HS Classical/Contemporary Partnering Dance GSE Standards Levels I-II
### Creating

**DHSCCP.CR.1** Demonstrate an understanding of creative/choreographic principles, processes, and structures.

- a. Identify and explore the elements of choreography.
- b. Discuss ways to document partnering choreography (e.g. photography, video, writing computer programs).
- c. Demonstrate the use of choreographic form through short combinations.
- d. Explore manipulating personal and structured dance combinations with a partner.
- e. Recognize and demonstrate a variety of structures and/or forms (e.g. AB, ABA, cannon, call-response, narrative).

**DHSCCP.CR.2** Demonstrate an understanding of dance as a form of communication.

- a. Recognize how the use of choreographic structure is used to communicate meaning in a dance.
- b. Demonstrate the use of theme through movement.

### Performing

**DHSCCP.PR.1** Identify and demonstrate movement elements, skills, and terminology in dance.

- a. Execute technique based warm-up such as ballet, modern, jazz, tap, and world dance activities related to strength, muscular endurance, and flexibility.
- b. Demonstrate an understanding of basic dance terminology and technique.
- c. Develop focus, control, and coordination in performing combinations of locomotor and axial movements.
- d. Demonstrate kinesthetic awareness through body parts and isolations, and connect the body to one’s kinesphere.
- e. Demonstrate the ability to transfer weight, change direction, and maintain balance.
- f. Identify dance vocabulary from codified techniques.

**DHSCCP.PR.2** Understand and model dance etiquette as a classroom participant, performer, and observer.

- a. Demonstrate attentiveness, focus, concentration, initiative, and self-discipline when participating in the dance learning environment.
- b. Demonstrate concentration and focus, and help to maintain a respectful performance environment for others.
- c. Exhibit ability to perform with focus and concentration, and attend rehearsals and classes in preparation for performances.
- d. Exhibit initiative in modeling appropriate behaviors and skills as an audience member and dance observer, and understand the role of an arts patron.
DHSCCP.PR.3  Recognize concepts of anatomy and kinesiology in movement.
   a. Understand and execute principles of major muscles and proper alignment.
   b. Recognize that proper alignment facilitates efficiency of movement.
   c. Understand imagery (ideokinesis) and its ability to increase efficiency of movement.
   d. Identify basic principles of injury prevention for ballet.

DHSCCP.PR.4  Understand and apply music concepts to dance.
   a. Synthesize musical concepts with self-initiation in instructed and created dance movements and phrases.
   b. Demonstrate initiative in phrasing movements artistically, aesthetically, and musically.

Responding

DHSCCP.RE.1  Demonstrate critical and creative thinking in all aspects of dance.
   a. Critique movement qualities and choreography using the elements of dance (e.g. spatial design, variety, contrast, clear structure).
   b. Observe and formulate opinions about the quality of dances on the basis of established criteria.

Connecting

DHSCCP.CN.1  Understand and demonstrate dance throughout history and in various cultures.
   a. Analyze the role and significance of dance in social, historical, cultural, and political contexts.
   b. Analyze the dance styles of important twentieth century choreographers.
   c. Understand similarities and differences between contemporary forms of dance.
   d. Evaluate the development of dance during the twentieth century and contemporary eras, focusing on the purpose of dance, dance genres and styles, artistic conflicts and resolutions, significant contributors, and innovations.
   e. Execute movement from various cultural dance genres that incorporate partnering.
DHSCCP.CN.2 Recognize connections between dance and wellness.
   a. Explain how health and nutrition enhance dance ability.
   b. Define the elements of personal safety in dance.
   c. Demonstrate respect for personal well-being and the well-being of others.
   d. Describe how dance builds physical and emotional well-being (e.g. positive body imaging, physical goals, creative goals, focus/concentration).

DHSCCP.CN.3 Demonstrate an understanding of dance as it relates to other areas of knowledge.
   a. Identify and explore various dance genres and innovations throughout historical time periods.
   b. Use a variety of resources to investigate dance genres.
   c. Identify and explore various dance related professions.