

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Movement Skills and Underlying Principles</p>	<ol style="list-style-type: none"> <li>1. Executes warm-up exercises specific to the dance styles studied (ballet, modern, jazz, theater, dance or tap).</li> <li>2. Understands the terminology of at least two dance styles studied.</li> <li>3. Uses correct alignment in the execution of axial and locomotor movements in at least two dance styles studied (ballet, modern, jazz, theater dance or tap). (DA.A.1.4.1)</li> <li>4. Executes exercises specific to each of the goals for daily conditioning strength, coordination, flexibility, and endurance. (DA.E.1.4.1) (DA.E.1.4.2)</li> <li>5. Recognizes and understands the basic cognitive and motor skills (principles of movement, locomotor movements, axial movements, space, time, force, flow). (DA.E.2.4.3)</li> <li>6. Recognizes and understands dance terminology specific to dance styles studied (ballet, modern, jazz, theater dance, tap).</li> <li>7. Demonstrates movement patterns of at least two dance techniques studied on the floor, at center floor, and across the floor.</li> <li>8. Recognizes and demonstrates the role of concentration and artistic expression in movement and performance experiences. (DA.A.1.4.2) (DA.A.1.4.4)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can demonstrate the ability to use dance terminology of at least two dance styles studied by writing and executing a warm-up activity at the center floor that includes flexion, extension, rotation, abduction, and isolation.</li> <li>B. The student can use correct alignment and breath rhythms in the execution of warm-up exercises specific to at least two dance styles studied. (DA.A.1.4.1)</li> <li>C. The student can demonstrate movement patterns of at least two dance techniques studied by executing specific steps on the floor, at center, and across the floor.</li> <li>D. <i>The student can demonstrate appropriate artistic expression while executing technical movement.</i> (DA.A.1.4.2) (DA.A.1.4.4)</li> <li>E. <i>The student can compare lifestyle choices, and the impact on dancers.</i> (DA.E.1.4.1) (DA.E.1.4.2) (DA.E.2.4.3)</li> </ol>

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<p>II Dance Making</p>	<ol style="list-style-type: none"> <li>1. Applies a knowledge of the elements of composition. (DA.A.2.4.1) (DA.A.2.4.3)</li> <li>2. Explores improvisation, problem solving, and manipulation of movement. (DA.A.1.4.3) (DA.A.2.4.2)</li> <li>3. Understands various sources of literature, music, dance, visual arts, and media as inspiration for dance. (DA.E.2.4.1) (DA.E.2.4.2)</li> <li>4. Appreciates a knowledge of the basic elements of movement and uses them to create a solo composition in at least one dance style studied.</li> <li>5. Constructively critiques works of self and others. (DA.B.1.4.2)</li> </ol>	<ol style="list-style-type: none"> <li>A. After listening to a pre-selected piece of music repeatedly for ten minutes, the student can improvise a 48 count dance sequence that incorporates the elements affecting movement. (DA.A.2.4.1) (DA.A.2.4.2)</li> <li>B. The student can demonstrate a knowledge of the elements affecting movement by creating a solo (one minute minimum) composition using personal feelings, emotions, various sources of literature, and media as inspiration. (DA.A.1.4.3) (DA.A.2.4.3) (DA.E.2.4.1) (DA.E.2.4.2)</li> </ol>
<p>III Building Context: Cultural, Historical and Social Inquiry</p>	<ol style="list-style-type: none"> <li>1. Identifies at least two choreographers of each dance style studied and their particular contribution to the field of dance. (DA.C.1.4.3)</li> <li>2. Recognizes and understands the role of dance in the past and present society. (DA.B.1.4.3)</li> <li>3. Explores various cultural traditions relative to music and visual art to understand the aesthetics of the dance styles studied. (DA.B.1.4.1) (DA.C.1.4.4)</li> <li>4. Identifies the political and cultural influences on the history of at least two dance styles studied. (DA.C.1.4.1) (DA.C.1.4.2)</li> <li>5. Distinguishes characteristics of exemplars and pioneers from at least two dance styles studied.</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can observe a cultural dance in an informal setting (Calle Ocho, Goombay Festival, other dance field trips) in Miami and write a narrative about the activity that includes place of activity, ethnic origin, style of dance, and distinct characteristics. (DA.B.1.4.3) (DA.C.1.4.2) (DA.C.1.4.3) (DA.C.1.4.4)</li> <li>B. The student can research and present orally and in written form the biography of one ethnic choreographer and his/her contributions to the field of dance. (DA.B.1.4.1) (DA.B.1.4.2) (DA.C.1.4.1)</li> </ol>

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<p>IV Critical and Aesthetic Inquiry</p>	<ol style="list-style-type: none"> <li>1. Views and discusses a professional dance performance using descriptive vocabulary.</li> <li>2. Observes and analyzes dance with respect to the principles of movement. (D.A.D.1.4.2)</li> <li>3. Writes reviews of dance performances including description, interpretation and personal evaluation. (D.A.D.1.4.3) (D.A.E.2.4.4)</li> <li>4. Identifies and discusses distinguishing characteristics of at least two dance styles studied.</li> <li>5. Formulates a personal definition of dance and recognizes that it must change to accommodate new information. (D.A.D.1.4.1)</li> </ol>	<ol style="list-style-type: none"> <li>A. After writing an original short poem or story, the student can choreograph dance phrases that express the ideas of their writing. (D.A.D.1.4.1)</li> <li>B. After viewing an original composition choreographed by a classmate, the student can write and discuss a one page critique on the composition including description, interpretation, and personal evaluation.</li> <li>C. After viewing a live or recorded professional dance performance, the student can analyze and critique the performance using specific descriptive vocabulary. (D.A.D.1.4.2) (D.A.D.1.4.3) (D.A.E.2.4.4)</li> </ol>