### Creating

**DHSB.CR.1**  
**Demonstrate an understanding of creative/choreographic principles, processes, and structures.**
- a. Identify the elements of choreography.
- b. Discuss ways to document dance choreography (e.g. photography, video, writing computer programs).
- c. Manipulate the elements of personal choreography.
- d. Recognize a variety of structures or forms (e.g. AB, ABA, cannon, call-response, narrative).

**DHSB.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.

### Performing

**DHSB.PR.1**  
**Identify and demonstrate movement elements, skills, and terminology in dance.**
- a. 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).
- b. Demonstrate an understanding of basic ballet terminology and technique (e.g. center tendu, center grand battement, center turns combinations).
- c. Demonstrate focus, control, and coordination in performing combinations through the integration of ballet (e.g. adagio, waltz combinations).
- d. Demonstrate the ability to transfer weight, change direction, and maintain balance (e.g. petite allegro, medium allegro, grande allegro combinations).
- e. Identify ballet vocabulary from codified techniques (e.g. Vaganova, Cecchetti, Bournonville, RAD).
- f. 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.**
- 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.
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.

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).

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).