

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Movement Skills and Underlying Principles</p>	<ol style="list-style-type: none"> 1. Executes a variety of warm-up exercises specific to dance forms studied. 2. Explains the need for warming up prior to each dance experience. 3. Identifies conditioning and injury prevention as two main goals for daily dance conditioning. 4. Identifies strength, coordination, flexibility, and endurance as goals for daily dance conditioning. (DA.E.1.4.1) (DA.E.1.4.2) 5. Executes exercises specific to the development of strength, coordination, flexibility, and endurance in dance. (DA.A.1.4.1) 6. Explains the role of exercise sequencing for injury prevention. (DA.E.1.4.2) (DA.E.2.4.3) 7. Balances using a variety of supports (one leg; one leg and one arm; two arms and one knee). 8. Uses correct alignment in the execution of warm-up exercises. 9. Identifies space, time, and movement qualities as the basic elements of dance. 10. Recognizes the role of concentration and artistic expressions in movement experiences. (DA.A.1.4.2) 11. Respects personal and general space. 12. Performs simple and compound locomotor movements (walk, run, leap, hop, jump, skip, slide, gallop) in a series and in combination with each other in dance phrases. 13. Performs basic nonlocomotor movements (bend, stretch, arch, twist, turn, fall) in a series and in combination with each other in dance phrases. 	<ol style="list-style-type: none"> A. The student can list and correctly spell the five simple locomotor movements, three complex locomotor movements, and at least three non-locomotor movements. B. The student can demonstrate a knowledge and understanding of cognitive and motor skills by creating and executing a dance phrase that consists of at least four locomotor movements and four non-locomotor movements in a combination. C. <i>The student can demonstrate correct body alignment, strength, flexibility in a short dance using artistic expression.</i> (DA.A.1.4.1) (DA.A.1.4.2) (DA.A.1.4.4) D. <i>The student can identify healthy lifestyle choices and dance conditioning.</i> (DA.E.1.4.1) (DA.E.1.4.2) (DA.E.2.4.3)

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<p>II Dance Making</p>	<p>14. Executes a variety of movement phrases specific to the dance forms studied.</p> <p>15. Exhibits an acquisition of basic technique specific to dance forms studied.</p> <p>16. Executes a variety of movement phrases specific to the dance forms studied. (DA.A.1.4.4)</p> <p>1. Participate in directed improvisations.</p> <p>2. Uses improvisation as a method of dance exploration. (DA.A.1.4.3) (DA.A.2.4.2)</p> <p>3. Constructs a sequence of movement that has a beginning, middle and end. (DA.A.2.4.3) (DA.B.1.4.3)</p> <p>4. Expresses his or her interests and movement preferences in the composition of dance studies. (DA.E.2.4.2)</p> <p>5. Executes movement studies focusing upon specific elements of dance. (DA.A.2.4.1)</p> <p>6. <i>Construct a dance and revises it according to artistic decisions.</i> (DA.D.1.4.1)</p>	<p>A. Based on descriptive language given to the student by the instructor, the student can create at least two movement sequences that combine both locomotor and non-locomotor movement improvisations. (DA.A.1.4.3) (DA.A.2.4.2)</p> <p>B. Stemming from specific movement patterns assigned by the instructor, student can create movement sequences that have a beginning, middle and end. (DA.A.2.4.1) (DA.A.2.4.3) (DA.D.1.4.1) (DA.E.2.4.2)</p>

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<p>III Building Context: Cultural, Historical and Social Inquiry</p>	<ol style="list-style-type: none"> 1. Executes dances of various cultures. 2. Identifies the universal features of various ethnic dance forms. (DA.C.1.4.2) (DA.D.1.4.3) 3. Recognizes that the form of dance is determined by the reasons people dance (form follows function). (DA.B.1.4.1) 4. Identifies landmarks in the history of dance. (DA.C.1.4.1) 5. Recognizes the influence of social dances on the development of concert dance forms. (DA.C.1.4.3) 6. Explores dance related careers (choreographer, dancer, notator, teacher, technical designer, critic, therapists). 7. Researches dance exemplars (choreographers, notators, dance companies, composers, dancers) and their contribution to the field of dance. 	<ol style="list-style-type: none"> A. The student can list and describe at least three ethnic dance styles and the universal features specific to each. (DA.B.1.4.1) (DA.C.1.4.2) (DA.D.1.4.3) B. The student can identify and define at least four dance related careers (choreographer, notator, critic, lighting designer, therapist) by writing a one page report on each. C. The student can research and present in written form and orally the biography of three dance exemplars who impacted dance in the twentieth century. (DA.C.1.4.1) (DA.C.1.4.3)
<p>IV Critical and Aesthetic Inquiry</p>	<ol style="list-style-type: none"> 1. Analyzes how past experiences influence attitude about dance. (DA.E.2.4.4) 2. Analyzes how movement preferences are shaped by subcultures and by the larger cultures. (DA.C.1.4.4) 3. Discusses a dance event using descriptive vocabulary. 4. Forms an opinion about the meaning of a dance and supports it with specific and personal observations. (DA.B.1.4.2) (DA.D.1.4.2) 5. Debates a variety of philosophical approaches to the question, “Why do people dance?” 	<ol style="list-style-type: none"> A. After viewing dance performances from at least three different dance styles, the student can analyze and critique each performance including description, interpretation, and evaluation. (DA.D.1.4.2) (DA.E.2.4.1) (DA.E.2.4.4) B. The student can write and discuss his/her own philosophy on, “The role of dance in society.” (DA.B.1.4.3) (DA.C.1.4.4)

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	<p>6. <i>Uses technology to enhance a movement study.</i> (DA.E.2.4.1)</p>	<p>C. The student can demonstrate a knowledge and understanding of the reflective aspects of dance by creating and executing a movement phrase that demonstrates how quality of movement expresses ideas, emotions, and feelings. (DA.B.1.4.2)</p>