

# Arizona Dance Standards

## Introduction and Rationale for Dance in Education

Dance is a fundamental and universal human activity. Pre-dating written language, dance is a kinesthetic /movement language, a primary form of literacy, and a natural form of expression and communication. Dance contributes to and defines our culture, and is a means to create and understand our personal and cultural identities. By understanding the language and art of dance, we gain a true understanding of ourselves, our culture and the world in which we live.

Dance is the art of movement, and as such, is a form of human communication and understanding. It organizes and transforms our thoughts, feelings, ideas, and images into communicative movement sequences that are personally and socially significant. Through Dance, our movement, feeling, and intellect are integrated. Dance connects the body, mind and spirit.

Dance education provides all students with opportunities to participate in, experience, understand, and value the language and art of dance. Since dance utilizes movement in distinctive ways, it provides an exciting and unique stimulus for learning in all areas of the curriculum. Dance education can inspire young people in a variety of ways, is a foundation for other learning, and provides discipline to succeed in varied disciplines/pursuits. Dance educates the whole person by stimulating the mind, body and spirit, and is part of a comprehensive arts experience.

Instruction in dance allows students to acquire dance literacy skills that contribute to their development as educated citizens. It provides students with opportunities to:

- develop habits of mind and critical-thinking skills through the creative process of dance
- communicate information, ideas, understanding, and emotions through movement
- develop self-motivation and enhance self-esteem through participation
- develop cultural literacy and an appreciation for the role of dance in the community
- strive for physical, mental and/or emotional well-being by developing the body and self-expression
- develop qualities of co-operation and respect for others through knowledge and understanding of dance in world cultures
- develop the technical and artistic skills of a dancer, performer, choreographer and the expertise in dance forms and styles
- appreciate the aesthetic inherent in dance

## Arizona Dance Standards

The Arizona Academic Standards for Dance create a broad structure within which highly qualified dance teachers can design a rich curriculum based on the needs of their students.

The 2006 Arizona Academic Standards for Dance are divided into the following developmental levels:

- Beginning
- Intermediate
- Advanced
- Distinction

These standards are articulated by developmental level rather than by grade level to acknowledge and accommodate the needs of students who have not received sequential, standards-based dance instruction throughout their academic experience. Teachers must assess the learning needs of their students and provide instruction at the appropriate level and pace. For example, a 9<sup>th</sup> grader who has had no dance instruction would begin at the beginning level but could progress quickly to intermediate, while a Kindergartener would start at beginning level but progress to intermediate more slowly.

The goal of the committee was to redesign the original standards into a more accessible, organized format as a

way to accommodate the varied entry points into the discipline. In addition, the committee structured the standards so that teachers at any grade level could pursue a goal of proficiency for their students.

	<b>Strand 1 – Create</b>	<b>Strand 2 – Relate</b>	<b>Strand 3 - Evaluate</b>
<b>Concept #1</b>	<b>Body</b>	<b>Dance Forms/History</b>	<b>Understanding Dance</b>
<b>Concept #2</b>	<b>Movement Skills</b>	<b>Social and Cultural Influences</b>	<b>Professionalism</b>
<b>Concept #3</b>	<b>Elements of Dance</b>	<b>Dance and Literacy</b>	
<b>Concept #4</b>	<b>Improvisation/Choreography</b>	<b>Dance and other Disciplines</b>	
<b>Concept #5</b>	<b>Performance Values</b>	<b>Dance and Music</b>	
<b>Concept #6</b>	<b>Production/Design</b>		

## Arizona Dance Standards

### ***DANCE STANDARDS OVERVIEW***

<b>Strand Name and Definition</b>	<b>Concepts and Definitions</b>
<p><b>1. CREATE</b> – Students explore, demonstrate and apply the elements and techniques of dance.</p> <p><i>Current technology provides tools and strategies for creating and evaluating dance and can be applied to all of the concepts in the create strand.</i></p>	<p><b>Concept 1. Body</b> - Identify, demonstrate and analyze the use of the body for dance through an understanding of anatomy, kinesiology and basic movement principles.</p> <p><b>Concept 2. Movement Skills</b> – Identify, demonstrate and analyze basic movement skills in the exploration and performance of dance.</p> <p><b>Concept 3. Elements of Dance</b> - Identify, demonstrate and analyze the elements of dance.</p> <p><b>Concept 4. Improvisation/Choreography</b> - Identify, demonstrate, analyze and apply improvisational structures, choreographic processes, forms and principles.</p> <p><b>Concept 5. Performance Values</b> - Identify, demonstrate and analyze the aesthetic values inherent in dance.</p> <p><b>Concept 6. Production/Design</b> - Identify, demonstrate, analyze and apply the elements of theatrical production as they relate to dance.</p>

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<p><b>2. RELATE</b> – Students understand how the human experience influences and is influenced by dance, and apply dance to understand ideas across disciplines.</p> <p><i>Current technology provides tools and strategies for understanding and relating dance to the human experience and other disciplines.</i></p>	<p><b>Concept 1. Relating Dance Forms and History</b> – Identify, demonstrate and analyze the origins, history and continuing evolution of various dance forms.</p> <p><b>Concept 2. Relating Dance with Social and Cultural Influences</b> – Identify, demonstrate and analyze the reciprocal relationships between dance and society.</p> <p><b>Concept 3. Relating Dance and Literacy</b> – Relate and transfer meanings, ideas, and experiences between dance and literacy.</p> <p><b>Concept 4. Relating Dance with other Disciplines</b> - Relate and transfer meanings, ideas, experiences between dance and other disciplines.</p> <p><b>Concept 5. Relating Dance and Music</b> - Identify, demonstrate and analyze the relationship between the elements of music and dance.</p>
<p><b>3. EVALUATE</b> - Students describe, analyze, evaluate and interpret personal and universal concepts, and the merits of their work and the work of others.</p> <p><i>Current technology provides tools and strategies for understanding and evaluating dance</i></p>	<p><b>Concept 1. Understanding Dance</b> – Identify, reflect, analyze and interpret how dance communicates and conveys meaning.</p> <p><b>Concept 2. Professionalism</b> – Identify, demonstrate and evaluate appropriate professional behaviors used in dance.</p>

## Arizona Dance Standards

### Discipline: DANCE

<b>Strand #: 1</b> <b>Strand Name:</b> CREATE	Concept Name and Definitions																		
<b>Strand Definition:</b> Students explore, demonstrate and apply the elements and techniques of dance.	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 5px;">Concept 1.</td> <td style="width: 40%; padding: 5px;">Body</td> <td style="padding: 5px;">Identify, demonstrate and analyze the use of the body for dance through an understanding of anatomy, kinesiology and basic movement principles</td> </tr> <tr> <td style="padding: 5px;">Concept 2.</td> <td style="padding: 5px;">Movement Skills</td> <td style="padding: 5px;">Identify, demonstrate and analyze basic movement skills in the exploration and performance of dance.</td> </tr> <tr> <td style="padding: 5px;">Concept 3.</td> <td style="padding: 5px;">Elements of Dance</td> <td style="padding: 5px;">Identify, demonstrate and analyze the elements of dance.</td> </tr> <tr> <td style="padding: 5px;">Concept 4.</td> <td style="padding: 5px;">Improvisation/Choreography</td> <td style="padding: 5px;">Identify, demonstrate, analyze and apply improvisational structures, choreographic processes, forms and principles.</td> </tr> <tr> <td style="padding: 5px;">Concept 5.</td> <td style="padding: 5px;">Performance Values</td> <td style="padding: 5px;">Identify, demonstrate and analyze the aesthetic values inherent in dance.</td> </tr> <tr> <td style="padding: 5px;">Concept 6.</td> <td style="padding: 5px;">Production/Design</td> <td style="padding: 5px;">Identify, demonstrate, analyze and apply the elements of theatrical production as they relate to dance.</td> </tr> </table>	Concept 1.	Body	Identify, demonstrate and analyze the use of the body for dance through an understanding of anatomy, kinesiology and basic movement principles	Concept 2.	Movement Skills	Identify, demonstrate and analyze basic movement skills in the exploration and performance of dance.	Concept 3.	Elements of Dance	Identify, demonstrate and analyze the elements of dance.	Concept 4.	Improvisation/Choreography	Identify, demonstrate, analyze and apply improvisational structures, choreographic processes, forms and principles.	Concept 5.	Performance Values	Identify, demonstrate and analyze the aesthetic values inherent in dance.	Concept 6.	Production/Design	Identify, demonstrate, analyze and apply the elements of theatrical production as they relate to dance.
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## Arizona Dance Standards

### Dance Strand 1: Create

#### Concept #1: Body

**Concept Definition:** Identify, demonstrate and analyze the use of the body for dance through an understanding of anatomy, kinesiology and basic movement principles

<i>Concept 1: Body</i>	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>	<b>Distinction</b>
<b>PO 1 Healthy Practices</b>	101 Identify and apply healthy and safe dance practices (e.g. alignment, strength, endurance, proper nutrition, warming up the body, <b>somatic practices</b> ).	201 Identify and apply individual patterns and habits that influence a safe and healthy body in dance (e.g. <b>injury prevention</b> ).	301 Analyze the effects of conditioning (e.g. strength, endurance, flexibility, coordination, agility).	401 Compare and contrast at least two different conditioning and <b>somatic practices</b> (e.g. Yoga, Pilates, floor barre, Bartenieff Fundamentals, Alexander Technique, Laban Movement Analysis, Ideokinesis).
<b>PO 2 Anatomy</b>	102 Perform isolated and coordinated dance movement for the head, neck, joints, and body parts of the torso and limbs.	202 Identify skeletal components and major muscle groups.	302 Demonstrate an understanding of skeletal and muscular functions in relationship to body alignment, weight shifts and motion.	402 Create a project which analyzes the most efficient use of the body in performing dance.
<b>PO 3 Dynamic Alignment</b>	103 Identify and demonstrate the elements of <b>dynamic alignment</b> through basic movement patterns.	203 Demonstrate <b>dynamic alignment</b> through extended, more complex movement combinations and varying dance styles.	303 Analyze and evaluate the <b>dynamic alignment</b> of self and others to achieve movement efficiency and expressivity.	403 Create a project which analyzes the correct use of <b>dynamic alignment</b> and its role in injury prevention and life long dancing.

## Arizona Dance Standards

<i>Concept 1: Body (page 2)</i>	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>	<b>Distinction</b>
<b>PO 4</b> <b>Fundamental Movement Patterns</b>	104 Identify and demonstrate basic <b>fundamental movement patterns</b> including breath, head/tail, core/distal, body half, upper/lower, front/back and cross/lateral	204 Apply <b>fundamental movement patterns</b> to warm-ups and improvisation.	304 Use the <b>fundamental movement patterns</b> to create movement phrases or choreography.	404 Analyze the use of <b>fundamental movement patterns</b> in varied movement settings (e.g. set choreography, pedestrian movement, sports).
<b>PO 5</b> <b>Body Skills</b>	105 Identify and demonstrate <b>basic body skills</b> including balance, strength, flexibility, coordination, endurance and agility.	205 Apply <b>basic body skills</b> in all movement applications including warm-ups, improvisation, choreography etc.	305 Use a variety of <b>basic body skills</b> in increasingly complex and varied styles of choreography and performance.	405 Analyze the use of <b>basic body skills</b> in varied movement settings (e.g. set choreography, pedestrian movement, sports).

## Arizona Dance Standards

### Dance Strand 1: Create

#### Concept #2: Movement Skills

**Concept Definition:** Identify, demonstrate and analyze basic movement skills in the exploration and performance of dance.

<i>Concept 2: Movement Skills</i>	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>	<b>Distinction</b>
<b>PO 1 Axial/Non-locomotor</b>	101 Identify and perform basic <b>axial /non-locomotor movements</b> (e.g. bending, twisting, reaching turning).	201 Utilize dynamic alignment while performing sequenced combinations of basic <b>axial movements</b> .	301 Perform more complex combinations of <b>axial movements</b> requiring increased strength, balance and coordination.	401 Perform complex combinations of <b>axial movements</b> with emphasis on core initiation and use of breath.
<b>PO 2 Locomotor</b>	102 Identify and perform basic <b>locomotor movements</b> (e.g. walk, run, hop, skip, jump, slide, gallop, leap, crawl, roll).	202 Utilize dynamic alignment while performing sequenced combinations of basic <b>locomotor movements</b> .	302 Perform more complex combinations of <b>locomotor movements</b> requiring increased articulation, strength, and agility.	402 Perform complex combinations of <b>locomotor movements</b> with emphasis on spatial, rhythmical and qualitative challenges.
<b>PO 3 Axial and locomotor combinations</b>	103 Perform basic movement combinations that utilize both axial and locomotor movements.	203 Perform more complex combinations, which require increased motor memory and coordination.	303 Perform complex dance combinations requiring increased articulation, strength, endurance and agility.	403 Perform complex dance combinations with emphasis on spatial, rhythmical and qualitative challenges.

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<i>Concept 2: Movement Skills (page 2)</i>	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>	<b>Distinction</b>
<p><b>PO 4</b> <b>Articulation of movement skills</b></p>	<p>104 Identify and use <b>breath support, initiation of movement, connectivity, and transition</b> from one movement to another.</p>	<p>204 Apply <b>breath support, initiation of movement, connectivity, and transition</b> from one movement to another in performing short movement phrases.</p>	<p>304 Analyze the use of <b>breath support, initiation of movement, connectivity, and transition</b> from one movement to another in short movement phrases or choreography.</p>	<p>404 Choose one movement skill as a motivational theme for a complete choreographic work.</p>

## Arizona Dance Standards

### Dance Strand 1: Create

#### Concept #3: Elements of Dance

**Concept Definition:** Identify, demonstrate and analyze the elements of dance.

<i>Concept 3: Elements of Dance</i>	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>	<b>Distinction</b>
<p><b>PO 1</b> <b>Time: Tempo</b></p> <p><i>See also “Relating Dance and Music”</i></p>	<p>101 Demonstrate moving to a steady beat in different tempos.</p>	<p>201 Demonstrate moving while maintaining a steady beat in a variety of tempos.</p>	<p>301 Perform a phrase using a variety of tempos.</p>	<p>401 Perform dances with contrasting tempos using two or more movements or different parts of the body.</p>
<p><b>PO 2</b> <b>Time: Meter</b></p>	<p>102 Demonstrate the ability to organize beats into groups and move in time with the beats. (e.g. duple and triple time).</p>	<p>202 Demonstrate the ability to perform a phrase in both duple and triple time.</p>	<p>302 Demonstrate the ability to identify and move to complex meters (e.g. 5/4 and 7/4 time).</p>	<p>402 Demonstrate the ability to identify and move in mixed meters (e.g. combining 3/4 and 4/4 meters).</p>

## Arizona Dance Standards

Concept 3: Elements of Dance (page 2)	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>	<b>Distinction</b>
<b>PO 3</b> <b>Time: Rhythm</b>	103 Demonstrate moving in relation to and coordination with changes in rhythms and meters.	203 Demonstrate moving in relation to and coordination with changes in rhythm and meter in even and <b>syncopated</b> rhythms.	303 Perform dances with contrasting rhythms using two or more rhythms with different parts of the body.	403 Analyze the rhythmic structure of a piece of choreography and the effect it has on the feeling and intent of the piece.
<b>PO 4</b> <b>Space: Direction, Facing, Pathway</b>	104 Identify and demonstrate movement in different directions (forward, back side).	204 Demonstrate clarity of facings in space while moving in different directions.	304 Articulate direct and indirect pathways in a basic movement study.	404 Create a dance exploring the impact direction, facings, and pathways have on choreography.
<b>PO 5</b> <b>Space: Level</b>	105 Identify and demonstrate shapes at low, middle and high level.	205 Demonstrate the ability to move through space at low, middle and high levels.	305 Analyze the use of levels to communicate meaning in dance.	405 Create a short dance study using levels to support a central idea or theme, and analyze the effectiveness of the use of level in the study.

## Arizona Dance Standards

<i>Concept 3: Elements of Dance (page 3)</i>	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>	<b>Distinction</b>
<b>PO 6</b> <b>Space: Shapes</b>	106 Demonstrate and create a variety of solo shapes exploring the possibility of symmetrical, asymmetrical, twisted, curved, angular, flat etc.	206 Demonstrate the ability to work with a partner and/or group to create a variety of shapes.	306 Demonstrate the ability to work with a partner and/or group to create shapes that require support.	406 Analyze the use of shapes to communicate meaning in dance and create a <b>tableau</b> to demonstrate your understanding.
<b>PO 7</b> <b>Space: Size and Range</b>	107 Explore the possibilities of size and range in relation to shape and movement.	207 Use size and range to vary an existing movement phrase and analyze the effect of such changes.	307 Analyze the impact of size and range on other elements of dance in the creation of movement.	407 Analyze the impact that venue and environment can have on the use of size and range in choreography.
<b>PO 8</b> <b>Space: Focus and Intent</b>	108 Discuss and identify various <b>points of focus</b> (e.g. inner/outer, near/far, single/multi)	208 Demonstrate use of various <b>points of focus</b> to convey meaning.	308 Apply multiple <b>points of focus</b> to vary meaning and intent in performance and choreography.	408 Analyze the use and effectiveness of <b>points of focus</b> by dance professionals.
<b>PO 9</b> <b>Energy: Movement Qualities</b>	109 Use appropriate terminology to identify and demonstrate the 6 <b>qualities of movement</b> (e.g. swing, suspend, sustained, percussive, collapse, vibratory)	209 Apply the <b>movement qualities</b> to develop and revise movement phrases.	309 Apply varying <b>movement qualities</b> to develop movement phrases increasing in complexity and length.	409 Analyze the use of <b>movement qualities</b> to communicate meaning in dance and create a short dance to demonstrate your understanding.

## Arizona Dance Standards

<i>Concept 3: Elements of Dance (page 3)</i>	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>	<b>Distinction</b>
<b>PO 10</b> <b>Energy: Effort</b>	110 Use appropriate terminology to identify and demonstrate the Laban <b>effort principles</b> (e.g. bound/free, sudden/sustained, direct/indirect, strong/light)	210 Apply the <b>effort principles</b> to develop and revise movement phrases.	310 Apply varying <b>effort principles</b> to develop movement phrases increasing in complexity and length.	410 Analyze the use of <b>effort principles</b> to communicate meaning in dance and create a short dance to demonstrate your understanding.

## Arizona Dance Standards

### Dance Strand 1: Create

#### Concept #4: Improvisation/Choreography

**Concept Definition:** Identify, demonstrate, analyze and apply improvisational structures, choreographic processes, forms and principles.

<i>Concept 4: Improvisation/Choreography</i>	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>	<b>Distinction</b>
<b>PO 1 Improvisational Strategies</b>	101 Identify and apply <b>improvisational strategies</b> (e.g. leading/following, shadowing/mirroring, verbal cues, emotional response).	201 Identify and apply more <b>advanced improvisational strategies</b> (e.g. props, responding to movement of others, literal/abstract, contact).	301 Identify and demonstrate how improvisation can be used as a part of the <b>choreographic process</b> .	401 Use <b>improvisational strategies</b> to create a complete dance.
<b>PO 2 Using the Elements of Dance to Communicate</b>	102 Discuss and explore how the elements of dance can be used to communicate meaning.	202 Using the elements of dance, create dance phrases that communicate meaning.	302 Analyze and interpret how the elements of dance were used to communicate meaning in a dance.	402 Create a full-length dance which focuses on the use of the elements of dance to communicate a particular theme.
<b>PO 3 Ideas and Themes</b>	103 Discuss and explore ideas and themes used to create dances (e.g. literal/abstract, emotions, stories, social themes, nature, text).	203 Create dance <b>phrases</b> that use ideas and themes as motivation.	303 Analyze and interpret the meaning/inspiration of a dance.	403 Prepare a full-length piece, to be performed in public, based on a particular theme.

## Arizona Dance Standards

Concept 4: Improvisation/Choreography (page 2)	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>	<b>Distinction</b>
<b>PO 4 Choreographic Processes</b>	104 Identify the <b>choreographic process</b> used to create dances.	204 Identify and demonstrate the use of <b>choreographic devices</b> to create dance phrases.	304 Create a dance and discuss your <b>choreographic process and the devices</b> employed.	404 Research and compare the <b>choreographic processes/devices</b> of two or more choreographers.
<b>PO 5 Choreographic Forms</b>	105 Identify various <b>choreographic forms</b> (e.g. Narrative, ABA, Suite, Recurring Theme, Abstract, Broken Form, Chance).	205 Create dance <b>phrases</b> that incorporate a single <b>choreographic form</b> .	305 Identify and analyze the use of <b>choreographic forms</b> by professional choreographers.	405 Create a complete dance which uses a single <b>choreographic form</b> and includes the use of choreographic principles.
<b>PO 6 Choreographic Principles</b>	106 Identify the <b>choreographic principles</b> used in dance (e.g. contrast, unity, balance).	206 Using the <b>choreographic principles</b> , analyze and revise existing dance phrases.	306 After observing a dance, discuss the use of the <b>choreographic principles</b> and give suggestions for revision.	406 Focusing on the <b>choreographic principles</b> , create a dance, and over time, revise it using feedback from self and others.
<b>PO 7 Technology</b>	107 Discuss and identify the ways to document dance (e.g. photography, video, writing, drawing, and computer programs).	207 Use technology or software to record a dance or phrase.	307 Use technology to record, reflect and revise improvisational structures, dance choreography and performance.	407 Incorporate technology to create and influence choreography and performance (e.g. animation software).

## Arizona Dance Standards

Concept 4: Improvisation/Choreography (page 3)	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>	<b>Distinction</b>
<b>PO 8 Technology</b>	108 Use technology as a motivator for improvisation or choreography.	208 Use technology or the internet to share choreography and discussion between two different schools/groups.	308 Use technology and the internet to communicate with a specialist in choreography or improvisation.	408 Use the internet to research a choreographer and identify <b>movement signature</b> .

## Arizona Dance Standards

### Dance Strand 1: Create

#### Concept #5: Performance Values

**Concept Definition:** Identify, demonstrate and analyze the performance values inherent in dance.

<i>Concept 5: Performance Values</i>	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>	<b>Distinction</b>
<b>PO 1 Focus and Concentration</b>	101 Identify and demonstrate concentration and focus in dance.	201 Maintain consistent concentration and focus while moving or holding a fixed position.	301 Apply concentration and focus to enhance performance.	401 Analyze the use and effectiveness of concentration and focus by dance professionals.
<b>PO 2 Kinesthetic and Spatial Awareness</b>	102 Discuss and explore the concept of personal and general space.	202 Demonstrate appropriate <b>kinesthetic awareness</b> while performing alone or with a group.	302 Apply <b>kinesthetic awareness</b> to evaluate and modify dance technique and performance.	402 Analyze the use of <b>kinesthetic awareness</b> in varied performance venues.
<b>PO 3 Performance Qualities</b>	103 Identify and perform dance with performance qualities of focus, performance energy and facial expression.	203 Identify and perform dance with projection and overall expression.	303 Identify and perform dance with musicality, spatial intent and focal intent.	403 Demonstrate aesthetic qualities of fluidity in movement, transitions, rhythmic acuity and expressivity.

## Arizona Dance Standards

### Dance Strand 1: Create

#### Concept #6: Production Design

**Concept Definition:** Identify, demonstrate, analyze and apply the elements of theatrical production as they relate to dance.

**Discipline:** Dance

**Strand :** Create

	Beginning	Intermediate	Advanced	Distinction
<i>Concept 6: Production Design</i>				
<b>PO 1 Production terms, crew, elements</b>	101 Define <b>production terminology</b> and appropriate performance etiquette.	201 Identify the roles of the production <b>crew members</b> .	301 Demonstrate knowledge and application of the use of production elements to enhance choreography (e.g. costumes, lighting, scenery, props).	401 Choose an element of production to analyze and apply (e.g. costumes, lighting, scenery, props).
<b>PO 2 Marketing and budget</b>	102 Identify marketing tools and sequence for a dance production.	202 Identify and analyze components, sources and steps in budgeting for a dance concert.	302 Create a marketing plan and production budget for a dance performance.	402 Analyze an actual marketing plan and final budget report from a dance production in relationship to proposed plan.
<b>PO 3 Technology</b>	103 Identify the ways that technology can be used in production.	203 Observe and discuss the ways to use technology in design and production of a theatrical performance.	303 Identify and apply technology to produce a performance.	403 Use computer software to design and execute a specific element of dance performance (e.g. lighting, sound, choreography).

## Arizona Dance Standards

### Discipline: DANCE

<b>Strand #: 2</b> <b>Strand Name:</b> RELATE	Concept Name and Definitions	
<b>Strand Definition:</b> Students understand how the human experience influences and is influenced by dance, and apply dance to understand ideas across disciplines.	Concept 1.    Relating Dance Forms and History  Concept 2.    Relating Dance with Social and Cultural Influences  Concept 3.    Relating Dance and Literacy  Concept 4.    Relating Dance with other Disciplines  Concept 5.    Relating Dance and Music	Identify, demonstrate and analyze the origins, history and continuing evolution of various dance forms.  Identify, demonstrate and analyze the reciprocal relationships between dance and society.  Relate and transfer meanings, ideas, and experiences between dance and literacy.  Relate and transfer meanings, ideas, experiences between dance and other disciplines.  Identify, demonstrate and analyze the relationship between the elements of music and dance.

## Arizona Dance Standards

### Dance Strand 2: Relate

#### Concept #1: Relating Dance Forms/History

**Concept Definition:** Identify, demonstrate and analyze the origins, history and continuing evolution of various dance forms.

<i>Concept 1: Dance Forms/History</i>	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>	<b>Distinction</b>
<b>PO 1 History and Development of Dance Forms</b>	101 Identify the origins of various dance forms and the individuals who helped develop them (e.g. ballet, modern, jazz, tap, hip-hop).	201 Demonstrate knowledge of the historical development and continued evolution of the various dance forms.	301 Examine and identify the influence historical events have on the development of dance forms.	401 Analyze how historical influences affect current dance trends.
<b>PO 2 Technique and Theory of Various Dance Forms</b>	102 Identify and discuss the theoretical and technical differences of the various dance forms.	202 Discuss and demonstrate how historical influences affect the theoretical and technical differences of various dance forms.	302 Analyze and demonstrate the theoretical and technical differences within each of the various dance forms. (e.g. Russian Ballet vs. French, Graham vs. Cunningham, African Jazz vs. Theatrical).	402 Compare and contrast the theoretical and technical differences between two specific dance forms.
<b>PO 3 Technology</b>	103 Identify and discuss the ways in which technology is used in dance.	203 Describe the historical evolution of the use of technology in dance.	303 Analyze and demonstrate how historical events have influenced the use of technology in dance.	403 Research current advancements in the use of technology in dance.

## Arizona Dance Standards

### Dance Strand 2: Relate

#### Concept #2: Relating Dance with Social and Cultural Influences

**Concept Definition:** Identify, demonstrate and analyze the reciprocal relationships between dance and society.

<i>Concept 2: Social and Cultural Influences</i>	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>	<b>Distinction</b>
<b>PO 1 Cultural Dances</b>	101 Identify, practice, perform, and respond to dances from a variety of cultures, heritages and environments.	201 Perform dances from a variety of cultures. Compare the styles and movements of the different dances in relation to the elements of dance.	301 Perform dances from a variety of cultures. Compare and analyze the meaning of the movements.	401 Research and create a movement phrase/dance that is influenced by social/cultural dance styles.
<b>PO 2 Meaning of Cultural Dances</b>	102 Identify the meaning, purpose and the roles people play in various <b>social/cultural</b> and <b>folk</b> dances.	202 Compare and contrast the meaning, purpose and roles people play in various <b>social/cultural</b> and <b>folk</b> dances.	302 Describe how dances from a variety of cultures reflect the values and beliefs of the culture.	402 Analyze how the issues of heritage, gender, religion, social/economic class, age and/or disability can be or have been expressed through dance.
<b>PO 3 Contemporary Cultural Dances</b>	103 Identify current dance styles in society and/or various cultures ( <u>see social/cultural dances</u> ).	203 Identify and analyze the influence of pop culture on social dance (e.g. various decades).	303 Create a dance that is influenced by your reflection on personal and/or social experiences.	403 Explain and conclude the influence that social and cultural dances have made on choreographic choices.

## Arizona Dance Standards

### Dance Strand 2: Relate

#### Concept #3: Relating Dance and Literacy

**Concept Definition:** Relate and transfer meanings, ideas, and experiences between dance and literacy.

<i>Concept 3: Dance and Literacy</i>	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>	<b>Distinction</b>
<b>PO 1</b> <b>Using text to create movement</b>	101 Use movement to express images, ideas, situations, and feelings from text (e.g. books, poetry, original writing, articles).	201 Create a thematic movement phrase to express images, ideas, situations, and feelings found in text.	301 Create a dance work with a beginning, development of an idea, and an end that expresses images, ideas, situations, and feelings from text.	401 Create a dance work with a beginning, development of an idea, and an end that expresses images, ideas, situations, emotions and the style of writing in a literary work or original script about a topic of personal meaning or social concern.

## Arizona Dance Standards

<i>Concept 3: Dance and Literacy (page 2)</i>	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>	<b>Distinction</b>
<p><b>PO 2</b>  <b>Using text to describe and understand movement</b></p>	<p>102            Use words to express images, ideas and feelings that are danced.</p>	<p>202            Apply descriptive language (similes and metaphors) and dance terminology to express images, ideas and feelings that are danced.</p>	<p>302            Apply descriptive language (similes and metaphors) and dance terminology to find meaning in the images, ideas and feelings that are danced.</p>	<p>402            Describe images and ideas evoked by dance movements in words using dance terminology and compare the choreography and structure of the dance to the ideas, situations, and feelings being communicated by the movement.</p>

## Arizona Dance Standards

### Dance Strand 2: Relate

#### Concept #4: Relating Dance with other Disciplines

**Concept Definition:** Relate and transfer meanings, ideas, and experiences between dance and other disciplines.

<i>Concept 4: Dance and other disciplines</i>	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>	<b>Distinction</b>
<b>PO 1</b> Using movement with other disciplines	101 Use movement to express ideas, concepts, feelings and images (e.g. numbers, patterns, symbols, sounds, textures, animals) found in other disciplines.	201 Create a thematic movement phrase to express ideas, concepts and images (e.g. numbers, patterns, sounds, textures, animals) found in other disciplines.	301 Create a dance work with a beginning, development of an idea, and an end that expresses ideas, concepts and images found in other disciplines.	401 Create a dance work with a beginning, development of an idea, and an end that expresses ideas, concepts and images derived from a personal experience in another discipline.
<b>PO 2</b> Integrating dance and other art forms	102 Respond to movement through a different art medium (e.g. draw a picture, write a poem, sing a song).	202 Relate the elements used in dance to the elements of other art forms.	302 Integrate other art forms into choreography (music, visual images, dramatic themes).	402 Collaborate with other artists, from different disciplines (e.g. musicians, sculptors, actors) to create a dance work.
<b>PO 3</b> Careers	103 Identify possible career opportunities in dance.	203 List the skills learned through dance and how they relate to other career fields (e.g. problem solving, discipline, collaboration, anatomy).	303 Research and present a career in the dance field.	403 Intern with a dance professional and reflect upon and evaluate your experience.

## Arizona Dance Standards

### Dance Strand 2: Relate

#### Concept #5: Relating Dance and Music

**Concept Definition:** Identify, demonstrate and analyze the relationship between the elements of music and dance.

<i>Concept 5: Dance and Music</i>	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>	<b>Distinction</b>
<b>PO 1 Elements of music</b>	101 Identify and explore (e.g. discussion, body percussion, locomotors, other body movements) the tempo and meter of various music examples.	201 Identify and explore (e.g. discussion, body percussion, locomotors, other body movements). rhythmic structure of various music examples.	301 Demonstrate musical pulse, structure and phrasing through movement.	401 Perform a dance to a given piece of music, and then perform the same dance to another piece of music. Analyze the effects the new piece of music has on the movement, feeling, or performance of the dance.
<b>PO 2 Rhythmic Patterns/Variations</b>	102 Explore and respond physically to the ways in which movement can be used to mirror and/or contrast sounds, rhythms, and tempos.	202 Demonstrate the ability to alter the tempo, rhythm and/or meter of a movement phrase.	302 Create a dance phrase which mirrors and/or contrasts a given piece of music.	402 Analyze the use of rhythmic phrasing in a popular song and apply in the design of an original dance phrase.
<b>PO 3 Technology</b>	103 Explore the technology available for creating sound for dance.	203 Using current technology create a sound-score for dance.	303 Identify ways that technology can be used to compose or edit music for dance.	403 Demonstrate and apply knowledge of music-editing software.

## Arizona Dance Standards

### Discipline: DANCE

<p><b>Strand #: 3</b>  <b>Strand Name:</b>          EVALUATE</p>	<p>Concept Name and Definitions</p>						
<p><b>Strand Definition:</b>          Students describe, analyze, evaluate and interpret personal and universal concepts, and the merits of their work and the work of others.</p>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; vertical-align: top;">Concept 1.</td> <td style="width: 40%; vertical-align: top;">Understanding Dance</td> <td style="width: 50%; vertical-align: top;">Identify, reflect, analyze and interpret how dance communicates and conveys meaning.</td> </tr> <tr> <td style="vertical-align: top;">Concept 2.</td> <td style="vertical-align: top;">Professionalism</td> <td style="vertical-align: top;">Identify, demonstrate and evaluate the appropriate professional behaviors used in dance.</td> </tr> </table>	Concept 1.	Understanding Dance	Identify, reflect, analyze and interpret how dance communicates and conveys meaning.	Concept 2.	Professionalism	Identify, demonstrate and evaluate the appropriate professional behaviors used in dance.
Concept 1.	Understanding Dance	Identify, reflect, analyze and interpret how dance communicates and conveys meaning.					
Concept 2.	Professionalism	Identify, demonstrate and evaluate the appropriate professional behaviors used in dance.					

## Arizona Dance Standards

### Dance Strand 3: Evaluate

#### Concept #1: Understanding Dance

**Concept Definition:** Identify, reflect, analyze, and interpret how dance communicates and conveys meaning.

<i>Concept 1: Understanding Dance</i>	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>	<b>Distinction</b>
<b>PO 1 Dance Terminology</b>	101 After observing a brief movement study, use dance terminology to identify the movements and/or the <b>elements of dance</b> being used.	201 After observing a dance, using dance terminology, discuss how the <b>elements of dance</b> have been manipulated within the choreography.	301 After observing a dance, discuss the <b>choreographic strategies</b> being used.	401 Analyze the ways that two different choreographers manipulate the elements of movement and <b>choreographic strategies</b> in their choreography.
<b>PO 2 Production Elements</b>	102 After observing a dance, identify the production elements being used (e.g. lighting, sound, costumes, props, scenery).	202 After observing a dance, analyze how the production elements have enhanced the intent of the choreographer.	302 After observing a dance, evaluate the ways in which production elements could have been added or manipulated differently to enhance the intent of the choreographer.	402 Research various choreographers to compare and contrast how the use of production elements influenced their specific style (e.g. Graham, Nikolais, Cunningham, Balanchine).

## Arizona Dance Standards

<i>Concept 1: Understanding Dance (page 2)</i>	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>	<b>Distinction</b>
<b>PO 3 Communicating Meaning</b>	103 Discuss how movement can be used to communicate main ideas, themes or feelings.	203 Interpret how the <b>elements of dance</b> and <b>choreographic strategies</b> can be used to communicate meaning in dance.	303 Analyze the ways in which the <b>elements of dance</b> and <b>choreographic strategies</b> are used to create meaning in different dance styles.	403 Analyze the ways in which two different choreographers used the <b>elements of dance</b> and <b>choreographic strategies</b> to create meaning in their choreography.
<b>PO 4 Evaluation Criteria</b>	104 Identify the criteria used to evaluate dance performance and technique (e.g. performance values, choreographic principles, elements of movement).	204 Using selected criteria, evaluate its effectiveness in dance choreography or performance.	304 Use evaluation criterion to analyze an entire dance production.	404 Using dance evaluation criteria analyze the choreographers success in communicating meaning and specific intent.
<b>PO 5 Personal Interpretation</b>	105 Identify your personal reaction to a dance through discussion, writing, movement or art making.	205 Explain your reaction to a dance and identify how your personal experiences lead you to your response.	305 Observe a dance and discuss differing interpretations and reactions to that dance.	405 Analyze how differing experiences (community/global) influence how people interpret dance.
<b>PO 6 Technology</b>	106 Use technology to identify and discuss technical training and performance aspects in dance.	206 Use technology over time to understand and analyze individual progress of technique, choreography and performance values.	306 Use technology to research, analyze and evaluate the work of others to inform your understanding of choreography and performance.	406 Use technology to observe, understand and evaluate dance forms and styles.

## Arizona Dance Standards

### Dance Strand 3: Evaluate

#### Concept #2: Professionalism

**Concept Definition:** Identify, demonstrate and evaluate appropriate professional behaviors used in dance.

<i>Concept 2: Professionalism</i>	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>	<b>Distinction</b>
<b>PO 1</b> <b>Classroom, rehearsal and performance behaviors</b>	101 Identify and demonstrate appropriate <b>classroom, rehearsal and performance behaviors</b> (e.g. be attentive and respond appropriately to vocal, musical or observed cues, be on time, dress appropriately, work cooperatively, be respectful to self and others).	201 Contribute to and support a nurturing and safe classroom, rehearsal and performance environment. by modeling appropriate practices.	301 Evaluate the importance of appropriate professional behaviors and their effect on the overall performance.	401
<b>PO 2</b> <b>Audience Etiquette</b>	102 Identify and demonstrate appropriate <b>audience behavior</b> (e.g. watch attentively, remain quiet, appropriate applause).	202 Demonstrate appropriate <b>audience behavior</b> in all performance situations and respond with relevant and supportive comments.	302 Evaluate your personal experience with <b>audience behavior</b> and its affect on the overall performance.	402

## Arizona Dance Standards

Concept 2: Professionalism (page 2)	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>	<b>Distinction</b>
<b>PO 3 Portfolio collection and maintenance</b>	103 At regular intervals, record and discuss movement skills acquired, choreography and performances. Maintain records for future use.	203 At regular intervals, record and discuss movement skills acquired, choreography and performances. Self-assess progress. Maintain records for future use.	303 Review and update portfolio. Analyze progress and challenges and create self-improvement plan. Maintain records for future use.	403 Share and compare portfolios with peers. Using current technology, create a resume and video documentation of best work.

# Arizona Dance Standards

## ARIZONA DANCE STANDARDS

### GLOSSARY OF TERMS

**Alignment:** The relationship of the skeleton to the line of gravity and the base of support. Correct placement of joints for efficient muscular function.

**Asymmetry:** *Irregular design, off balance, uneven*

**Audience behavior:**

- enter and exit between dances during applause
- no calling out performers' names, talking or other disruptive behavior
- turn off all electronic devices
- appropriate applause
- no flash photography

**Axial movement:** *Movement around a center point*

**Bend:** *To fold or hinge*

**Bounce/Bob:** To bound and rebound

**Curl:** To round

**Elevate:** To rise

**Fall:** To descend to the ground

**Hinge:** Moving from a stable point in one piece like a door

**Pull:** To draw toward oneself

**Push:** To move away from oneself

**Reach/Stretch:** To extend limbs to extremes of one's kinesphere

**Rotate:** To revolve around an axis

**Sequential movement:** To move one vertebrae or body part at a time in order

**Shake:** To tremble, quiver, vibrate irregularly

**Spiral:** To rotate three dimensionally

**Swing:** Pendular movement: Collapse, suspend, collapse.

**Tilt:** To tip to one side

**Turn:** To revolve around a center point

**Twist:** To rotate two dimensionally

**Basic body skills:** Skills that every human who is not physically impaired is capable of acquiring

**Agility:** Nimble, ability to change movement quickly

**Balance:** Forces upon the body and its parts are equal.

**Coordination:** Ability to make muscles perform together

**Endurance:** Ability to maintain performance over an extended period of time

**Flexibility:** Pliable, able to move joints easily

**Strength:** Ability to apply and resist force

**Breath Support** – Using breath as a support to dance movement.

**Center of Gravity (Center of weight, center):** Part of the body that is most involved with shifts of weight and necessary for producing changes of quality in the body.

## Arizona Dance Standards

### Choreographic Forms:

**Sequential forms:** Phrases are arranged one after the other  
**Rondo (ABACAD...):** A continuation of the three-part form to explore many phrases or ideas.

**Theme and Variation:** *A structure that allows the phrase to be developed by manipulating the elements of dance.*

**Two-part (AB):** Two contrasting phrases are explored and developed.

**Three-part (ABA):** Two contrasting phrases are explored and developed and there is a return to the first phrase.

**Free sequential form (ABB, ABCA, ACDAD):** Contrasting phrases are explored and developed.

**Contrapuntal forms:** Phrases are arranged in contrast to each other

**Ground Bass:** A short movement phrase that is not fully developed and is repeated over and over again in contrast to a solo or duet.

**Round or Canon:** Form that has two or more dancers repeat the same phrase at delayed intervals as a means of counterpoint.

**Fugue:** Original theme plays “tag” with itself, appearing and reappearing. The theme may be inverted, reversed, augmented, diminished

**Pre-Classic Dance Forms:** Forms derived from 15<sup>th</sup> and 16<sup>th</sup> Century dances

**Pavane:** Proud theme, usually ABA in 4/4 time

**Galliard:** Lively, strong, vigorous in 6/8 time

**Allemande:** Sentimentality and grace, a couple’s dance with hands joined

**Courante:** Fickleness unstable, running steps with shifting accents in 2/4 or 6/8 times

**Sarabande:** Like Pavane in quality. ABA in 3/4 time

**Gigue:** Carelessness, excitement, a fast triple meter 3/8, 6/8, 9/8, or 12/8

**Classic Forms:** Forms derived from dances of the classic period

**Minuet:** Slow, graceful, polished in 3/4 time

**Gavotte:** Lively flirtatious. Starts with up-beat and is in 3/4 time

**Twentieth Century Forms:**

**Chance:** Movement material is created and or arranged by the roll of the dice or drawing from a hat. Etc.

**Narrative:** A dance which is structured around the telling of a story

**Collage:** Pieces of movement that seem unrelated that come together to form a dance, which may seem absurd or surrealistic.

**Expressionism:** Projecting an image which is the choreographers own reaction to reality

**Impressionism:** Projecting an image as if seen through a cloud or a mist

### Choreographic Devices - Strategies for altering movement within a phrase:

**Augmentation:** Act of enlarging or increasing size, degree, amount etc.

**Diminution:** Act of reducing the intensity, volume or force of a movement

**Inversion:** Doing the movement upside down

**Repetition:** Doing the movement again

**Retrograde:** Doing the movement in a backward order

**Reverse:** Doing the movement backwards

**Sequence:** Changing the order of movements in a phrase

**Transference:** Doing a movement on the left side that was originally done on the right side and vice versa.

### Choreographic Principles:

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## Arizona Dance Standards

**Contrast:** Movement or phrase that is strikingly different

**Group Relationships (mass):** Movement in relationship to other figures or groups in space

**Unison:** Movement of individuals or groups at the same time

**Opposition:** Movement of individuals or groups that work against each other

**Succession:** Use of individuals or groups one after another

**Use of Coherence:** Harmony in parts of space

**Symmetry and Balance:** Equal arrangement of line, design, objects weight, floor pattern

**Emphasis and proportion:** Arranged so essential ideas are given intensity by means of contrast, variety, stress. Parts are brought out due to their relative importance

**Unity and harmony:** All parts of the whole have some common relationship

**Variety:** Avoiding sameness throughout the phrase or dance

**Choreographic Processes:** Structuring movement to convey an idea to an audience. The process usually involves exploring possibilities, collecting ideas and materials to inform improvisation, recording improvised movement material, choosing and developing movement material, reworking and structuring movement material, rehearsing and refining choreography, and finally performing choreography.

**Choreographic Structures:** Forms that help a choreographer develop movement phrases into a complete dance composition, and that are used as part of the choreographic process.

### Classroom, Rehearsal and Performance Behaviors –

#### Classroom–

- attend all classes regularly and on time
- be prepared for all classes
- be attentive and respond appropriately to vocal, musical or observed cues
- Work cooperatively and respectful of self and others

#### Performance/rehearsal –

- punctuality at all performances
- refrain from arriving in costume or make-up
- stay in character while on stage
- avoid distracting behaviors on stage, off stage and in the dressing room
- remove all accessories that might distract from the performance (jewelry, nail polish, shiny hair accessories...)
- choose appropriate undergarments that will not be visible

**Connectivity:** Interrelationship between all body parts.

**Contraction:** Shortening of a muscle.

**Crew Members:** *Individuals working to produce costumes, sets, lights or other production needs.*

**Dance Composition** (choreography): Describes a developed dance that has been created with specific intent.

**Dance Study:** a short dance composition created to solve a specific movement problem.

**Dynamic Alignment:** Maintaining proper skeletal alignment while stationary and in motion.

## Arizona Dance Standards

### **Effort Principles (Laban):**

- Flow Effort** – the continuity of movement - bound flow/free flow
- Weight Effort** – attitudes toward using the weight of your body – strong/light
- Time Effort** – inner attitude toward time – sudden/sustained
- Space Effort** – attention toward the use of space – direct/indirect

### *Elements of Dance: Time, Space and Energy*

- Time:** Continuum through which movement occupies various durations
- Space:** Area through which body moves
- Energy:** Amount of tension and relaxation used to move.

### Elements of Time

- Accent:** Emphasis or stress
- Duple time:** Time separated into multiples of two.
- Duration:** How long or how short a movement is
- Intensity:** Relative force or feeling
- Measure:** Unit of time
- Meter:** Measure of time. Underlying pulse
- Phrase:** Well developed musical idea
- Pulse:** Underlying beat
- Rhythm:** Combination of long and short beats
- Stillness:** Lack of movement
- Syncopation:** The interruption of the beat
- Tempo:** Speed at which movement is performed
- Time Signature:** Defines the use of time
- Triple time:** Time separated into multiples of three.

### Elements of Space

- Direction:** Line of movement through space
  - Direct:** Straight, forward, backward, sideward, diagonal
  - Indirect:** Meandering, Arcing, Circular
- Floor pattern:** Pathway thorough space. Straight, circular, spiral, designs
- Focus:** Where attention is aimed. Eyes, body parts.
- Level:** Height in relation to “place”
  - High:** Releve or airwork
  - Middle:** Standing
  - Low:** Kneeling, Sitting, Lying
- Negative:** Space left between/among the shape(s). The donut hole.
- Peripheral:** Space that is defined at the extremities of the body.
- Range:** The amount of space a movement moves through (small to large, large to small)
- Shape (Positive space):** Abstract or literal, object in environment, symmetrical or asymmetrical
- Size:** How large or small
- Voluminous:** Space that is enclosed and contained by the body.

### Elements of Energy

- Dynamics:** Shadings in the amount of energy, intensity or power, subtle variations in the treatment of movement contrasts
- Effort Principles:** See *Effort Principles*
- Qualities of Movement:** See *Qualities of Movement*
- Tension/relaxation:** Relative degree of energy expenditure or release of energy

## Arizona Dance Standards

**Folk Dance:** A dance associated with a country or nation deriving over time from dances passed down through generations. Often part of traditional celebrations.

**Fundamental movement patterns:** Basic human movement experience

**Breath:** Movement that occurs when body is still and breath is focus

**Head/tail:** Shortening or lengthening the distance between the head and the tailbone

**Core/distal:** Movement from the center of the body to the periphery or vice versa

**Body half:** Moving one half of the body at a time (Right/left, upper/lower)

**Cross/lateral:** Movement that occurs across the body from one distal extreme to the other (right foot to left hand)

**Improvisation:** On-the-spot movement discovery.

**Improvisational Strategies:** Techniques for enticing and engaging dancers in new movement experiences

**Asymmetry/symmetry:** Balance/unbalance in design

**Mirroring/opposites:** Copying the movement of a partner you are facing; doing the opposite of a partner you are facing.

**Shadowing:** Copying the movement of one who is in front of you

**Leading/following:** Initiating movement for others to follow/copying movement initiated by another person

**Meeting/parting:** Moving toward/away from another dancer

**Sensory Awareness:** Touch, smell, hearing, kinesthesia, sight or taste used as a means of inspiration for dance

**Music motivation:** Melody, rhythm, musical structure used as a motivation for dance

**Text interpretation:** Using the written word as a means of inspiration for dance

**Movement Variations:** Changing movement material based on the elements of dance

**Improvisational Structures:** Guidelines, prompts, directives given to students in order to elicit spontaneous movement responses.

**Initiation:** Where the movement begins.

**Injury Prevention:** Learning and applying proper techniques to protect the muscles and bones

**Kinesthetic Awareness** – Knowing what your body is performing (movement, alignment, energy...) without having to see yourself (in the mirror, video...)

**Locomotor movement:** Movement that travels through space

**Even locomotor movement:** Weight transfer is done in equal amount of time

**Walk:** Transference of weight from one foot to the other and one foot or the other remains in contact with the floor during the transfer

**Run:** Transfer of weight from one foot to the other and both feet leave the ground during the transfer.

**Leap:** Elongated run

**Jump:** Transfer of weight from two feet to two feet, from two feet to one foot, or from one foot to two feet.

**Hop:** Transfer of weight from one foot to the same foot.

**Uneven locomotor movement:** Weight transfer is unequal in time. Combination of even locomotor movement.

**Skip:** Step hop, step hop

**Slide:** Step together step

**Gallop:** Step leap step

## Arizona Dance Standards

**Motif:** Movement or movements that appear throughout the dance that is (are) seen as characteristic of the piece.

**Movement signature:** Movement material and style with which a specific choreographer is identified.

**Phrase:** A well-developed movement idea that has a beginning and an end.

**Points of Focus:** Concentration on fixed or moving point in space: Directing of movement or gaze to indicate a specific point or object in space

**Inner/outer:** Focus is internal (Introspective) or external

**Near/far:** Focus is near the body or distant from the body

**Single/multi:** One point of focus or many

*Production Terminology: Vocabulary associated with the process of preparing dance for presentation*

### Production Personnel

**Artistic Director:** Sets program order, makes decisions for all details of concert

**Stage Manager:** Runs show

**Assistant Stage Manager:** Assists Stage Manager

**Choreographer:** Person(s) who constructs dance

**Technical Director:** Runs technical crews

**Lighting Technician:** Programs and runs light board

**Sound Technician:** Runs sound board

**Flyman:** Operates line sets

**Running crew:** Move scenery and perform other backstage tasks.

### Production Process

**Cue-to-cue:** Rehearsal where all light and sound cues are set and dances are not rehearsed. This can be done with all necessary production personnel on paper without dancers.

**Cue setting:** Rehearsal where all light and sound cues are finalized. May be done in place of cue-to-cue or after paper cue-to-cue. Best if cues are in the boards before the rehearsal starts.

**Technical rehearsal:** Rehearsals on stage involving lights and sound

**Dress Parade:** Time in rehearsal process to evaluate all costumes prior to dress rehearsal

**Dress rehearsal:** Last rehearsals before performance done in full costume, make-up, and hair

**Strike:** To remove equipment or to take down a show and return stage to original

### Stage Area

**Apron:** Downstage of proscenium

**Crossover:** Area that permits performers to move from one side of stage to the other out of sight of the audience.

**Cyclorama (cyc):** Backdrop used to enhance lighting projections.

**Downstage (DS):** Half of stage closest to audience

**House:** Place where audience sits

**Leg:** Side border of stage

**Line sets:** Weighted system that flies battens in and out

**Off stage:** Area not in view of audience

**Orchestra pit:** Sunken area below apron where members of orchestra sit

**Main curtain (Drape):** Drape that closes and opens at proscenium

**Proscenium:** Archway that separates stage and house

**Scrim:** Transparent mesh curtain usually hung downstage

**Stage:** Area in view of audience for performance

**Stage left (SL):** Area onstage to left of center as dancer faces audience.

## Arizona Dance Standards

**Stage right (SR):** Area onstage to right of center as dancer faces audience.  
**Spike mark:** Mark pertinent areas of stage for props or dancer placement  
**Traveler:** Curtain that opens and closes mid or upstage  
**Upstage (US):** Area of stage farthest from the audience  
**Wing:** Space between legs, entrances and exits

### Lighting

**Batten:** The pipes that hang above the stage that are used to hang lights, curtains and scenery  
**Black out:** Quick lights out  
**Booms:** Pipes hung in house on side walls for lighting  
**Cat walk:** Area for lighting stage over house  
**Electrics:** Battens for lighting overhead  
**Fade out (all):** Slow dimming of light  
**Follow spot:** Special lighting instrument that can be moved to follow performer movement on stage  
**Gel:** Thin colored plastic sheet used as color medium for lighting instrument  
**Special:** A pool of light that defines a specific area onstage.  
**Strip lights:** Light bar that projects various colors of lights onto cyc or other area of stage  
**Trees:** Stand alone pipes that hold lighting onstage

### *Qualities of Movement*

**Collapse:** A total release of energy  
**Percussive:** Sharp bursts of energy  
**Suspend:** Continuous release of energy with a feeling of being held  
**Sustain:** Even release of energy that stays constant, constant flow of energy  
**Swing:** Pendular, Combination of suspend-collapse-suspend energy  
**Vibratory:** Very, very quick sharp bursts of energy

**Social Dances:** Dance that is participatory in nature, which is done for relaxation, entertainment, and/or interaction among people. Social dances may be folk dances, ballroom dances or contemporary dances. The key is that one of the main purposes is to promote interaction among people.

**Somatic practices:** Activities that help develop an individual's ability to sense the processes working within. Some examples are: Alexander Technique, Feldenkrais Method, and Pilates.

*Symmetry: Both halves the same. Balanced*

**Tableau:** Creating a still picture with the human body.

**Theme:** A sequence of movements that is recognizable and is indicative of the dance.

**Transition:** Connections between one movement to the next.

**Weight:** The element of one's body mass that affects movement.

**Center of Gravity (Center of weight, center):** Part of the body that is most involved with shifts of weight and necessary for producing changes of quality in the body.

**Center of Levity:** Sternum. Activation of which promote lightness in the body

**Shift of weight:** Used to describe body weight when it changes place or support

**Counter weight:** Weight used to offset equal and opposing weight