.C.1.4.3) B. After viewing videos of dances from various cultures, the student can list (in written form) origins and distinct characteristics of dances from at least three cultures including his/her own. (DA.B.1.4.1) (DA.B.1.4.2) (DA.C.1.4.4)

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<p>IV Critical and Aesthetic Inquiry</p>	<ol style="list-style-type: none"> 1. Analyzes dance with respect to form and function. (DA.C.1.4.2) (DA.D.1.4.1) 2. Identifies the distinguishing characteristics in various dance forms (ballet, modern, jazz, tap, ethnic dance). 3. Identifies the values inherent in various dance styles (ballet, modern, jazz, tap, ethnic) as they correspond to the distinguishing features of that style (i.e., ballet values defying gravity, which is why ballerinas dance on their toes and males jump high; modern values embracing gravity, which uses ground and weight as impetus for movement). (DA.D.1.4.3) (DA.E.2.4.4) 4. Describes a dance event using vocabulary derived from the elements of movement. 5. Writes reviews of dance performances including description, interpretation, and evaluation based upon observation and research. (DA.D.1.4.2) 	<ol style="list-style-type: none"> A. The student can write a research paper and discuss findings on values inherent in at least two dance forms studied. (DA.D.1.4.1) (DA.E.2.4.4) B. The student can demonstrate a knowledge of basic terminology from the dance styles studied by listing and defining in written form at least eight dance steps specific to each style studied. (DA.C.1.4.2) (DA.D.1.4.2) (DA.D.1.4.3)