



**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.
- c. Engage in self-reflection and self-assessment as creator and performer.

## 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.