

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Movement Skills and Underlying Principles</p>	<ol style="list-style-type: none"> <li>1. Uses concentration, expression and projection when performing.</li> <li>2. Executes different types of warm-ups required of various dance forms and styles (ballet-barre, modern-floorwork, jazz-isolations). (DA.A.1.3.1)</li> <li>3. Explains why different dance experiences require different types of warm-ups. (DA.E.1.3.1)</li> <li>4. Explains the importance of exercise sequencing for injury prevention. (DA.E.1.3.1)</li> <li>5. Explores off-centered movement (tilts, spirals, falls) in a variety of directions.</li> <li>6. Is able to set personal goals for self improvement. (DA.E.1.3.2)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can execute different types of warm-ups required of various dance styles (ballet barre, modern floorwork, jazz isolations) by leading the class in a fifteen minute original warm-up activity in ballet, modern, or jazz dance. (DA.A.1.3.1)</li> <li>B. The student can explain, orally and in written form, the importance of warm-up sequencing for injury prevention. (DA.E.1.3.1) (DA.E.1.3.2)</li> <li>C. The student can execute at least three movement phrases that demonstrate off-centered movement (tilts, spirals, falls) in a variety of directions. (DA.A.1.3.2)</li> <li>D. The student identify orally, and in written form, basic bones and muscles used in specific dance movements.</li> </ol>
<p>II Dance Making</p>	<ol style="list-style-type: none"> <li>1. Directs a small group in the creation of an original dance. (DA.A.2.3.1) (DA.A.2.3.2) (DA.A.2.3.3) (DA.A.2.3.4) (DA.B.1.3.1) (DA.B. 1.3.3)</li> <li>2. Creates dances using motif and manipulation. (DA.B.1.3.2) (DA.D.1.3.1)</li> <li>3. Recognizes the role of research in choreography.</li> <li>4. Critiques the work of self and others in a supportive and constructive manner. (DA.D.1.3.2)</li> <li>5. Participates in structured improvisations. (DA.A.1.3.4)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can recognize the role of self-control and self-discipline in dance by choreographing a two minute original solo or group piece, performing the choreography for the class, and writing a supportive and constructive critique (at least three paragraphs) about the piece.</li> <li>B. The student can participate in directed improvisations by creating an improvisation based solely on available information provided by the instructor. (DA.A.1.3.3) (DA.A.2.3.2) (DA.B.1.3.1)</li> </ol>

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<p>III Building Context: Cultural, Historical and Social Inquiry</p>	<p>6. Executes a dance project from conception to completion from a selected style of dance or tradition. (DA.A.1.3.2) (DA.A.1.3.3)</p> <p>7. Works independently in the creation of dance studies for individuals and groups. (DA.A.1.3.3)</p> <p>1. Identifies historical predecessors of dance forms studied. (DA.C.1.3.1)</p> <p>2. Recognizes the importance of dance within American cultures. (DA.C.1.3.2)</p> <p>3. Assesses his or her own abilities and interests as they relate to a career in dance.</p> <p>4. Identifies the education necessary for various dance careers.</p> <p>5. Identifies the contribution of specific dancers and choreographers to the historical development of dance in the United States. (DA.C.1.3.3)</p>	<p>C. The student can develop a finished performance piece from initial concept to performance (source of ideas, spatial design of dances, costumes, music analysis, lighting design). (DA.A.1.3.4) (DA.A.2.3.1) (DA.A.2.3.3) (DA.A.2.3.4) (DA.B.1.3.2) (DA.B.1.3.3) (DA.E. 2.3.2.)</p> <p>A. After researching and studying various ethnic dances, the student can identify distinguishing features of three ethnic dances studied, including their own, by matching specific features with the appropriate dance style. (DA.E.2.3.1.)</p> <p>B. The student can list at least three exemplars from various cultures throughout the world (Native American, African, Asian, European, Latin American) and their major contributions to dance. (DA.C.1.3.1) (DA.C.1.3.2) (DA.C.1.3.3)</p>
<p>IV Critical and Aesthetic Inquiry</p>	<p>1. Discusses personal philosophy concerning the purposes of dance. (DA.D.1.3.3.)</p> <p>2. Formulates a personal definition of dance.</p> <p>3. Writes reviews of dance performances including description, interpretation and evaluation based upon observation and research and media influence. (DA.E.2.3.2)</p> <p>4. Researches and discusses (orally and in written form) the question “Why do people dance?” (DA.E.2.3.1)</p>	<p>A. The student can critique the work of others in a supportive and constructive manner, both orally and in written form. (DA.D.1.3.1) (DA.D.1.3.2) (DA.D.1.3.3)</p> <p>B. The student can identify a variety of purposes for dance (ritual, entertainment, narrative, to prepare for war, to teach cultural values) by researching, writing a paper of at least five paragraphs in length on, “Why do people dance?” and presenting the assignment to the class as an oral report. (DA.C.1.3.3)</p>