

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Movement Skills and Underlying Principles</p>	<ol style="list-style-type: none"> 1. Recognizes and understands the need for warming up prior to each ethnic dance experience. (DA.E.2.4.3) 2. Explains the role of the exercise sequence of at least two ethnic dance styles studied (African, Haitian, Native American, Latin) for injury prevention. 3. Recognizes and understands dance terminology specific to ethnic dance across the floor and at the center floor. 4. Executes positions, steps, movements, and pattern specific to ethnic dance across the floor and at the center floor. (DA.A.1.4.4) 5. Uses correct alignment in the execution of positions, steps, movements, and patterns. (DA.A.1.4.1) 6. Recognizes and demonstrates the role of concentration and artistic expression in movement and performance experiences. (DA.A.1.4.2) 7. <i>Understands and applies healthy lifestyle choices that positively affect dancers and their maintenance.</i> (DA.E.1.4.1) (DA.E.1.4.2) 	<ol style="list-style-type: none"> A. The student can list and correctly spell terms used in at least two ethnic dance styles studied (African, Haitian, Native American, Latin). B. The student can identify and execute positions, steps, movements, and patterns of at least two ethnic dance styles studied (African, Haitian, Native American, Latin) at the center floor and across the floor. (DA.A.1.4.1) (DA.A.1.4.2) (DA.A.1.4.4) C. <i>The student can perform ethnic dance movements with appropriate artistic expression.</i> (DA.A.1.4.2) D. <i>The student can relate verbally the need for a healthy lifestyle for ethnic dance.</i> (DA.E.1.4.1) (DA.E.1.4.2)
<p>II Dance Making</p>	<ol style="list-style-type: none"> 1. Constructs phrases of movement demonstrating the utilization of spatial relationships as they relate to dance. 2. Explores his/her creative skills in improvisations and compositions of at least two dance styles studied (African, Haitian, Native American, Latin). (DA.A.2.4.1) (DA.A.2.4.2) 3. Identifies basic elements of music as they relate to dance. 	<ol style="list-style-type: none"> A. After listening to 64 counts of a given piece of music, the student can improvise a dance phrase by using axial and locomotor ethnic dance steps from at least one ethnic dance style studied (African, Haitian, Native American, Latin) (DA.A.1.4.3) (DA.A.2.4.2)

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<p>III Building Context: Cultural, Historical and Social Inquiry</p>	<p>4. Participates in structured improvisations. (DA.A.1.4.3)</p> <p>5. Uses motif and manipulation to create original compositions (solo, duet, trio, quartet, group). (DA.A.2.4.3) (DA.B.1.4.3) (DA.E.2.4.1) (DA.E.2.4.2)</p> <p>6. <i>Constructs a dance and revises it according to artistic decisions.</i> (DA.D.1.4.1)</p> <p>1. Recognizes and identifies geographical, socioeconomic, political and cultural influences as they affect the history of ethnic dance styles studied (African, Haitian, Native American, Latin). (DA.B.1.4.1) (DA.C.1.4.1)</p> <p>2. Recognizes the influence of various ethnic dance styles on present day social dance in his/her culture. (DA.C.1.4.3) (DA.C.1.4.4)</p> <p>3. Identifies dancers and choreographers of various ethnic dance styles and their particular contribution to the field of dance. (DA.D.1.4.3)</p>	<p>B. The student can create and perform for the class an original composition (two minute minimum) using ethnic steps based on at least two ethnic dance styles studied and critique his/her composition either in oral or written form. (DA.A.2.4.1) (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)</p> <p>A. The student can write a research paper and discuss findings based on cultural, political or socioeconomic influences on the history of at least one ethnic dance studied. (DA.C.1.4.1)</p> <p>B. The student can demonstrate an understanding of a historical perspective on ethnic dance by correctly matching cultural, historical and social characteristics (exemplars, choreographers, geography, music) to the appropriate ethnic dance style studied. (DA.B.1.4.1) (DA.C.1.4.3) (DA.C.1.4.4) (DA.D.1.4.3)</p>
<p>IV Critical and Aesthetic Inquiry</p>	<p>1. Views various ethnic dance compositions and analyzes the similarities in dance techniques and steps from various cultural forms. (DA.C.1.4.2)</p> <p>2. Analyzes and discusses how dance can promote unity in certain cultures.</p> <p>3. Views and critiques compositions choreographed and performed by classmates and one's own work. (DA.B.1.4.2)</p>	<p>A. After reading a review of an ethnic dance performance, the student can analyze in written form critical and aesthetic phrases and their meaning. (DA.B.1.4.2) (DA.C.1.4.2)</p> <p>B. The student can orally and in written form present an original paper (four paragraph minimum) on the importance of ethnic dance. (DA.E.2.4.4)</p>

DANCE

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	<p>4. Analyzes a dance review and identifies critical and aesthetic phrases and their meaning. (DA.E.2.4.4)</p> <p>5. Observes ethnic dance performances and demonstrates an appreciation for the role of dance in a culture. (DA.D.1.4.2)</p>	<p>C. After viewing a video of ethnic dance, the student can verbally analyze the meaning(s) of the dance and support it/them with specific observations. (DA.D.1.4.2)</p>