

Arizona Arts Standards



Dance HS

Student-Friendly-Language
Learning Intentions

2022

Dance – HS Proficient

Creating - Conceiving and developing new artistic ideas and work.	
<p>1 Anchor Standard: Cr1 Generate and conceptualize artistic work. Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression. Essential Question: Where do choreographers get ideas for dances?</p>	
Standard	Student Friendly Language
<p>DA:HSP.Cr1.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>a. I am learning to try different approaches to creative processes that involve multiple movement components and/or diverse choreographic sources for a dance study (e.g., improvisational approaches).</p>
<p>DA:HSP.Cr1.b Identify individual movement preferences and explore ways to expand movement possibilities.</p>	<p>b. I am learning to identify my personal movement preferences and try ways to expand movement possibilities.</p>
<p>DA:HSP.Cr1.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>c1. I am learning to use a variety of stimuli for inspiring movement to create a dance sequence or dance study. c2. I am learning to analyze the connection between the stimuli and the movement.</p>
<p>2 Anchor Standard: Cr2 Organize and develop artistic ideas and work. Enduring Understanding: The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers. Essential Question: What influences choice-making in creating choreography?</p>	
<p>DA:HSP.Cr2.a Investigate and develop choreographic elements, structures and processes to create a dance study. Explain the choreographic intent of the movement.</p>	<p>a1. I am learning to experiment with choreographic elements, structures, and processes to create a dance study. a2. I am learning to explain the choreographic intent of the movement.</p>
<p>DA:HSP.Cr2.b Choreograph a dance study that expresses and communicates an idea or feeling. Discuss the effect of the movement choices.</p>	<p>b1. I am learning to choreograph a dance study that expresses and communicates an idea or feeling. b2. I am learning to discuss the effect of the movement choices.</p>
<p>3 Anchor Standard: Cr3 Refine and complete artistic work. Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning. Essential Question: How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?</p>	
<p>DA:HSP.Cr3.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 impact of choices made in the revision process.</p>	<p>a1. I am learning to identify the artistic intent of a dance by manipulating choreographic devices and dance structures/forms based on established artistic criteria and feedback from others. a2. I am learning to accept and apply feedback and critiques from others to refine my choreography. a3. I am learning to analyze the impact of choices made in the revision process a4. I am learning to evaluate the impact of choices made in the revision process.</p>
<p>DA:HSP.Cr3.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>b. I am learning ways to document dance using words, symbols, or media technologies to refine or complete artistic work.</p>

Dance – HS Proficient

Performing - Realizing artistic ideas and work through interpretation and presentation.	
<p>4 Anchor Standard: Pr4 Select, analyze, and interpret artistic work for performance. Enduring Understanding: Space, time, and energy are basic elements of dance. Essential Question: How do dancers work with space, time, and energy to communicate artistic expression?</p>	
Standard	Student Friendly Language
<p>DA:HSP.Pr4.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>a1. I am learning to develop partner and ensemble skills that enable contrasting level changes while maintaining a sense of spatial awareness. a2. I am learning to develop spatial clarity while performing movement. a3. I am learning to establish and break relationships with others within choreography.</p>
<p>DA:HSP.Pr4.b Use syncopation and accented movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing.</p>	<p>b1. I am learning to use syncopation and accented movements to different tempi. b2. I am learning to take rhythmic cues from different aspects of accompaniment. b3. I am learning to integrate breath phrasing with metric and kinesthetic phrasing.</p>
<p>DA:HSP.Pr4.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>c1. I am learning to perform movement using varying energy/effort and dynamics. c2. I am learning to perform with total body awareness.</p>
<p>5 Anchor Standard: Pr5 Develop and refine artistic techniques and work for presentation. Enduring Understanding: Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Essential Question: What must a dancer do to prepare the mind and body for artistic expression?</p>	
<p>DA:HSP.Pr5.a Embody technical dance skills (for example, 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>a1. I am learning to embody dance using technical dance skills including functional alignment, coordination, balance, core support, clarity of movement, and weight shifts. a2. I am learning to perform movement which demonstrates flexibility and a range of motion. a3. I am learning to perform complex choreography with accuracy. a4. I am learning to perform dance in a variety of genres and styles.</p>
<p>DA:HSP.Pr5.b Apply healthful practices in dance activities including nutrition and injury prevention. Identify anatomical principles that contribute to functional alignment.</p>	<p>b1. I am learning to apply healthy practices in dance activities, including nutrition and injury prevention. b2. I am learning to identify anatomical principles that contribute to functional alignment.</p>
<p>DA:HSP.Pr5.c Identify and apply dance movement principles such as breath and core support when performing dance sequences in a variety of genres. Identify body patterning concepts.</p>	<p>c1. I am learning to identify and apply dance movement principles, such as breath and core support, when performing dance sequences in a variety of genres. c2. I am learning to identify body patterning concepts.</p>
<p>6 Anchor Standard: Pr6 Convey meaning through the presentation of artistic work. Enduring Understanding: Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression. Essential Question: How does a dancer heighten artistry in public performance?</p>	

<p>DA:HSP.Pr6.a Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Demonstrate performance etiquette and performance practices during class, rehearsal and performance. Post-performance, accept 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>a1. I am learning to demonstrate leadership qualities in class, rehearsal, and performance (including commitment, dependability, responsibility, and cooperation). a2. I am learning to demonstrate performance etiquette during class, rehearsal, and performance. a3. I am learning to accept and apply notes and feedback. a4. I am learning to document dance in a variety of ways including notes and video. a5. I am learning to use appropriate dance terminology and production terminology. a6. I am learning to self-reflect on my own rehearsal and performance to evaluate effectiveness and make goals for the future.</p>
<p>DA:HSP.Pr6.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>b. I am learning to work with others to investigate and evaluate 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>

Dance – HS Proficient

Responding - Understanding and evaluating how the arts convey meaning.	
<p>7 Anchor Standard: Re7 Perceive and analyze artistic work. Enduring Understanding: Dance is perceived and analyzed to comprehend its meaning. Essential Question: How is a dance understood?</p>	
Standard	Student Friendly Language
<p>DA:HSP.Re7.a Analyze recurring dance sequences and their relationships within a dance in context of artistic intent and structure.</p>	<p>a. I am learning to analyze recurring dance sequences and their relationships within dance in context of artistic intent and structure</p>
<p>DA:HSP.Re7.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. Use genre-specific dance terminology.</p>	<p>b. I am learning to use genre-specific dance terminology to analyze the components of dance in a variety of genres, styles, or cultural movement practices in context to communicate intent.</p>
<p>8 Anchor Standard: Re8 Interpret intent and meaning in artistic work. Enduring Understanding: 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. Essential Question: How is dance interpreted?</p>	
<p>DA:HSP.Re8.a Compare different dances and discuss their intent and artistic expression. Provide evidence on how the relationships among the components of dance enhance meaning and support the intent using genre-specific dance terminology.</p>	<p>a1. I am learning to compare dances and discuss their intent and artistic expression. a2. I am learning to use genre-specific dance terminology to cite evidence on how the components of dance enhance meaning and support intent.</p>
<p>9 Anchor Standard: Re9 Apply criteria to artistic work. Enduring Understanding: Criteria for evaluating dance vary across genres, styles, and cultures. Essential Question: What criteria are used to evaluate dance?</p>	
<p>DA:HSP.Re9.a Analyze the artistic expression of a dance. Discuss insights using evaluative criteria and dance terminology.</p>	<p>a. I am learning to use evaluative criteria and dance terminology to discuss insights and analyze the artistic expression of a dance.</p>

Dance – HS Proficient

Connecting - Relating artistic ideas and work with personal meaning and external context.	
10	<p>Anchor Standard: Cn10 Synthesize and relate knowledge and personal experiences to make art.</p> <p>Enduring Understanding: As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.</p> <p>Essential Question: How does dance deepen our understanding of ourselves, other knowledge, and events around us?</p>
Standard	Student Friendly Language
<p>DA:HSP.Cn10.a Analyze a dance to determine the ideas expressed by the choreographer. Compare one's own interpretation with other interpretations. Provide evidence to support one's analysis.</p>	<p>a1. I am learning to analyze a dance to determine the ideas expressed by the choreographer.</p> <p>a2. I am learning to compare my own interpretation with other interpretations.</p>
<p>DA:HSP.Cn10.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>b1. I am learning to research an aspect of the cultural, social, or historical development of a dance genre or style and/or the dance elements.</p> <p>b2. I am learning to discuss how these findings reinforced or changed personal and collective views and understandings.</p> <p>b3. I am learning to apply the findings to a project.</p> <p>b4. I am learning to document the process of investigation and application.</p>
11	<p>Anchor Standard: Cn11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>Enduring Understanding: Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.</p> <p>Essential Question: How does knowing about societal, cultural, historical and community experiences expand dance literacy?</p>
<p>DA:HSP.Cn11.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 one's learning.</p>	<p>a. I am learning to develop my dance literacy skills to help me understand cultural influences, engage in dialogue, make observations, write, critique, recognize meaning and values, contribute knowledge, and utilize technology and symbols.</p>



**ARIZONA DEPARTMENT OF
EDUCATION**

Dance – HS Accomplished

Creating - Conceiving and developing new artistic ideas and work.

- 1** **Anchor Standard:** Cr1 Generate and conceptualize artistic work.
Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.
Essential Question: Where do choreographers get ideas for dances?

Standard	Student Friendly Language
DA:HSA.Cr1.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).	a. I am learning to use various approaches to creative processes that consider relationships of movement components and/or diverse choreographic sources for a dance study (e.g., improvisational approaches).
DA:HSA.Cr1.b Identify and analyze movement preferences of self and others and explore ways to expand movement possibilities.	b. I am learning to identify and analyze movement preferences of myself and others. I am learning ways to expand movement possibilities.
DA:HSA.Cr1.c Synthesize content generated from various stimuli to choreograph a fully developed dance study or dance composition using original or codified movement .	c. I am learning to combine content generated from various stimuli to choreograph a fully developed dance study or dance composition using original or codified movement.

- 2** **Anchor Standard:** Cr2 Organize and develop artistic ideas and work.
Enduring Understanding: The elements of dance, dance structures, and **choreographic devices** serve as both a foundation and a departure point for choreographers.
Essential Question: What influences choice-making in creating choreography?

DA:HSA.Cr2.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.	a1. I am learning to work with others in the investigation and development of the choreographic elements, structures, and processes to create a dance study . a2. I am learning to consider the choreographic intent of the movement.
DA:HSA.Cr2.b Choreograph a dance study that uses ideas and themes as motivation. Justify how the movement supports the artistic intent.	b1. I am learning to choreograph a dance study that uses ideas and themes as motivation. b2. I am learning to justify how my movement choices support my artistic intent .

- 3** **Anchor Standard:** Cr3 Refine and complete artistic work.
Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning.
Essential Question: How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?

DA:HSA.Cr3.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 impact of choices made in the revision process.	a1. I am learning to clarify the artistic intent of a dance by refining choreographic processes and dance structures/forms. a2. I am learning to work by myself and with others to refine choreography. a3. I am learning to use established artistic criteria , self-reflection, and the feedback of others to refine choreography. a4. I am learning to analyze and evaluate the impact of choices made in the revision process.
DA:HSA.Cr3.b Document a dance as a tool to refine work during the creative process.	b. I am learning to document a dance as a tool to refine work during the creative process.

Dance – HS Accomplished

Performing - Realizing artistic ideas and work through interpretation and presentation.	
<p>4 Anchor Standard: Pr4 Select, analyze, and interpret artistic work for performance. Enduring Understanding: Space, time, and energy are basic elements of dance. Essential Question: How do dancers work with space, time, and energy to communicate artistic expression?</p>	
Standard	Student Friendly Language
<p>DA:HSA.Pr4.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>a1. I am learning to dance alone and with others with spatial intention. a2. I am learning to expand partner and ensemble skills to greater ranges and skill level. a3. I am learning to execute complex floor and air sequences with others while maintaining relationships through focus and intentionality.</p>
<p>DA:HSA.Pr4.b Perform dance studies and compositions that use time and tempo in unpredictable ways. Use internal rhythms and kinetics as phrasing tools.</p>	<p>b1. I am learning to perform dance studies and compositions that use time and tempo in unpredictable ways. b2. I am learning to use internal rhythms and kinetics as phrasing tools.</p>
<p>DA:HSA.Pr4.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>c1. I am learning to perform movement sequences by applying a variety of energy/effort and dynamics. c2. I am learning to use energy/effort and dynamics to transition smoothly out of the sequence and into the next sequence, paying close attention to its movement initiation.</p>
<p>5 Anchor Standard: Pr5 Develop and refine artistic techniques and work for presentation. Enduring Understanding: Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Essential Question: What must a dancer do to prepare the mind and body for artistic expression?</p>	
<p>DA:HSA.Pr5.a Apply body-mind principles to technical dance skills while executing complex spatial, rhythmic and dynamic sequences and choreography.</p>	<p>a. I am learning to apply body-mind principles to technical dance skills while executing complex spatial, rhythmic, and dynamic sequences and choreography.</p>
<p>DA:HSA.Pr5.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>b1. I am learning to apply anatomical principles and healthful practices to my technical dance skills. b2. I am learning to follow a personal nutrition plan that supports health for everyday life.</p>
<p>DA:HSA.Pr5.c Evaluate how movement principles such as breath and core support improve technical performance. Identify how somatic practices contribute to greater body and movement awareness.</p>	<p>c1. I am learning to evaluate how movement principles, such as breath and core support, improve technical performance. c2. I am learning how to identify body and movement awareness.</p>
<p>6 Anchor Standard: Pr6 Convey meaning through the presentation of artistic work. Enduring Understanding: Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression. Essential Question: How does a dancer heighten artistry in public performance?</p>	

<p>DA:HSA.Pr6.a Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Model performance etiquette and performance practices during class, rehearsal and performance. Implement performance strategies to enhance projection. Post-performance, accept 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>a1. I am learning to demonstrate leadership qualities in class, rehearsal, and performance (including commitment, dependability, responsibility, and cooperation). a2. I am learning to be an example of performance etiquette during class, rehearsal, and performance for others. a3. I am learning to accept and apply notes and feedback. a4. I am learning to document dance in a variety of ways including notes and video. a5. I am learning to use appropriate dance terminology and production terminology to evaluate methods and strategies. a6. I am learning to self-reflect on my own rehearsal and performance to evaluate effectiveness and make goals for the future.</p>
<p>DA:HSA.Pr6.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>b. I am learning to work with others 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>

Dance – HS Accomplished

Responding - Understanding and evaluating how the arts convey meaning.	
<p>7 Anchor Standard: Re7 Perceive and analyze artistic work. Enduring Understanding: Dance is perceived and analyzed to comprehend its meaning. Essential Question: How is a dance understood?</p>	
Standard	Student Friendly Language
<p>DA:HSA.Re7.a Analyze dance works and provide examples of recurring dance sequences and their relationships that create well-structured and meaningful choreography.</p>	<p>a. I am learning to analyze dance works and provide examples of recurring dance sequences and their relationships that create well-structured and meaningful choreography.</p>
<p>DA:HSA.Re7.b Analyze the components of dance and their relationships in a variety of genres, styles, or cultural movement practices and provide evidence on how their differences impact communication and intent within a cultural context. Use genre-specific dance terminology.</p>	<p>b1. I am learning to analyze the components of dance using genre-specific dance terminology. b2. I am learning to analyze the relationship of components of dance in a variety of genres, styles, or cultural movement practices using genre-specific terminology. b3. I am learning to provide evidence on how the differences of dance components and their relationships impact communication and intent within a cultural context.</p>
<p>8 Anchor Standard: Re8 Interpret intent and meaning in artistic work. Enduring Understanding: 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. Essential Question: How is dance interpreted?</p>	
<p>DA:HSA.Re8.a Analyze and provide evidence for how the components of dance contribute to artistic expression. Use genre-specific dance terminology.</p>	<p>a. I am learning to use genre specific dance terminology to analyze and provide evidence for how the components of dance contribute to artistic expression.</p>
<p>9 Anchor Standard: Re9 Apply criteria to artistic work. Enduring Understanding: Criteria for evaluating dance vary across genres, styles, and cultures. Essential Question: What criteria are used to evaluate dance?</p>	

<p>DA:HSA.Re9.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>	<p>a1. I am learning to use genre-specific dance terminology to compare two or more dances using artistic criteria to critique artistic expression.</p> <p>a2. I am learning to consider societal values and a range of perspectives.</p>
---	---

Dance – HS Accomplished

Connecting - Relating artistic ideas and work with personal meaning and external context.

10 **Anchor Standard:** Cn10 Synthesize and relate knowledge and personal experiences to make art.
Enduring Understanding: As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.
Essential Question: How does dance deepen our understanding of ourselves, other knowledge, and events around us?

Standard	Student Friendly Language
<p>DA:HSA.Cn10.a Analyze a dance to determine the ideas expressed by the choreographer. Draw connections between one's observations, and cultural and historical influences. Provide evidence to support one's analysis.</p>	<p>a1. I am learning to analyze a dance to determine the ideas expressed by the choreographer.</p> <p>a2. I am learning to draw connections between my observations, and cultural and historical influences.</p> <p>a3. I am learning to provide evidence to support my analysis.</p>
<p>DA:HSA.Cn10.b Research and compare an aspect of the cross-cultural, social 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>b1. I am learning to 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.</p> <p>b2. I am learning to discuss how these findings reinforced or changed personal and collective views and understandings.</p> <p>b3. I am learning to apply the findings to a project.</p> <p>b4. I am learning to document the process of investigation and application.</p>

11 **Anchor Standard:** Cn11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.
Enduring Understanding: Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.
Essential Question: How does knowing about societal, cultural, historical and community experiences expand dance literacy?

<p>DA:HSA.Cn11.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 one's learning.</p>	<p>a. I am learning to apply developed dance literacy skills of dance observation, writing, and critique to understand history and culture; to implement processes of evaluation; to recognize meaning and values of dance experiences; to engage in dialogue; contribute knowledge; and utilize technology and symbol systems in my learning.</p>
---	---



Dance – HS Advanced

Creating - Conceiving and developing new artistic ideas and work.

- 1** **Anchor Standard:** Cr1 Generate and conceptualize artistic work.
Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.
Essential Question: Where do choreographers get ideas for dances?

Standard	Student Friendly Language
DA:HSAdv.Cr1.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).	a. I am learning ways to use creative process strategies that consider complex relationships of movement components and/or diverse choreographic sources for a dance composition (e.g., improvisational approaches).
DA:HSAdv.Cr1.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.	b1. I am learning to identify, analyze, and transform movement preferences and recognizable characteristics of self and/or others to expand movement possibilities. b2. I am learning to take risks and try new things to discover unexpected solutions.
DA:HSAdv.Cr1.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.	c1. I am learning to combine content generated from complex stimuli to choreograph a sophisticated and innovative dance composition. c2. I am learning to experiment and take risks to discover a personal voice to communicate artistic intent.

- 2** **Anchor Standard:** Cr2 Organize and develop artistic ideas and work.
Enduring Understanding: The elements of dance, dance structures, and **choreographic devices** serve as both a foundation and a departure point for choreographers.
Essential Question: What influences choice-making in creating choreography?

DA:HSAdv.Cr2.a Demonstrate fluency of choreographic elements, structures and processes. Express a personal/collective voice in designing and choreographing original dance compositions. Justify choreographic choices and explain how they are used to support artistry.	a1. I am learning to demonstrate understanding and use of choreographic elements, structures, and processes. a2. I am learning to express a personal/collective voice in designing and choreographic original dance compositions. a3. I am learning to explain choreographic choices and how they are used to support artistry.
DA:HSAdv.Cr2.b Choreograph a dance based on a selected theme . Articulate the artistic intent and consider how the meaning drawn by the audience may differ.	b1. I am learning to choreograph a dance based on a selected theme . b2. I am learning how to talk about the artistic intent. b3. I am learning to consider how the meaning drawn by the audience may differ from the intended meaning.

- 3** **Anchor Standard:** Cr3 Refine and complete artistic work.
Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning.
Essential Question: How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?

DA:HSAdv.Cr3.a Refine the 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.	a1. I am learning to refine the artistic intent of a dance by manipulating choreographic devices , dance structures/forms , and artistic criteria using self-reflection and feedback from others. a2. I am learning to document choices made in the revision process and explain how the refinements support artistic intent.
--	---

<p>DA:HSAdv.Cr3.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>b1. I am learning to document dance and use symbol systems to analyze and evaluate the artistry of a dance. b2. I am learning to apply findings to refine during the creative process.</p>
---	---

Dance – HS Advanced

Performing - Realizing artistic ideas and work through interpretation and presentation.	
<p>4 Anchor Standard: Pr4 Select, analyze, and interpret artistic work for performance. Enduring Understanding: Space, time, and energy are basic elements of dance. Essential Question: How do dancers work with space, time, and energy to communicate artistic expression?</p>	
Standard	Student Friendly Language
<p>DA:HSAdv.Pr4.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>a1. I am learning to convey artistry and expression while performing alone and with others. a2. I am learning to use varied focus to clarify movement and intent. a3. I am learning to establish and break relationships with other dancers and audience as appropriate to the dance.</p>
<p>DA:HSAdv.Pr4.b Modulate time factors for artistic interest and expressive acuity. Demonstrate time complexity in phrasing with and without musical accompaniment. Use multiple and complex rhythms (for example, contrapuntal and/or polyrhythmic). Work with and against rhythm of accompaniment or sound environments.</p>	<p>b1. I am learning to develop musicality for artistic interest and to convey expression. b2. I am learning to perform with and without music. b3. I am learning how to demonstrate complexity in phrasing. b4. I am learning to use multiple and complete rhythms (e.g., contrapuntal and or polyrhythmic). b5. I am learning to work with and against rhythm of accompaniment or sound environments.</p>
<p>DA:HSAdv.Pr4.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 dynamic range and employ dynamic skills for establishing relationships with other dancers and projecting to the audience.</p>	<p>c1. I am learning to adjust dynamics and develop effort movement phrasing to clearly express intent while performing dance sequences and choreography. c2. I am learning to perform movement sequences expressively using energy/effort and dynamics for establishing relationships with other dancers and projecting to the audience.</p>
<p>5 Anchor Standard: Pr5 Develop and refine artistic techniques and work for presentation. Enduring Understanding: Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Essential Question: What must a dancer do to prepare the mind and body for artistic expression?</p>	
<p>DA:HSAdv.Pr5.a Embody body-mind principles to technical dance skills in complex choreography in a variety of dance genres and styles.</p>	<p>a. I am learning to use body-mind principles and technical dance skills in complex choreography in a variety of dance genres and styles.</p>
<p>DA:HSAdv.Pr5.b Embody complex anatomical principles to technical dance skills and choreography in a variety of dance genres and styles.</p>	<p>b. I am learning to apply complex anatomical principles to technical dance skills and choreography in a variety of dance genres and styles.</p>
<p>DA:HSAdv.Pr5.c Perform complex movement sequences and choreography integrating somatic practices and movement principles.</p>	<p>c. I am learning to perform complex movement sequences and choreography integrating principles of body and movement awareness.</p>

<p>6 Anchor Standard: Pr6 Convey meaning through the presentation of artistic work. Enduring Understanding: Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression. Essential Question: How does a dancer heighten artistry in public performance?</p>	
<p>DA:HSAdv.Pr6.a Demonstrate leadership qualities (for example commitment, dependability, responsibility, and 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 (resume, head shot, etc.). Document the rehearsal and performance process with fluency in professional dance terminology and production terminology.</p>	<p>a1. I am learning to demonstrate leadership qualities in class, rehearsal, and performance (including commitment, dependability, responsibility, and cooperation). a2. I am learning to be an example of performance etiquette during class, rehearsal, and performance for others. a3. I am learning how to enhance my performance using projection and performance energy. a4. I am learning to create and maintain a professional portfolio. a5. I am learning to document the rehearsal and performance process using dance terminology and production terminology.</p>
<p>DA:HSAdv.Pr6.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>b1. I am learning to work with others to produce dance concerts in a variety of venues. b2. I am learning to help design and organize the production elements that would most effectively convey artistic intent of the dance works in each of the venues, with regards to the environment, production elements, and audience response.</p>

Dance – HS Advanced

<p>Responding - Understanding and evaluating how the arts convey meaning.</p>	
<p>7 Anchor Standard: Re7 Perceive and analyze artistic work. Enduring Understanding: Dance is perceived and analyzed to comprehend its meaning. Essential Question: How is a dance understood?</p>	
<p>Standard</p>	<p>Student Friendly Language</p>
<p>DA:HSAdv.Re7.a Analyze dance works from a variety of dance genres and styles and explain how recurring patterns of movement and their relationships create well-structured and meaningful choreography.</p>	<p>a. I am learning to use genre-specific dance terminology to analyze and interpret how the components of dance contribute to artistic expression across different genres, styles, or cultural movement practices and provide evidence of my findings.</p>
<p>DA:HSAdv.Re7.b Provide evidence on how dance communicates aesthetic and cultural values in a variety of genres, styles, or cultural movement practices. Use genre-specific dance terminology.</p>	<p>b. I am learning to use genre-specific dance terminology to provide evidence on how dance communicates aesthetic and cultural values in a variety of genres, styles, or cultural movement practices.</p>
<p>8 Anchor Standard: Re8 Interpret intent and meaning in artistic work. Enduring Understanding: 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. Essential Question: How is dance interpreted?</p>	
<p>DA:HSAdv.Re8.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>a. I am learning to use genre-specific dance terminology to analyze and interpret how the components of dance contribute to artistic expression across different genres, styles, or cultural movement practices and provide evidence of my findings.</p>

<p>9 Anchor Standard: Re9 Apply criteria to artistic work. Enduring Understanding: Criteria for evaluating dance vary across genres, styles, and cultures. Essential Question: What criteria are used to evaluate dance?</p>	<p>DA:HSAdv.Re9.a Define personal artistic preferences to critique dance. Consider societal and personal values, and a range of artistic expression. Discuss perspectives with peers and justify views.</p>	<p>a1. I am learning to define personal artistic preferences to critique dance. a2. I am learning to consider societal and personal values, and a range of artistic expression. a3. I am learning to discuss perspectives with peers and justify views.</p>

Dance – HS Advanced

Connecting - Relating artistic ideas and work with personal meaning and external context.

<p>10 Anchor Standard: Cn10 Synthesize and relate knowledge and personal experiences to make art. Enduring Understanding: As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning. Essential Question: How does dance deepen our understanding of ourselves, other knowledge, and events around us?</p>
--

Standard	Student Friendly Language
<p>DA:HSAdv.Cn10.a Review choreography developed over time with respect to its content and context and its relationship to one's personal perspectives. Reflect upon and analyze the components that contributed to changes in one's personal growth.</p>	<p>a1. I am learning to review choreography developed over time with respect to its content and context, and its relationship to my personal perspectives. a2. I am learning to reflect upon and analyze the components that contributed to changes in your personal growth.</p>
<p>DA:HSAdv.Cn10.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>b1. I am learning to collaborate with others 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. b2. I am learning to compare and incorporate contrasting viewpoints and identify the tensions between them. b3. I am learning to apply the findings to a collaborative project and document the process of investigation and application.</p>

<p>11 Anchor Standard: Cn11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. Enduring Understanding: Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts. Essential Question: How does knowing about societal, cultural, historical and community experiences expand dance literacy?</p>

<p>DA:HSAdv.Cn11.a Integrate developed dance literacy skills to contribute in meaningful and positive ways to one's culture: 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 one's learning.</p>	<p>a. I am learning to integrate developed dance literacy skills to contribute in meaningful and positive ways to my culture.</p>
--	---