

# DANCE

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Movement Skills and Underlying Principles</p>	<ol style="list-style-type: none"> <li>1. Researches warm-up exercise appropriate to the projects to be studied. (DA.A.1.4.1) (DA.E.1.4.1) (DA.E.1.4.2) (DA.E.2.4.3)</li> <li>2. Initiates personal ideas.</li> <li>3. Demonstrates self-discipline and responsibility in the execution of resources (library, community resources, experts in the field). (DA.A.1.4.2)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can research the history of dance as a means of better understanding past and present choreography and then present to the class an oral report on their similarities and differences. (DA.A.1.4.1) (DA.A.1.4.2) (DA.E.1.4.1) (DA.E.1.4.2) (DA.E.2.4.3)</li> <li>B. The student can trace the development of at least three styles of dance (ballet, modern, jazz, ethnic) and create a historical time line for each in relation to the development of other art forms (visual art, music, theatre, literary arts).</li> </ol>
<p>II Dance Making</p>	<ol style="list-style-type: none"> <li>1. Identifies a variety of dance-related topics of inquiry: performance, choreography, injury prevention, nutrition, notation systems, dance journalism, dance history, dance education, technical production, and videography). (DA.A.2.4.1) (DA.A.2.4.2) (DA.C.1.4.2) (DA.E.2.4.1)</li> <li>2. Chooses one topic of special interest to complete a project. (DA.A.1.4.4) (DA.A.2.4.3) (DA.E.2.4.2)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can research a topic of special interest (individual choreographer/performer, variations in dances of one specific culture, use of a specific body therapy or technique in promoting more efficient movement-Feldenkreis, Pilates, Bartenieff) and report orally and in written form a synopsis of the topic selected. (DA.A.2.4.1) (DA.A.2.4.2) (DA.A.2.4.3) (DA.C.1.4.2)</li> <li>B. The student can demonstrate the ability to use a variety of resources for research (videos, archives, journals, books) by developing a personal dance journal to include choreography, notation systems, dance education, injury prevention, etc. (DA.A.1.4.4) (DA.E.2.4.1) (DA.E.2.4.2)</li> </ol>

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<p>III Building Context: Cultural Historical and Social Inquiry</p>	<ol style="list-style-type: none"> <li>1. Uses a variety of resources to research several dance-related topics of special interest. (DA.B.1.4.2) (DA.B.1.4.3) (DA.C.1.4.1) (DA.C.1.4.3) (DA.C.1.4.4)</li> <li>2. Sets realistic personal goals and meets necessary deadlines for project completion.</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can set realistic personal goals and meet necessary deadlines for project completion by submitting in writing a timeline for project completion.</li> <li>B. The student can initiate original ideas and summarize major contributions regarding their research by creating an original dance project of special interest that includes a written outline of the project from inception to completion. (DA.B.1.4.2) (DA.B.1.4.3) (DA.C.1.4.1) (DA.C.1.4.3) (DA.C.1.4.4)</li> </ol>
<p>IV Critical and Aesthetic Inquiry</p>	<ol style="list-style-type: none"> <li>1. Executes a special project from inception to completion using a variety of resources (library, community resources, experts in the field). (DA.A.1.4.3) (DA.B.1.4.1)</li> <li>2. Evaluates special project experiences. (DA.D.1.4.1) (DA.D.1.4.2) (DA.D.1.4.3) (DA.E.2.4.4)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can identify in written form the sequential development of a particular dance technique. (DA.A.1.4.3)</li> <li>B. The student can create an evaluation form for each project (choreographic intent and manner in which choreography, music, costuming, and spatial arrangement generate aesthetic appeal, emotional appeal). (DA.B.1.4.1) (DA.D.1.4.1) (DA.D.1.4.2) (DA.D.1.4.3) (DA.E.2.4.4)</li> </ol>