

Dance




DANCE




Artistic Process	Anchor Standard	Enduring Understanding	Essential Question
<p>Cr</p> <p>Creating</p> <p>Conceiving and developing new artistic ideas and work.</p>	<ol style="list-style-type: none"> 1. Generate and conceptualize artistic work. 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic work. 	<ol style="list-style-type: none"> 1. Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression. 2. The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers. 3. Choreographers analyze, evaluate, refine, and document their work to communicate meaning. 	<ol style="list-style-type: none"> 1. Where do choreographers get ideas for dances? 2. What influences choice-making in creating choreography? 3. How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?
<p>Pr</p> <p>Performing</p> <p>Realizing artistic ideas and work through interpretation and presentation.</p>	<ol style="list-style-type: none"> 4. Select, analyze, and interpret artistic work for performance. 5. Develop and refine artistic techniques and work for presentation. 6. Convey meaning through the presentation of artistic work. 	<ol style="list-style-type: none"> 4. Space, time, and energy are basic elements of dance. 5. Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. 6. Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression. 	<ol style="list-style-type: none"> 4. How do dancers work with space, time, and energy to communicate artistic expression? 5. What must a dancer do to prepare the mind and body for artistic expression? 6. How does a dancer heighten artistry in public performance?
<p>Re</p> <p>Responding</p> <p>Understanding and evaluating how the arts convey meaning.</p>	<ol style="list-style-type: none"> 7. Perceive and analyze artistic work. 8. Interpret intent and meaning in artistic work. 9. Apply criteria to artistic work. 	<ol style="list-style-type: none"> 7. Dance is perceived and analyzed to comprehend its meaning. 8. Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context. 9. Criteria for evaluating dance vary across genres, styles, and cultures. 	<ol style="list-style-type: none"> 7. How is a dance understood? 8. How is dance interpreted? 9. What criteria are used to evaluate dance?
<p>Cn</p> <p>Connecting</p> <p>Relating artistic ideas and work with personal meaning and external context.</p>	<ol style="list-style-type: none"> 10. Synthesize and relate knowledge and personal experiences to make art. 11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. 	<ol style="list-style-type: none"> 10. As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning. 11. Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts. 	<ol style="list-style-type: none"> 10. How does dance deepen our understanding of ourselves, other knowledge, and events around us? 11. How does knowing about societal, cultural, historical and community experiences expand dance literacy?


	Creating	Performing	Responding	Connecting
Kindergarten	<p>1. Generate and Conceptualize Artistic Ideas</p> <p>a. Move in a variety of special relationships and formations with other dancers, sharing and maintaining personal and general space.</p> <p>b. Explore a variety of locomotor and non-locomotor movements by experimenting with changes in body, effort, shape, and space.</p> <p>c. Respond in movement to a variety of stimuli (e.g., music/sound, tactile, text, objects).</p>	<p>4. Select, Analyze, and Interpret Artistic Work for Performance</p> <p>a. Identify and demonstrate directions for moving the body using locomotor movements in personal and general space (e.g., forward, backwards, sideways, up, down, turning). Make body shapes (e.g., straight, bent, curved) that change levels and vary in size. Move in straight, curved, and zig-zagged pathways.</p> <p>b. Identify fast, moderate, and slow movements. Recognize steady beat and move to varying tempi of steady beat. Identify and move the downbeat of duple and triple meter.</p> <p>c. Demonstrate movement qualities along with movement vocabulary (e.g., use adverbs and adjectives that apply to movements such as floating leap, a floppy fall, a jolly jump, and joyful spin). Move with opposing movement qualities (e.g., sudden/sustained, light/heavy, jerky/smooth). Identify and apply different characteristics to movements (e.g., slow, smooth, or wavy).</p>	<p>7. Perceive and Analyze Artistic Work</p> <p>a. Find movements that develop a pattern.</p> <p>b. Identify, describe, or respond through movement to observed or performed dance movements from different genres or cultures.</p>	<p>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</p> <p>a. Recognize a personal or emotional response to a dance work. Identify a social or cultural response. Discuss how specific movements contributed to your response and relate to your personal experience.</p> <p>b. Role-play personal experiences through movement. Discuss observations made and identify movements that expressed the personal experience.</p>
	<p>2. Organize and Develop Artistic Ideas and Work</p> <p>a. Explore dance elements of body, effort, shape, and space. Organize movement choices to create a simple choreographic structure as part of the creative process.</p> <p>b. Connect movements that express an idea or emotion to create a short movement sequence.</p>	<p>5. Develop and Refine Artistic Techniques and Work for Presentation</p> <p>a. Demonstrate a range of locomotor and non-locomotor movements, body patterning, body shapes, directionality, and dance sequences that require moving through space.</p> <p>b. Move safely through general space when performing locomotor movements and stop on cue while maintaining personal space.</p> <p>c. Repeat movements with an awareness of self and others in space.</p>	<p>8. Interpret Intent and Meaning in Artistic Work</p> <p>a. Identify movements that capture an idea and explain the meaning or intent using simple dance terminology.</p>	<p>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</p> <p>a. Investigate the dance literacy skills of dance observation, engaging in dialogue, and utilizing symbol systems in your learning.</p>

<p>3. Refine and Complete Artistic Work</p> <p>a. Explore new movement choices through guided improvisational experiences and reflect on the process with others.</p> <p>b. Record the movements of dance by drawing a picture or using a symbol (e.g., jump, turn, slide, bend, reach).</p>	<p>6. Convey Meaning Through the Presentation of Artistic Work</p> <p>a. Dance for and with others in a space where audience and performers occupy different areas.</p> <p>b. Select a prop to use as a part of a dance or explore the use of simple props to enhance performance. Demonstrate the use of limited production elements (e.g., hand props, simple scenery, or media projections).</p>	<p>9. Apply Criteria to Evaluate Artistic Work</p> <p>a. Utilize two criteria to evaluate the strength of an artistic work. Discuss movements and other components of the dance that make the dance work well. Explain why they were effective.</p>	 <p>MUSIC DANCE MEDIA ARTS THEATRE ART</p>
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Grade 1	<p>1. Generate and Conceptualize Artistic Ideas</p> <p>a. Move in a variety of special relationships and formations with other dancers, sharing and maintaining personal and general space.</p> <p>b. Explore a variety of locomotor and non-locomotor movements by experimenting with changes in body, effort, shape, and space.</p> <p>c. Respond in movement to a variety of stimuli (e.g., music/sound, tactile, text, objects).</p>	<p>4. Select, Analyze, and Interpret Artistic Work for Performance</p> <p>a. Identify and demonstrate directions for moving the body using locomotor movements in personal and general space (e.g., forward, backwards, sideways, up, down, turning). Make body shapes (e.g., straight, bent, curved) that change levels and vary in size. Move in straight, curved, and zig-zagged pathways.</p> <p>b. Identify fast, moderate, and slow movements. Recognize steady beat and move to varying tempi of steady beat. Identify and move the downbeat of duple and triple meter.</p> <p>c. Demonstrate movement qualities along with movement vocabulary (e.g., use adverbs and adjectives that apply to movements such as floating leap, a floppy fall, a jolly jump, and joyful spin). Move with opposing movement qualities (e.g., sudden/sustained, light/heavy, jerky/smooth). Identify and apply different characteristics to movements (e.g., slow, smooth, or wavy).</p>	<p>7. Perceive and Analyze Artistic Work</p> <p>a. Find movements that develop a pattern.</p> <p>b. Identify, describe, or respond through movement to observed or performed dance movements from different genres or cultures.</p>	<p>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</p> <p>a. Recognize a personal or emotional response to a dance work. Identify a social or cultural response. Discuss how specific movements contributed to your response and relate to your personal experience.</p> <p>b. Role-play personal experiences through movement. Discuss observations made and identify movements that expressed the personal experience.</p>
	<p>2. Organize and Develop Artistic Ideas and Work</p> <p>a. Explore dance elements of body, effort, shape, and space. Organize movement choices to create a simple choreographic structure as part of the creative process.</p> <p>b. Connect movements that express an idea or emotion to create a short movement sequence.</p>	<p>5. Develop and Refine Artistic Techniques and Work for Presentation</p> <p>a. Demonstrate a range of locomotor and non-locomotor movements, body patterning, body shapes, directionality, and dance sequences that require moving through space.</p> <p>b. Move safely through general space when performing locomotor movements and stop on cue while maintaining personal space.</p> <p>5.1c. Repeat movements with an awareness of self and others in space.</p>	<p>8. Interpret Intent and Meaning in Artistic Work</p> <p>a. Identify movements that capture an idea and explain the meaning or intent using simple dance terminology.</p>	<p>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</p> <p>a. Investigate the dance literacy skills of dance observation, engaging in dialogue, and utilizing symbol systems in your learning.</p>

<p>3. Refine and Complete Artistic Work</p> <p>a. Explore new movement choices through guided improvisational experiences and reflect on the process with others.</p> <p>b. Record the movements of dance by drawing a picture or using a symbol (e.g., jump, turn, slide, bend, reach).</p>	<p>6. Convey Meaning Through the Presentation of Artistic Work</p> <p>a. Dance for and with others in a space where audience and performers occupy different areas.</p> <p>b. Select a prop to use as a part of a dance or explore the use of simple props to enhance performance. Demonstrate the use of limited production elements (e.g., hand props, simple scenery, or media projections).</p>	<p>9. Apply Criteria to Evaluate Artistic Work</p> <p>a. Utilize two criteria to evaluate the strength of an artistic work. Discuss movements and other components of the dance that make the dance work well. Explain why they were effective.</p>	 <p>The image is a horizontal strip of five small, square images. From left to right, they are labeled: MUSIC (a person playing a guitar), DANCE (a person in a blue outfit performing a dance move), MEDIA ARTS (a person wearing headphones), THEATRE (two people in a dramatic scene), and ART (a colorful abstract painting). Each image has its label written in small white text at the bottom.</p>
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Grade 2	<p>1. Generate and Conceptualize Artistic Ideas</p> <p>a. Move in a variety of special relationships and formations with other dancers, sharing and maintaining personal and general space.</p> <p>b. Explore a variety of locomotor and non-locomotor movements by experimenting with changes in body, effort, shape, and space.</p> <p>c. Respond in movement to a variety of stimuli (e.g., music/sound, tactile, text, objects).</p>	<p>4. Select, Analyze, and Interpret Artistic Work for Performance</p> <p>a. Identify and demonstrate directions for moving the body using locomotor movements in personal and general space (e.g., forward, backwards, sideways, up, down, turning). Make body shapes (e.g., straight, bent, curved) that change levels and vary in size. Move in straight, curved, and zig-zagged pathways.</p> <p>b. Identify fast, moderate, and slow movements. Recognize steady beat and move to varying tempi of steady beat. Identify and move the downbeat of duple and triple meter.</p> <p>c. Demonstrate movement qualities along with movement vocabulary (e.g., use adverbs and adjectives that apply to movements such as floating leap, a floppy fall, a jolly jump, and joyful spin). Move with opposing movement qualities (e.g., sudden/sustained, light/heavy, jerky/smooth). Identify and apply different characteristics to movements (e.g., slow, smooth, or wavy).</p>	<p>7. Perceive and Analyze Artistic Work</p> <p>a. Find movements that develop a pattern.</p> <p>b. Identify, describe, or respond through movement to observed or performed dance movements from different genres or cultures.</p>	<p>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</p> <p>a. Recognize a personal or emotional response to a dance work. Identify a social or cultural response. Discuss how specific movements contributed to your response and relate to your personal experience.</p> <p>b. Role-play personal experiences through movement. Discuss observations made and identify movements that expressed the personal experience.</p>
	<p>2. Organize and Develop Artistic Ideas and Work</p> <p>a. Explore dance elements of body, effort, shape, and space. Organize movement choices to create a simple choreographic structure as part of the creative process.</p> <p>b. Connect movements that express an idea or emotion to create a short movement sequence.</p>	<p>5. Develop and Refine Artistic Techniques and Work for Presentation</p> <p>a. Demonstrate a range of locomotor and non-locomotor movements, body patterning, body shapes, directionality, and dance sequences that require moving through space.</p> <p>b. Move safely through general space when performing locomotor movements and stop on cue while maintaining personal space.</p> <p>c. Repeat movements with an awareness of self and others in space.</p>	<p>8. Interpret Intent and Meaning in Artistic Work</p> <p>a. Identify movements that capture an idea and explain the meaning or intent using simple dance terminology.</p>	<p>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</p> <p>a. Investigate the dance literacy skills of dance observation, engaging in dialogue, and utilizing symbol systems in your learning.</p>

<p>3. Refine and Complete Artistic Work</p> <p>a. Explore new movement choices through guided improvisational experiences and reflect on the process with others.</p> <p>b. Record the movements of dance by drawing a picture or using a symbol (e.g., jump, turn, slide, bend, reach).</p>	<p>6. Convey Meaning Through the Presentation of Artistic Work</p> <p>a. Dance for and with others in a space where audience and performers occupy different areas.</p> <p>b. Select a prop to use as a part of a dance or explore the use of simple props to enhance performance. Demonstrate the use of limited production elements (e.g., hand props, simple scenery, or media projections).</p>	<p>9. Apply Criteria to Evaluate Artistic Work</p> <p>a. Utilize two criteria to evaluate the strength of an artistic work. Discuss movements and other components of the dance that make the dance work well. Explain why they were effective.</p>	 <p>The image is a horizontal strip of five small, square images. From left to right, they are labeled: MUSIC (a person playing a guitar), DANCE (a person in a blue outfit performing a dance move), MEDIA ARTS (a person wearing headphones), THEATRE (two people in a dramatic scene), and ART (a colorful abstract painting). Each image has its label written in small capital letters below it.</p>
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Grade 3	<p>1. Generate and Conceptualize Artistic Ideas</p> <p>a. Adjust body-use to coordinate with a partner or other dancers to safely change levels, directions, and pathway designs through leading and following improvisational strategies.</p> <p>b. Explore a given movement problem by combining a variety of movements and manipulating the elements of dance.</p> <p>c. Experiment with a variety of self-identified stimuli and build content for choreography using several stimuli (e.g., music/sound, text, objects, images, observed dance, experiences, literary forms, natural phenomena).</p>	<p>4. Select, Analyze, and Interpret Artistic Work for Performance</p> <p>a. Identify symmetrical and asymmetrical body shapes and examine relationships between body parts. Demonstrate shapes with positive and negative space. Move through general space with an awareness of other dancers. Establish relationships with other dancers through focus.</p> <p>b. Dance to a variety of rhythmic patterns. Recognize and respond to tempo changes as they occur in dance and music. Perform movement sequences that show the ability to respond to changes in time.</p> <p>c. Change use of energy/effort and dynamics by modifying movements and applying specific movement qualities to heighten the effect of their intent.</p>	<p>7. Perceive and Analyze Artistic Work</p> <p>a. Identify a movement pattern that creates a dance sequence in a dance work.</p> <p>b. Demonstrate, explain, and describe the qualities and characteristics of style used in a dance from an established dance genre or your own cultural movement practice, using basic dance terminology.</p>	<p>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</p> <p>a. Analyze and compare dance elements that elicit a specific personal response. Discuss ideas and feelings evoked by the dance, and how your response to the work relates to social and cultural experiences.</p> <p>b. Investigate an idea from another discipline of study and express the information through movement. Communicate how the movement expressed the ideas and what was learned from the experience through oral, written, visual, or movement form.</p>
	<p>2. Organize and Develop Artistic Ideas and Work</p> <p>a. Explore and develop basic choreographic structures to create and modify movement material (e.g., devices, forms, principles).</p> <p>b. Develop a dance sequence that expresses and communicates an idea or feeling. Discuss the effect of the movement choice.</p>	<p>5. Develop and Refine Artistic Techniques and Work for Presentation</p> <p>a. Demonstrate fundamental dance skills (e.g., alignment, coordination, balance) when replicating and recalling patterns and sequences of locomotor and non-locomotor movements.</p> <p>b. Demonstrate safe body-use practices during movement, technical exercises, and combinations that promote strength, flexibility, and endurance. Identify healthful eating habits.</p> <p>c. Coordinate sequences and timing with other dances and refine spatial relationships that reflect on awareness of self, others, and the environment.</p>	<p>8. Interpret Intent and Meaning in Artistic Work</p> <p>a. Explain how the movements in a dance communicate the main idea (e.g., verbally, in writing, visually). Relate movements, ideas, and context to interpret their meaning using basic dance terminology.</p>	<p>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</p> <p>a. Investigate the dance literacy skills of dance observation and writing, understanding cultural influences, engaging in dialogue, and utilizing technology and symbol systems in your learning.</p>

<p>3. Refine and Complete Artistic Work</p> <p>a. Revise movement choices in response to feedback from others to improve a short dance study. Describe the changes made to the dance.</p> <p>b. Depict the dance elements of body, shape, effort, and space in a dance sequence by drawing a picture map or using symbols (e.g., body actions, spatial pathways, relationships, dynamics, and rhythm).</p>	<p>6. Convey Meaning Through the Presentation of Artistic Work</p> <p>a. Identify the main areas of performance space using production terminology (e.g., stage right/left, center stage, up/downstage, downstage). Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movements to the performance space.</p> <p>b. Identify, explore, and select a variety of production elements (e.g., costumes, props, music, scenery, lighting, media) to heighten the artistic intent and audience experience of a dance performed in a chosen performance space.</p>	<p>9. Apply Criteria to Evaluate Artistic Work</p> <p>a. Describe and define the characteristics that make a dance artistic and meaningful using basic dance terminology, and develop, understand, and apply artistic criteria for evaluating dance.</p>	 <p>MUSIC DANCE MEDIA ARTS THEATRE ART</p>
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Grade 4	<p>1. Generate and Conceptualize Artistic Ideas</p> <p>a. Adjust body-use to coordinate with a partner or other dancers to safely change levels, directions, and pathway designs through leading and following improvisational strategies.</p> <p>b. Explore a given movement problem by combining a variety of movements and manipulating the elements of dance.</p> <p>c. Experiment with a variety of self-identified stimuli and build content for choreography using several stimuli (e.g., music/sound, text, objects, images, observed dance, experiences, literary forms, natural phenomena).</p>	<p>4. Select, Analyze, and Interpret Artistic Work for Performance</p> <p>a. Identify symmetrical and asymmetrical body shapes and examine relationships between body parts. Demonstrate shapes with positive and negative space. Move through general space with an awareness of other dancers. Establish relationships with other dancers through focus.</p> <p>b. Dance to a variety of rhythmic patterns. Recognize and respond to tempo changes as they occur in dance and music. Perform movement sequences that show the ability to respond to changes in time.</p> <p>c. Change use of energy/effort and dynamics by modifying movements and applying specific movement qualities to heighten the effect of their intent.</p>	<p>7. Perceive and Analyze Artistic Work</p> <p>a. Identify a movement pattern that creates a dance sequence in a dance work.</p> <p>b. Demonstrate, explain, and describe the qualities and characteristics of style used in a dance from an established dance genre or your own cultural movement practice, using basic dance terminology.</p>	<p>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</p> <p>a. Analyze and compare dance elements that elicit a specific personal response. Discuss ideas and feelings evoked by the dance, and how your response to the work relates to social and cultural experiences.</p> <p>b. Investigate an idea from another discipline of study and express the information through movement. Communicate how the movement expressed the ideas and what was learned from the experience through oral, written, visual, or movement form.</p>
	<p>2. Organize and Develop Artistic Ideas and Work</p> <p>a. Explore and develop basic choreographic structures to create and modify movement material (e.g., devices, forms, principles).</p> <p>b. Develop a dance sequence that expresses and communicates an idea or feeling. Discuss the effect of the movement choice.</p>	<p>5. Develop and Refine Artistic Techniques and Work for Presentation</p> <p>a. Demonstrate fundamental dance skills (e.g., alignment, coordination, balance) when replicating and recalling patterns and sequences of locomotor and non-locomotor movements.</p> <p>b. Demonstrate safe body-use practices during movement, technical exercises, and combinations that promote strength, flexibility, and endurance. Identify healthful eating habits.</p> <p>c. Coordinate sequences and timing with other dances and refine spatial relationships that reflect on awareness of self, others, and the environment.</p>	<p>8. Interpret Intent and Meaning in Artistic Work</p> <p>a. Explain how the movements in a dance communicate the main idea (e.g., verbally, in writing, visually). Relate movements, ideas, and context to interpret their meaning using basic dance terminology.</p>	<p>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</p> <p>a. Investigate the dance literacy skills of dance observation and writing, understanding cultural influences, engaging in dialogue, and utilizing technology and symbol systems in your learning.</p>

<p>3. Refine and Complete Artistic Work</p> <p>a. Revise movement choices in response to feedback from others to improve a short dance study. Describe the changes made to the dance.</p> <p>b. Depict the dance elements of body, shape, effort, and space in a dance sequence by drawing a picture map or using symbols (e.g., body actions, spatial pathways, relationships, dynamics, and rhythm).</p>	<p>6. Convey Meaning Through the Presentation of Artistic Work</p> <p>a. Identify the main areas of performance space using production terminology (e.g., stage right/left, center stage, up/downstage, downstage). Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movements to the performance space.</p> <p>b. Identify, explore, and select a variety of production elements (e.g., costumes, props, music, scenery, lighting, media) to heighten the artistic intent and audience experience of a dance performed in a chosen performance space.</p>	<p>9. Apply Criteria to Evaluate Artistic Work</p> <p>a. Describe and define the characteristics that make a dance artistic and meaningful using basic dance terminology, and develop, understand, and apply artistic criteria for evaluating dance.</p>	
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Grade 5	<p>1. Generate and Conceptualize Artistic Ideas</p> <p>a. Adjust body-use to coordinate with a partner or other dancers to safely change levels, directions, and pathway designs through leading and following improvisational strategies.</p> <p>b. Explore a given movement problem by combining a variety of movements and manipulating the elements of dance.</p> <p>c. Experiment with a variety of self-identified stimuli and build content for choreography using several stimuli (e.g., music/sound, text, objects, images, observed dance, experiences, literary forms, natural phenomena).</p>	<p>4. Select, Analyze, and Interpret Artistic Work for Performance</p> <p>a. Identify symmetrical and asymmetrical body shapes and examine relationships between body parts. Demonstrate shapes with positive and negative space. Move through general space with an awareness of other dancers. Establish relationships with other dancers through focus.</p> <p>b. Dance to a variety of rhythmic patterns. Recognize and respond to tempo changes as they occur in dance and music. Perform movement sequences that show the ability to respond to changes in time.</p> <p>c. Change use of energy/effort and dynamics by modifying movements and applying specific movement qualities to heighten the effect of their intent.</p>	<p>7. Perceive and Analyze Artistic Work</p> <p>a. Identify a movement pattern that creates a dance sequence in a dance work.</p> <p>b. Demonstrate, explain, and describe the qualities and characteristics of style used in a dance from an established dance genre or your own cultural movement practice, using basic dance terminology.</p>	<p>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</p> <p>a. Analyze and compare dance elements that elicit a specific personal response. Discuss ideas and feelings evoked by the dance, and how your response to the work relates to social and cultural experiences.</p> <p>b. Investigate an idea from another discipline of study and express the information through movement. Communicate how the movement expressed the ideas and what was learned from the experience through oral, written, visual, or movement form.</p>
	<p>2. Organize and Develop Artistic Ideas and Work</p> <p>a. Explore and develop basic choreographic structures to create and modify movement material (e.g., devices, forms, principles).</p> <p>b. Develop a dance sequence that expresses and communicates an idea or feeling. Discuss the effect of the movement choice.</p>	<p>5. Develop and Refine Artistic Techniques and Work for Presentation</p> <p>a. Demonstrate fundamental dance skills (e.g., alignment, coordination, balance) when replicating and recalling patterns and sequences of locomotor and non-locomotor movements.</p> <p>b. Demonstrate safe body-use practices during movement, technical exercises, and combinations that promote strength, flexibility, and endurance. Identify healthful eating habits.</p> <p>c. Coordinate sequences and timing with other dances and refine spatial relationships that reflect on awareness of self, others, and the environment.</p>	<p>8. Interpret Intent and Meaning in Artistic Work</p> <p>a. Explain how the movements in a dance communicate the main idea (e.g., verbally, in writing, visually). Relate movements, ideas, and context to interpret their meaning using basic dance terminology.</p>	<p>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</p> <p>a. Investigate the dance literacy skills of dance observation and writing, understanding cultural influences, engaging in dialogue, and utilizing technology and symbol systems in your learning.</p>

<p>3. Refine and Complete Artistic Work</p> <p>a. Revise movement choices in response to feedback from others to improve a short dance study. Describe the changes made to the dance.</p> <p>b. Depict the dance elements of body, shape, effort, and space in a dance sequence by drawing a picture map or using symbols (e.g., body actions, spatial pathways, relationships, dynamics, and rhythm).</p>	<p>6. Convey Meaning Through the Presentation of Artistic Work</p> <p>a. Identify the main areas of performance space using production terminology (e.g., stage right/left, center stage, up/downstage, downstage). Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movements to the performance space.</p> <p>b. Identify, explore, and select a variety of production elements (e.g., costumes, props, music, scenery, lighting, media) to heighten the artistic intent and audience experience of a dance performed in a chosen performance space.</p>	<p>9. Apply Criteria to Evaluate Artistic Work</p> <p>a. Describe and define the characteristics that make a dance artistic and meaningful using basic dance terminology, and develop, understand, and apply artistic criteria for evaluating dance.</p>	
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	Creating	Performing	Responding	Connecting
Grade 6	<p>1. Generate and Conceptualize Artistic Ideas</p> <p>a. Explore relationships of movement components and concepts through creative processes by investigating various improvisational approaches.</p> <p>b. Construct and solve movement problems to develop choreographic content.</p> <p>c. Create movement from a variety of stimuli (e.g., music/sound, observed dance, literary forms, natural phenomena, current news, social events) that expands movement vocabulary and develops artistic expression. Use movement to create an original dance study.</p>	<p>4. Select, Analyze, and Interpret Artistic Work for Performance</p> <p>a. Refine partner ensemble skills through the development of kinesthetic awareness while performing diverse pathways, levels, and patterns in space. Maintain focus with partner or group in near and far space. Convert inward focus to outward focus for projecting out to far space.</p> <p>b. Use combinations of sudden and sustained timing as it relates to both the time and the dynamics of a sequence or dance work. Accurately use accented and unaccented beats in 3/4 and 4/4 meter. Use timing accents to add rhythmic interest to movement.</p> <p>c. Incorporate energy/effort and dynamics to technique exercises and dance performance. Use energy and dynamics to enhance and project movements.</p>	<p>7. Perceive and Analyze Artistic Work</p> <p>a. Describe, demonstrate, and compare dance sequences within a dance in context of their artistic intent.</p> <p>b. Explain and compare how the elements of dance are used in a variety of genres, styles, or cultural movement practices to communicate intent using genre-specific dance terminology.</p>	<p>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</p> <p>a. Analyze and compare various movement sources (e.g., personal, cross-cultural, styles and genres of movement) and their dance elements. Interpret the movement observed in regard to the development of your attitudes, knowledge, experiences, and/or personal movement preferences.</p> <p>b. Research an aspect or contrasting aspects from the cultural, social, or historical development of a dance genre or style, and/or the dance elements. Share the findings and discuss how these reinforced or changed personal views and understandings. Document the process of investigation.</p>
	<p>2. Organize and Develop Artistic Ideas and Work</p> <p>a. Explore choreographic elements, structures, and processes to develop a dance study. Explain the choreographic intent of the movement.</p> <p>b. Choreograph a dance study that communicates personal or cultural meaning.</p>	<p>5. Develop and Refine Artistic Techniques and Work for Presentation</p> <p>a. Apply technical dance skills (e.g., alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement) to accurately execute changes of direction, weight shifts, flexibility/range of motion, elevations and landings, extensions of limbs, and movement transitions within dance sequences</p> <p>b. Identify and evaluate healthful practices, including nutrition and basic anatomical knowledge, which promote safe and healthful strategies when warming up, dancing, and in everyday life.</p>	<p>8. Interpret Intent and Meaning in Artistic Work</p> <p>a. Interpret and provide evidence on how artistic expression of dance is achieved through the relationships among the components of dance using genre-specific terminology.</p>	<p>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</p> <p>a. Investigate the dance literacy skills of dance observation, writing, and critique; understanding cultural influences; engaging in dialogue; and utilizing technology and symbols in your learning.</p>

	<p>c. Apply movement principles, such as movement initiation and use of imagery, while performing dance sequences and movement studies.</p>		
<p>3. Refine and Complete Artistic Work</p> <p>a. Revise dance compositions using collaboratively developed artistic criteria. Explain reasons for revisions and how choices made relate to artistic intent.</p> <p>b. Explore or invent a system to record a dance sequence through writing, symbols, or form of media technology (e.g., Laban motif symbols, creative writing, etc.).</p>	<p>6. Convey Meaning Through the Presentation of Artistic Work</p> <p>a. Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, and cooperation) when preparing for performances. Use performance etiquette and performance practices during class, rehearsal, and performance. Document efforts and create a plan for ongoing improvements. Accept post-performance notes from choreographer and apply corrections to future performances.</p> <p>b. Identify and select production elements that would intensify and heighten the artistic intent of the work and explain reasons for the decisions made using production terminology. Explore possibilities of producing dance in a variety of venues or for different audiences. Provide evidence of how the production elements would be handled in different situations.</p>	<p>9. Apply Criteria to Evaluate Artistic Work</p> <p>a. Use artistic criteria to determine what makes an effective dance work. Utilize criteria to evaluate a specific dance work and consider content, context, genre, style, or cultural movement practice to comprehend artistic expression using genre-specific dance terminology.</p>	


	Creating	Performing	Responding	Connecting
Grade 7	<p>1. Generate and Conceptualize Artistic Ideas</p> <p>a. Explore relationships of movement components and concepts through creative processes by investigating various improvisational approaches.</p> <p>b. Construct and solve movement problems to develop choreographic content.</p> <p>c. Create movement from a variety of stimuli (e.g., music/sound, observed dance, literary forms, natural phenomena, current news, social events) that expands movement vocabulary and develops artistic expression. Use movement to create an original dance study.</p>	<p>4. Select, Analyze, and Interpret Artistic Work for Performance</p> <p>a. Refine partner ensemble skills through the development of kinesthetic awareness while performing diverse pathways, levels, and patterns in space. Maintain focus with partner or group in near and far space. Convert inward focus to outward focus for projecting out to far space.</p> <p>b. Use combinations of sudden and sustained timing as it relates to both the time and the dynamics of a sequence or dance work. Accurately use accented and unaccented beats in 3/4 and 4/4 meter. Use timing accents to add rhythmic interest to movement.</p> <p>c. Incorporate energy/effort and dynamics to technique exercises and dance performance. Use energy and dynamics to enhance and project movements.</p>	<p>7. Perceive and Analyze Artistic Work</p> <p>a. Describe, demonstrate, and compare dance sequences within a dance in context of their artistic intent.</p> <p>b. Explain and compare how the elements of dance are used in a variety of genres, styles, or cultural movement practices to communicate intent using genre-specific dance terminology.</p>	<p>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</p> <p>a. Analyze and compare various movement sources (e.g., personal, cross-cultural, styles and genres of movement) and their dance elements. Interpret the movement observed in regard to the development of your attitudes, knowledge, experiences, and/or personal movement preferences.</p> <p>b. Research an aspect or contrasting aspects from the cultural, social, or historical development of a dance genre or style, and/or the dance elements. Share the findings and discuss how these reinforced or changed personal views and understandings. Document the process of investigation.</p>
	<p>2. Organize and Develop Artistic Ideas and Work</p> <p>a. Explore choreographic elements, structures, and processes to develop a dance study. Explain the choreographic intent of the movement.</p> <p>b. Choreograph a dance study that communicates personal or cultural meaning.</p>	<p>5. Develop and Refine Artistic Techniques and Work for Presentation</p> <p>a. Apply technical dance skills (e.g., alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement) to accurately execute changes of direction, weight shifts, flexibility/range of motion, elevations and landings, extensions of limbs, and movement transitions within dance sequences.</p> <p>b. Identify and evaluate healthful practices, including nutrition and basic anatomical knowledge, which promote safe and healthful strategies when warming up, dancing, and in everyday life.</p>	<p>8. Interpret Intent and Meaning in Artistic Work</p> <p>a. Interpret and provide evidence on how artistic expression of dance is achieved through the relationships among the components of dance using genre-specific terminology.</p>	<p>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</p> <p>a. Investigate the dance literacy skills of dance observation, writing, and critique; understanding cultural influences; engaging in dialogue; and utilizing technology and symbols in your learning.</p>

	<p>c. Apply movement principles, such as movement initiation and use of imagery, while performing dance sequences and movement studies.</p>		
<p>3. Refine and Complete Artistic Work</p> <p>a. Revise dance compositions using collaboratively developed artistic criteria. Explain reasons for revisions and how choices made relate to artistic intent.</p> <p>b. Explore or invent a system to record a dance sequence through writing, symbols, or form of media technology (e.g., Laban motif symbols, creative writing, etc.).</p>	<p>6. Convey Meaning Through the Presentation of Artistic Work</p> <p>a. Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, and cooperation) when preparing for performances. Use performance etiquette and performance practices during class, rehearsal, and performance. Document efforts and create a plan for ongoing improvements. Accept post-performance notes from choreographer and apply corrections to future performances.</p> <p>b. Identify and select production elements that would intensify and heighten the artistic intent of the work and explain reasons for the decisions made using production terminology. Explore possibilities of producing dance in a variety of venues or for different audiences. Provide evidence of how the production elements would be handled in different situations.</p>	<p>9. Apply Criteria to Evaluate Artistic Work</p> <p>a. Use artistic criteria to determine what makes an effective dance work. Utilize criteria to evaluate a specific dance work and consider content, context, genre, style, or cultural movement practice to comprehend artistic expression using genre-specific dance terminology.</p>	


	Creating	Performing	Responding	Connecting
Grade 8	<p>1. Generate and Conceptualize Artistic Ideas</p> <p>a. Explore relationships of movement components and concepts through creative processes by investigating various improvisational approaches.</p> <p>b. Construct and solve movement problems to develop choreographic content.</p> <p>c. Create movement from a variety of stimuli (e.g., music/sound, observed dance, literary forms, natural phenomena, current news, social events) that expands movement vocabulary and develops artistic expression. Use movement to create an original dance study.</p>	<p>4. Select, Analyze, and Interpret Artistic Work for Performance</p> <p>a. Refine partner ensemble skills through the development of kinesthetic awareness while performing diverse pathways, levels, and patterns in space. Maintain focus with partner or group in near and far space. Convert inward focus to outward focus for projecting out to far space.</p> <p>b. Use combinations of sudden and sustained timing as it relates to both the time and the dynamics of a sequence or dance work. Accurately use accented and unaccented beats in 3/4 and 4/4 meter. Use timing accents to add rhythmic interest to movement.</p> <p>c. Incorporate energy/effort and dynamics to technique exercises and dance performance. Use energy and dynamics to enhance and project movements.</p>	<p>7. Perceive and Analyze Artistic Work</p> <p>a. Describe, demonstrate, and compare dance sequences within a dance in context of their artistic intent.</p> <p>b. Explain and compare how the elements of dance are used in a variety of genres, styles, or cultural movement practices to communicate intent using genre-specific dance terminology.</p>	<p>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</p> <p>a. Analyze and compare various movement sources (e.g., personal, cross-cultural, styles and genres of movement) and their dance elements. Interpret the movement observed in regard to the development of your attitudes, knowledge, experiences, and/or personal movement preferences.</p> <p>b. Research an aspect or contrasting aspects from the cultural, social, or historical development of a dance genre or style, and/or the dance elements. Share the findings and discuss how these reinforced or changed personal views and understandings. Document the process of investigation.</p>
	<p>2. Organize and Develop Artistic Ideas and Work</p> <p>a. Explore choreographic elements, structures, and processes to develop a dance study. Explain the choreographic intent of the movement.</p> <p>b. Choreograph a dance study that communicates personal or cultural meaning.</p>	<p>5. Develop and Refine Artistic Techniques and Work for Presentation</p> <p>a. Apply technical dance skills (e.g., alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement) to accurately execute changes of direction, weight shifts, flexibility/range of motion, elevations and landings, extensions of limbs, and movement transitions within dance sequences</p> <p>b. Identify and evaluate healthful practices, including nutrition and basic anatomical knowledge, which promote safe and healthful strategies when warming up, dancing, and in everyday life.</p>	<p>8. Interpret Intent and Meaning in Artistic Work</p> <p>a. Interpret and provide evidence on how artistic expression of dance is achieved through the relationships among the components of dance using genre-specific terminology.</p>	<p>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</p> <p>a. Investigate the dance literacy skills of dance observation, writing, and critique; understanding cultural influences; engaging in dialogue; and utilizing technology and symbols in your learning.</p>

	<p>c. Apply movement principles, such as movement initiation and use of imagery, while performing dance sequences and movement studies.</p>		
<p>3. Refine and Complete Artistic Work</p> <p>a. Revise dance compositions using collaboratively developed artistic criteria. Explain reasons for revisions and how choices made relate to artistic intent.</p> <p>b. Explore or invent a system to record a dance sequence through writing, symbols, or form of media technology (e.g., Laban motif symbols, creative writing, etc.).</p>	<p>6. Convey Meaning Through the Presentation of Artistic Work</p> <p>a. Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, and cooperation) when preparing for performances. Use performance etiquette and performance practices during class, rehearsal, and performance. Document efforts and create a plan for ongoing improvements. Accept post-performance notes from choreographer and apply corrections to future performances.</p> <p>b. Identify and select production elements that would intensify and heighten the artistic intent of the work and explain reasons for the decisions made using production terminology. Explore possibilities of producing dance in a variety of venues or for different audiences. Provide evidence of how the production elements would be handled in different situations.</p>	<p>9. Apply Criteria to Evaluate Artistic Work</p> <p>a. Use artistic criteria to determine what makes an effective dance work. Utilize criteria to evaluate a specific dance work and consider content, context, genre, style, or cultural movement practice to comprehend artistic expression using genre-specific dance terminology.</p>	


	Creating	Performing	Responding	Connecting
HS Proficient	<p>1. Generate and Conceptualize Artistic Ideas</p> <p>a. Explore various approaches to creative processes that consider relationships of movement components and/or diverse choreographic sources for a dance study (e.g., improvisational approaches).</p> <p>b. Identify individual movement preferences and explore ways to expand movement possibilities.</p> <p>c. Explore a variety of stimuli for inspiring movement to develop an original dance sequence or dance study. Analyze the process and the relationship between the stimuli and the movement.</p>	<p>4. Select, Analyze, and Interpret Artistic Work for Performance</p> <p>a. Develop partner and ensemble skills that enable contrasting level changes while maintaining a sense of spatial awareness. Develop spatial clarity while performing sequences and transitions between sequences. Establish and break relationships with others as appropriate to the choreography.</p> <p>b. Use syncopation and accented movements to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing.</p> <p>c. Connect energy/effort and dynamics to movements by applying them in and through all parts of the body. Develop total body awareness so that movement sequences demonstrate variances of energy/effort and dynamics.</p>	<p>7. Perceive and Analyze Artistic Work</p> <p>a. Analyze recurring dance sequences and their relationships within a dance in context of artistic intent and structure.</p> <p>b. Analyze the use of components of dance and their relationships in a variety of genres, styles, or cultural movement practices within cultural context to communicate intent using genre-specific dance terminology.</p>	<p>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</p> <p>a. Analyze a dance to determine the ideas expressed by the choreographer. Compare your own interpretation with other interpretations. Provide evidence to support your analysis.</p> <p>b. Research an aspect of the cultural, social, or historical development of a dance genre or style, and/or the dance elements. Discuss how these findings reinforced or changed personal and collective views and understandings. Apply the findings to a project. Document the process of investigation and application.</p>
	<p>2. Organize and Develop Artistic Ideas and Work</p> <p>a. Investigate and develop choreographic elements, structures, and processes to create a dance study. Explain the choreographic intent of the movement.</p> <p>b. Choreograph a dance study that expresses and communicates an idea or feeling. Discuss the effect of movement choices.</p>	<p>5. Develop and Refine Artistic Techniques and Work for Presentation</p> <p>a. Embody technical dance skills (e.g., functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to execute complex dance movements, sequences, and choreography in a variety of genres and styles.</p> <p>b. Apply healthful practices in dance activities, including nutrition and injury prevention. Identify anatomical principles that contribute to functional alignment.</p> <p>c. Identify and apply dance movement principles, such as breath and core support, when performing</p>	<p>8. Interpret Intent and Meaning in Artistic Work</p> <p>a. Compare different dances and discuss their intent and artistic expression. Provide evidence of how the relationships among the components of dance enhance meaning and support the intent using genre-specific dance terminology.</p>	<p>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</p> <p>a. Develop the dance literacy skills of dance observation, writing, and critique; understanding history and culture; implementing processes of evaluation; recognizing meaning and values of dance experiences; engaging in dialogue; contributing knowledge; and utilizing technology and symbol systems in your learning.</p>

		<p>dance sequences in a variety of genres. Identify body patterning concepts.</p>		
	<p>3. Refine and Complete Artistic Work</p> <p>a. Identify the artistic intent of a dance by manipulating choreographic devices and dance structures/forms based on established artistic criteria and feedback from others. Analyze and evaluate the impact of choices made in the revision process.</p> <p>b. Investigate a recognized system to document a dance sequence by using words, symbols, or media technologies in order to refine or complete artistic work.</p>	<p>6. Convey Meaning Through the Presentation of Artistic Work</p> <p>a. Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, cooperation) when preparing for performances. Demonstrate performance etiquette and performance practices during class, rehearsal, and performance. Accept post-performance notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies using dance terminology and production terminology.</p> <p>b. Collaborate in investigating and evaluating the design and execution of production elements that would intensify and heighten the artistic intent of a dance performed on a stage, in a different venue, or for different audiences.</p>	<p>9. Apply Criteria to Evaluate Artistic Work</p> <p>a. Analyze the artistic expression of a dance. Discuss insights using evaluative criteria and dance terminology.</p>	

	Creating	Performing	Responding	Connecting
HS Accomplished	<p>1. Generate and Conceptualize Artistic Ideas</p> <p>a. Utilize various approaches to creative processes that consider relationships of movement components and/or diverse choreographic sources for a dance study (e.g., improvisational approaches).</p> <p>b. Identify and analyze movement preferences of self and others to explore ways to expand movement possibilities.</p> <p>c. Synthesize content generated from various stimuli to choreograph a fully developed dance study or dance composition using original or codified movement.</p>	<p>4. Select, Analyze, and Interpret Artistic Work for Performance</p> <p>a. Dance alone and with others with spatial intention. Expand partner and ensemble skills to greater ranges and skill level. Execute complex floor and air sequences with others while maintaining relationships through focus and intentionality.</p> <p>b. Perform dance studies and compositions that use time and tempo in unpredictable ways. Use internal rhythms and kinetics as phrasing tools.</p> <p>c. Perform movement sequences by applying energy/effort and dynamics. Vary energy/effort and dynamics over the length of a sequence and transition smoothly out of the sequence and into the next sequence, paying close attention to its movement initiation and energy/effort.</p>	<p>7. Perceive and Analyze Artistic Work</p> <p>a. Analyze dance works and provide examples of recurring dance sequences and their relationships that create well-structured and meaningful choreography.</p> <p>b. Analyze the components of dance and their relationship in a variety of genres, styles, or cultural movement practices and provide evidence on how their difference impact communication and intent within a cultural context. Use genre-specific dance terminology.</p>	<p>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</p> <p>a. Analyze a dance to determine the ideas expressed by the choreographer. Draw connections between your observations, and cultural and historical influences. Provide evidence to support your analysis.</p> <p>b. Research and compare an aspect of the cross-cultural, societal, or historical development, and/or the dance elements of two or more dance genres or styles. Discuss how these findings reinforced or changed personal and collective views and understandings. Apply the findings to a project. Document the process of investigation and application.</p>
	<p>2. Organize and Develop Artistic Ideas and Work</p> <p>a. Collaborate in the investigation and development of the choreographic elements, structures, and processes to create a dance study. Consider the choreographic intent of the movement.</p> <p>b. Choreograph a dance study that uses ideas and themes as motivation. Justify how the movement supports the artistic intent.</p>	<p>5. Develop and Refine Artistic Techniques and Work for Presentation</p> <p>a. Apply body-mind principles to technical dance skills while executing complex spatial, rhythmic, and dynamic sequences and choreography.</p> <p>b. Apply anatomical principles and healthful practices to a range of technical dance skills for achieving fluency of movement. Follow a personal nutrition plan that supports health for everyday life.</p> <p>c. Evaluate how movement principles, such as breath and core support, improve technical performance. Identify how somatic practices contribute to great body and movement awareness.</p>	<p>8. Interpret Intent and Meaning in Artistic Work</p> <p>a. Analyze and provide evidence for how the components of dance contribute to artistic expression. Use genre-specific dance terminology.</p>	<p>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</p> <p>a. Apply developed dance literacy skills of dance observation, writing, and critique; understanding history and culture; implementing processes of evaluation; recognizing meaning and values of dance experiences; engaging in dialogue; contributing knowledge; and utilizing technology and symbol systems in your learning.</p>

<p>3. Refine and Complete Artistic Work</p> <p>a. Clarify the artistic intent of a dance by refining choreographic processes and dance structures/forms, collaboratively or independently using established artistic criteria, self-reflection, and the feedback of others. Analyze and evaluate the impact of choices made in the revision process.</p> <p>b. Document a dance as a tool to refine work during the creative process.</p>	<p>6. Convey Meaning Through the Presentation of Artistic Work</p> <p>a. Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, cooperation) when preparing for performances. Model performance etiquette and performance practices during class, rehearsals, and performances. Implement performance strategies to enhance projection. Accept post-performance notes from choreography and apply corrections to future performances. Document the process and evaluate methods and strategies using dance terminology and production terminology.</p> <p>b. Work collaboratively to produce a dance on a stage or in an alternative performance venue and plan the production elements that would be necessary to fulfill the artistic intent of the dance.</p>	<p>9. Apply Criteria to Evaluate Artistic Work</p> <p>a. Compare two or more dances using artistic criteria to critique artistic expression. Consider societal values and a range of perspectives. Use genre-specific dance terminology.</p>	
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	Creating	Performing	Responding	Connecting
HS Advanced	<p>1. Generate and Conceptualize Artistic Ideas</p> <p>a. Develop creative process strategies that consider complex relationships of movement components and/or diverse choreographic sources for a dance composition (e.g., improvisational approaches).</p> <p>b. Identify, analyze, and transform movement preferences/salient characteristics of self-and/or others to expand movement possibilities and take risks to discover unexpected solutions.</p> <p>c. Synthesize content generated from multi-faceted stimuli to choreograph a sophisticated and innovative dance composition. Experiment and take risks to discover a personal voice to communicate artistic intent.</p>	<p>4. Select, Analyze, and Interpret Artistic Work for Performance</p> <p>a. Develop artistic and expressive clarity while performing alone and with others. Use varied focus to clarify movement and intent. Establish and break relationships with other dancers and audience as appropriate to the dance.</p> <p>b. Modulate time factors for artistic interest and expressive acuity. Demonstrate time complexity in phrasing with and without musical accompaniment. Use multiple and complete rhythms (e.g., contrapuntal and or polyrhythmic). Work with and against rhythm of accompaniment or sound environments.</p> <p>c. Modulate dynamics and develop effort movement phrasing to clearly express intent while performing dance sequences and choreography. Perform movement sequences expressively using a broad range and employ dynamic skills for establishing relationships with other dancers and projecting to the audience.</p>	<p>7. Perceive and Analyze Artistic Work</p> <p>a. Analyze and interpret how the components of dance contribute to artistic expression across different genres, styles, or cultural movement practices. Provide evidence of your findings. Use genre-specific dance terminology.</p> <p>b. Provide evidence of how dance communicates aesthetic and cultural values in a variety of genres, styles, or cultural movement practices. Use genre-specific dance terminology.</p>	<p>10. Synthesize and Relate Knowledge and Personal Experiences to Make Art</p> <p>a. Review choreography developed over time with respect to its content and context, and its relationship to your personal perspectives. Reflect upon and analyze the components that contributed to changes in your personal growth.</p> <p>b. Collaborate to research and compare multiple aspects of the cross-cultural, social, or historical development, and/or dance elements of two or more dance genres or styles. Compare and synthesize contrasting viewpoints and identify the tensions between them. Apply the findings to a collaborative project and document the process of investigation and application.</p>
	<p>2. Organize and Develop Artistic Ideas and Work</p> <p>a. Demonstrate fluency of choreographic elements, structures, and processes. Express a personal/collective voice in designing and choreographic original dance compositions. Justify choreographic choices and explain how they are used to support artistry.</p> <p>b. Choreograph a dance based on a selected theme. Articulate the artistic intent and consider how the meaning drawn by the audience may differ.</p>	<p>5. Develop and Refine Artistic Techniques and Work for Presentation</p> <p>a. Embody body-mind principles to technical dance skills in complex choreography in a variety of dance genres and styles.</p> <p>b. Embody complex anatomical principles to technical dance skills and choreography in a variety of dance genres and styles.</p>	<p>8. Interpret Intent and Meaning in Artistic Work</p> <p>a. Analyze and interpret how the components of dance contribute to artistic expression across different genres, styles, or cultural movement practices. Provide evidence of your findings. Use genre-specific dance terminology.</p>	<p>11. Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</p> <p>a. Integrate developed dance literacy skills to contribute in meaningful and positive ways to your culture (e.g., dance observation, writing, and critique; understanding history and culture; implementing processes of evaluation; recognizing meaning and values of dance experiences; engaging in dialogue; contributing knowledge;</p>

	<p>c. Perform complex movement sequences and choreography integrating somatic practices and movement principles.</p>		<p>utilizing technology and symbol systems in your learning).</p>
<p>3. Refine and Complete Artistic Work</p> <p>a. Refine artistic intent of a dance by manipulating choreographic devices, dance structures/forms, and artistic criteria using self-reflection and feedback from others. Document choices made in the revision process and justify how the refinements support artistic intent.</p> <p>b. Apply recognized systems of dance documentation and symbol systems to analyze and evaluate the artistry of a dance and apply findings to refine during the creative process.</p>	<p>6. Convey Meaning Through the Presentation of Artistic Work</p> <p>a. Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, cooperation) when preparing for performances. Model performance etiquette and performance practices during class, rehearsal, and performance. Enhance performance using a broad repertoire of strategies for dynamic projection. Develop a professional portfolio (e.g., resume, headshot, etc.). Document the rehearsal and performance process with fluence in professional dance terminology and production terminology.</p> <p>b. Work collaboratively to produce dance concerts in a variety of venues, and design and organize the production elements that would be necessary to fulfill the artistic intent of the dance works in each of the venues, with regards to the environment, production elements, and audience response.</p>	<p>9. Apply Criteria to Evaluate Artistic Work</p> <p>a. Define personal artistic preferences to critique dance. Consider societal and personal values, and a range of artistic expressions. Discuss perspectives with peers and justify views.</p>	



DANCE