

COMPONENT	OBJECTIVES	COMPETENCY
I Movement Skills and Underlying Principles	<ol style="list-style-type: none"> <li>1. Adjusts space usage in relation to other dancers (when performing dance phrases; moving across the floor in lines or in the diagonal).</li> <li>2. Identifies specific exercises to develop each goal for daily conditioning (stretch for flexibility, push-ups for strength, cross-lateral, opposition for coordination, aerobics for endurance and personal growth). (DA.A.1.3.1) (DA.E.1.3.1) (DA.E.1.3.2)</li> <li>3. Executes basic aerial movements such as leap, jump, hop, skip and gallop.</li> <li>4. Explores dance phrases as exemplars of various dance forms (jazz, ballet, modern, ethnic). (DA.A.1.3.2)</li> <li>5. Identifies a variety of structures and functions as they relate to movement (ball and socket, hinge permit circumduction, permit flexion and extension).</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can identify orally and in written form a variety of joint structures and functions as they relate to movement. (DA.A.1.3.2)</li> <li>B. The student can perform specific exercises for a class warm-up relative to at least one dance style studied. (DA.A.1.3.1) (DA.E.1.3.1) (DA.E.1.3.2)</li> </ol>
II Dance Making	<ol style="list-style-type: none"> <li>1. Improvise dance studies generated from various sources (emotions, life experiences, traditional dances of specific cultures and current events). (DA.E.2.3.1) (DA.A.2.3.2) (DA.A.2.3.4)</li> <li>2. Creates dance studies based on academic interdisciplinary units of study.</li> <li>3. Uses a variety of methods to manipulate dance movement and phrases (retrograde, cannon, accumulation, repetition, variation). (DA.A.2.3.1) (DA.A.2.3.3)</li> <li>4. <i>Demonstrates the ability to transfer rhythmic patterns from the aural to the kinesthetic.</i> (DA.A.1.3.4)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can improvise a dance to selected piece of music generated from various sources (emotions, life experiences, traditional dances of specific cultures or current events), and perform the piece for students in the beginning level class. (DA.A.1.3.3) (DA.A.2.3.1) (DA.A.2.3.2) (DA.A.2.3.3) (DA.A.2.3.4)</li> <li>B. After choosing a specific period in history, the student can create a two minute dance which reflects that period. (DA.E.2.3.1)</li> <li>C. <i>The student initializes movement in response to rhythmic patterns.</i> (DA.A.1.3.4)</li> </ol>

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<p>III Building Context: Cultural, Historical and Social Inquiry</p>	<p>5. <i>Creates dances that reflect and communicate various elements of significant personal experiences of abstract ideas.</i> (DA.B.1.3.1) (DA.B.1.3.2) (DA.B.1.3.3)</p> <p>1. Recognizes the influence of social dances on the development of concert dance forms from 1900 - present. (DA.C.1.3.1) (DA.C.1.3.3)</p> <p>2. Recognizes the role of dance in the USA as it occurs in both formal and informal settings. (DA.C.1.3.2)</p> <p>3. Identifies dance related careers (teacher, notator, historian, dance, critic, dance therapists, photographer, videographer).</p> <p>4. Explores dance opportunities in the high school curriculum in relation to career interests.</p>	<p>D. <i>The student can create a dance, incorporating various theater elements to enhance the communication of abstract ideas.</i> (DA.B.1.3.1) (DA.B.1.3.2) (DA.B.1.3.3) (DA.E.2.3.2)</p> <p>A. The student can list in written form at least five social dances that impacted the development of concert dance forms. (DA.C.1.3.1) (DA.C.1.3.2) (DA.C.1.3.3)</p> <p>B. The student can list in written form the dance opportunities in the high school curriculum in relation to specific career goals.</p>
<p>IV Critical and Aesthetic Inquiry</p>	<p>1. Recognizes that there can be several interpretations of any given dance. (DA.D.1.3.2)</p> <p>2. Explores elements of professional dance criticism: description, interpretation, evaluation and revision. (DA.D.1.3.1)</p> <p>3. Writes reviews of dance performances including interpretative statements with analysis and descriptions including various media. (DA.E.2.3.2) (DA.D.1.3.3)</p>	<p>A. The student can view a video of a dance performance and write a review including interpretative statements with analysis and descriptions to support them. (DA.D.1.3.1)</p> <p>B. Given a specific dance review written by a professional the student can identify and discuss the various parts of the review (description, interpretation, evaluation, personal opinion). (DA.D.1.3.2) (DA.D.1.3.3)</p>