

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Movement Skills and Underlying Principles</p>	<ol style="list-style-type: none"> <li>1. Compares and contrasts the capacities for movement of various body parts.</li> <li>2. Compares and contrasts movements led by various body parts.</li> <li>3. Recognizes the role of concentration in movement experiences.</li> <li>4. Performs movement in unison in a large group.</li> <li>5. Moves through space in a diagonal pathway.</li> <li>6. Demonstrates an awareness of different movement quality combinations.</li> <li>7. Recognizes various approaches to phrasing in dance based upon heartbeat, breath, acceleration and various musical phrases.</li> <li>8. Demonstrates various rhythmic combinations within a given metric scheme. (DA.A.2.2.3)</li> <li>9. Recognizes accented and unaccented movements.</li> <li>10. <i>Uses underlying principles of body movement (e.g., alignment, balance, imitation of movement, articulation of isolated body parts, weight shift, elevation and landing, contraction and release, and fall and recovery).</i> (DA.A.1.2.1)</li> <li>11. <i>Knows dance steps, positions, and patterns from various dance forms or traditions (e.g., ethnic, modern, and ballet).</i> (DA.A.1.2.2)</li> <li>12. <i>Uses transitional movements to connect motions made at low, middle, and high levels, both in place and through space.</i> (DA.A.1.2.3)</li> <li>13. <i>Creates structured improvisations of dance movements in a variety of groupings.</i> (DA.A.2.2.2)</li> </ol>	<ol style="list-style-type: none"> <li>A. Using various body parts (head, arms, legs, back), the student can demonstrate the ability to accurately perform four movement qualities. (DA.A.1.2.1) (DA.A.1.2.2) (DA.A.1.2.3)</li> <li>B. The student can perform three accented movements and three unaccented movements in various rhythmic combinations within a given metric scheme. (DA.A.2.2.1)</li> </ol>

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<p>II Dance Making</p>	<p>14. <i>Explores the use of basic choreographic principles (e.g., transition and dynamic charge).</i> (DA.A.2.2.1)</p> <p>15. <i>Works with others using partnering skills such as imitating, leading, following and mirroring.</i> (DA.A.2.2.4)</p> <p>16. <i>Knows the difference between pantomiming and abstracting a gesture and performs a gesture during each technique.</i> (DA.B.1.2.1)</p> <p>17. <i>Performs movement sequences to various accompaniments (e.g., sound, music, and spoken text), demonstrating their effect.</i> (DA.B.1.2.2)</p> <p>18. <i>Creates a dance that communicates experiences and ideas of personal significance.</i> (DA.B.1.2.3)</p> <p>1. Improvises alone.</p> <p>2. Uses improvisation to create dance with a partner.</p> <p>3. Describes the use of improvisation to create a dance with a small group.</p> <p>4. Creates dance studies based on the relationship between or among two or more dancers.</p> <p>5. Expresses himself or herself through improvisations based on characters and stories from folk tales, poetry, selected books, and current events.</p>	<p>A. The student can demonstrate the ability to combine the elements of pathway, shape, tempo, and level to create at least one improvisational or compositional dance study. (DA.A.2.2.2) (DA.A.2.2.3) (DA.B.1.2.2)</p> <p>B. Based on characters taken from a short story, folk tale, or poetry provided by the instructor, the student can work with one or more class mates to improvise movement based on literature. (DA.A.2.2.4) (DA.B.1.2.1) (DA.B.1.2.3)</p>

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<p>III Building Context: Cultural, Historical and Social Inquiry</p>	<ol style="list-style-type: none"> <li>1. Shares and discusses ideas in a group.</li> <li>2. Leads others and adapts to the leadership of others.</li> <li>3. Recognizes and understands the contributions of various ethnicity's to dance. (DA.C.1.2.1) (DA.C.1.2.3)</li> <li>4. Discusses the role of dance in the state of Florida as it occurs in both formal and informal settings.</li> <li>5. Values the dances of cultures (Latin, African, Haitian, Western American, Native American, European) other than his/her own. (DA.C.1.2.1)</li> <li>6. Discusses famous choreographers and their particular contributions to the field of dance.</li> <li>7. Explores movement in ways that are outside the repertoire of personal reference. (DA.C.1.2.2)</li> <li>8. <i>Understands the similarities and differences among various dance compositions in terms of space, time, and force.</i> (DA.D.1.2.2)</li> <li>9. <i>Knows possible aesthetic criteria to use for evaluating dance (e.g., the skill of performers, originality, visual and emotional impact, variety and contrast).</i> (DA.D.1.2.3)</li> </ol>	<ol style="list-style-type: none"> <li>A. After studying dances from various cultures, the student can identify via photos, videos, and original dances, at least four distinguishing characteristics (costumes, dance steps, ethnicity, place of origin, artifacts) specific to each culture and dance studied. (DA.C.1.2.1) (DA.C.1.2.2) (DA.E.2.2.1)</li> <li>B. The student can list at least two famous choreographers from a culture other than his/her own and verbally discuss their major contributions to dance. (DA.C.1.2.3)</li> </ol>

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<p>IV Aesthetic Inquiry</p>	<ol style="list-style-type: none"> <li>1. Shares his or her ideas and contributes to group collaboration in the creation of ensemble dances.</li> <li>2. Talks about why people dance.</li> <li>3. <i>Understands how individual solutions to movement problems are based on personal choices.</i> (DA.D.1.2.1)</li> <li>4. <i>Creates personal movement goals in dance and uses problem solving techniques to achieve goals.</i> (DA.E.1.2.1)</li> <li>5. <i>Knows movement strategies that involve injury prevention (e.g., strength training, flexibility, and coordination).</i> (DA.E.1.2.2)</li> <li>6. <i>Understands how a healthy lifestyle program, which involves proper nutrition, adequate sleep and daily exercise, leads to enhanced dance performance.</i> (DA.E.1.2.3)</li> <li>7. <i>Creates a movement study that illustrates a concept from another discipline (e.g., creates patterns from math forms such as ABA).</i> (DA.E.2.2.1)</li> </ol>	<ol style="list-style-type: none"> <li>A. After a teacher-directed class discussion, the student can list at least five different reasons why people dance. (DA.D.1.2.1)</li> <li>B. The student can work cooperatively with others to combine ideas that will be used to create a dance for performance in class. (DA.D.1.2.2) (DA.D.1.2.3)</li> <li>C. <i>The student realizes the benefits of dance, exercise and healthy lifestyle.</i> (DA.E.1.2.1) (DA.E.1.2.2) (DA.E.1.2.3)</li> </ol>