

CONTENT STANDARDS WITH BENCHMARKS AND PERFORMANCE STANDARDS FOR DANCE Grades 9-12

Note: Due to the reality that students may enter studies in dance at various grade levels, teachers will need to adapt objectives accordingly for students who have received no prior education in dance before grades 9-12. Students at the high school level will have the option of studying dance as an area of interest or as a career possibility.

Strand: Dance
Standard 1: Students will learn and develop skills and meet technical demands unique to dance, music, theatre/drama and visual arts.
9-12 Benchmark 1A: Demonstrate kinesthetic awareness.
Performance Standards
(a) Demonstrate appropriate skeletal alignment, body part articulation, balance, flexibility and strength. (b) Demonstrate coordination in locomotor and non-locomotor (axial) movements.
9-12 Benchmark 1B : Identify and demonstrate the elements of space, time and energy.
Performance Standards
1. Demonstrate and describe shapes and designs (using appropriate vocabulary) made individually and in complementary relationships with others. 2. Move with purpose and intent on all levels (low, middle, high). 3. Move with awareness of one's own personal space and relationships to other dancers in a group. 4. Move through space using a variety of directions and pathways. 5. Identify the vocabulary of time (speed, rhythmic pattern, stillness, duration, acceleration) and apply these concepts with increasing complexity. 6. Demonstrate ability to phrase movement with musicality. 7. Demonstrate a broader range of movement qualities with respect to energy (e.g., strong, gentle, sharp, smooth, percussive, sustained, swinging, twisting and collapsing).
9-12 Benchmark 1C: Perform complex movement sequences from different dance styles or traditions consistently and reliably, with projection and artistic expression.
Performance Standards
1. Build and apply dance terminology appropriate to a given style (e.g., flamenco, ballet, jazz, etc). 2. Memorize and demonstrate extended movement sequences.

Standard 2: Use dance, music, theatre/drama and visual arts to express ideas.

9-12 Benchmark 2A: Use the elements of movement to express imaginative, personal and literary themes.

Performance Standards

1. Use improvisation to explore, discover and create movement phrases based on emotions, memories or personal stories.
2. Utilize improvisation to generate movement themes for individual and group expression.
3. Choose from a variety of movements to create movement studies that accurately communicate the intention of an experience, idea, theme or story.

Standard 3: Integrate understanding of visual and performing arts by seeking connections and parallels among arts disciplines as well as other content areas.

9-12 Benchmark 3A: Explore connections between dance and other arts disciplines.

Performance Standards

1. Create a dance project that integrates two or more arts disciplines.
2. Respond to a dance through another arts discipline (music, drama, architecture or visual arts).

Grades 9-12 benchmark 3B: Explore connections between dance and other content areas.

Performance Standards

1. Create a dance project that integrates other subject matter (e.g., relationships, current events, social issues, physics, nature, literature, history, environmental themes).

Standard 4: Demonstrate an understanding of the dynamics of the creative process.

9-12 Benchmark 4: Understand and apply choreographic principles, processes and structures

Performance Standards

1. Create a sequence with a beginning, middle and end and identify each of these parts of the sequence.
2. Choreograph using a variety of compositional forms: ABA, canon, rondo and narrative.
3. Create movement sequences that explore the choreographic principles of unity, variety, contrast, repetition, harmony, abstraction, emphasis and balance.

Standard 5: Observe, discuss, analyze and make critical judgments about artistic works.

9-12 Benchmark 5: Develop a set of aesthetic criteria for evaluating choreography.

Performance Standards

1. Perform a movement study or dance for peers and discuss reasons for your choreographic choices.
2. Give feedback to peers that reports on the movement content, qualities and forms noticed in their dance.
3. Observe a variety of professional choreography (live or recorded) and discuss, analyze and evaluate choreographic choices.

Standard 6: Show increased awareness of diverse peoples and cultures through visual and performing arts.

9-12 Benchmark 6A: Develop knowledge and understanding of human diversity through dance.

Performance Standards

1. Study dances from other cultures and other historical periods.
2. Identify and compare costume, gesture, rhythmic structure, music and choreographic forms in historical, cultural and contemporary dances.

Grades 9-12 Benchmark 6B: Investigate the role of dance in historical and contemporary cultures.

Performance Standards

1. Observe and discuss the different functions of dance in various cultures (e.g., ceremony, entertainment, social interaction).
2. Observe and analyze commonalities in contemporary dance styles of various cultures.

Standard 7: Demonstrate knowledge about how technology and invention have historically influenced artists and offered new possibilities for expression.

Grades 9-12 benchmark 7: Expand dance horizons through the use of technology.

Performance Standards

1. Use a variety of resources (e.g., print, recordings, internet) to research dance from other cultures and historical periods.
2. Create a dance using technology (e.g., music, lighting, video, slide projection) to enhance the mood of a dance.
3. Discuss historical and contemporary images of the body and how these images have changed through the influence of contemporary media and technology.

Standard 8: Contribute to communities by sharing expertise in dance, music, theatre/drama and visual arts and by participating in the activities of cultural institutions.

9-12 Benchmark 8A: Share dance abilities and knowledge with the community through formal and informal dance presentations.

Performance Standards
<ol style="list-style-type: none">1. Participate in dance presentations, both informal and choreographed, for the school and the larger community.2. Support a community dance presentation in a non-dance aspect of the production (e.g., costumes, technical theatre, marketing).
9-12 Benchmark 8B: Participate in community dance events.
Performance Standards
<ol style="list-style-type: none">1. Participate in informal and formal dance presentations that reflect the interests and culture of the community.