



HS Ballet

Dance GSE Standards Levels I-II



Creating

- DHSB.CR.1 Demonstrate an understanding of creative/choreographic principles, processes, and structures.**
- Identify the elements of choreography.
 - Discuss ways to document dance choreography (e.g. photography, video, writing computer programs).
 - Manipulate the elements of personal choreography.
 - Recognize a variety of structures or forms (e.g. AB, ABA, canon, call-response, narrative).
- DHSB.CR.2 Demonstrate an understanding of dance as a form of communication.**
- Recognize how the use of choreographic structure is used to communicate meaning in a dance.

Performing

- DHSB.PR.1 Identify and demonstrate movement elements, skills, and terminology in dance.**
- Execute a ballet warm-up related to strength, muscular endurance, and flexibility (e.g. plie, tendu, dégagé, rond de jambe, frappe, fondu, petite battement, adage, grand battement combinations).
 - Demonstrate an understanding of basic ballet terminology and technique (e.g. center tendu, center grand battement, center turns combinations).
 - Demonstrate focus, control, and coordination in performing combinations through the integration of ballet (e.g. adagio, waltz combinations).
 - Demonstrate the ability to transfer weight, change direction, and maintain balance (e.g. petite allegro, medium allegro, grande allegro combinations).
 - Identify ballet vocabulary from codified techniques (e.g. Vaganova, Cecchetti, Bournonville, RAD).
 - Demonstrate kinesthetic awareness through body parts and isolations, and connect the body to one's kinesphere.
- DHSB.PR.2 Understand and model dance etiquette as a classroom participant, performer, and observer.**
- Demonstrate attentiveness, focus, concentration, initiative, and self-discipline when participating in the dance learning environment.
 - Demonstrate concentration and focus, and help to maintain a respectful performance environment for others.
 - Exhibit ability to perform with focus and concentration, and attend rehearsals and classes in preparation for performances.
 - Exhibit initiative in modeling appropriate behaviors and skills as an audience member and dance observer, and understand the role of an arts patron.



- DHSB.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.

- DHSB.PR.4 Understand and apply music concepts to dance.**
- a. Investigate syncopation, polyrhythms counterpoint, and call-response within instructed and created dance phrases.
 - b. Phrase movements artistically, aesthetically, and musically.

Responding

- DHSB.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 dance on the basis of established criteria (e.g. Vagonava, Cecchetti, Bournonville).
 - c. Engage in self-reflection and self-assessment as creator and performer.

Connecting

- DHSB.CN.1 Understand and demonstrate dance throughout history and in various cultures.**
- a. Describe the similarities and differences in dance movements from various cultures and forms.
 - b. Describe how other arts disciplines are integrated into dance performances.
 - c. Identify and explore various dance genres and innovations throughout time.
- DHSB.CN.2 Recognize connections between dance and wellness.**
- a. Explain how health and nutrition enhance ballet ability.
 - b. Define the elements of personal safety in ballet.



- c. Demonstrate respect for personal well-being and the well-being of others.
- d. Describe how ballet builds physical and emotional well-being (e.g. positive body imaging, physical goals, creative goals, focus/concentration).

DHSB.CN.3 Demonstrate an understanding of dance as it relates to other areas of knowledge.

- a. Compare and contrast ballet to other art forms and subject areas.
- b. Use a variety of resources to investigate and further research ballet.
- c. Identify and explore various dance related professions.
- d. Explore the use of media and technology to communicate about and create dance.
- e. Explore media and technology to enhance dance performance (e.g. lighting, sound).