



**HS Dance Composition
GSE Standards**



Creating

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

- a. Generate original movement phrases from a variety of sources (e.g. instructor and self-guided improvisation, pre-choreographic statement of intent).
- b. Manipulate movement phrases using the elements of choreography.
- c. Demonstrate various choreographic forms through both personal and group choreography (e.g. solo, duets, small group, large ensembles).
- d. Demonstrate the use of choreographic form and notation using long combinations.
- e. Manipulate structured personal and structured group combinations to create a formal dance work (e.g. solo, duets, small group, large ensembles).
- f. Demonstrate a variety of structures or forms (e.g. AB, ABA, canon, call-response, narrative).

DHSDC.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. Identify and demonstrate the use of theme through movement.
- c. Demonstrate the use of props as an extension of theme.

Performing

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

- a. Execute an intermediate/advanced technique based warm up (e.g. ballet, modern, jazz, tap, world dance) related to strength, muscular endurance, and flexibility.
- b. Execute intermediate/advanced principles of dance technique with precision for classroom and performance.
- c. Execute focus, control, and coordination in performing complex combinations through the integration of dance elements.
- d. Refine the ability to transfer weight, change direction, and maintain balance in a dynamic movement context without losing focus.
- e. Synthesize knowledge of dance vocabulary from codified techniques.



- DHSDC.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 leadership skills in modeling appropriate behaviors and skills as an audience member and dance observer.
- DHSDC.PR.3 Recognize concepts of anatomy and kinesiology in movement.**
- a. Exhibit use of self-monitoring methods to refine and improve alignment and technical skills.
 - b. Define, describe, and execute the physiological demands of different dance techniques and repertoire, and how to prepare for those demands within rehearsals and performances.
 - c. Engage in self-directed learning strategies to increase accuracy, precision, artistry, and expressiveness.
 - d. Apply principles of injury prevention for dance.
- DHSDC.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

- DHSCCPADV.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, critique, analyze, and respond to the quality of dance performances and compositions using specified criteria and appropriate dance terminology.
 - c. Compare and contrast multiple choreographed works.
 - d. Describe and demonstrate aesthetic qualities particular to various styles of dance.
 - e. Propose ways to revise choreography according to established assessment criteria.
 - f. Engage in self-reflection and self-assessment as a creator and performer.
 - g. Defend and/or justify the similarities and differences between observing live and recorded dance performances.



Connecting

- DHSDC.CN.1** **Understand and demonstrate dance throughout history and in various cultures.**
- Analyze the role and significance of dance in social, historical, cultural, and political contexts.
 - Analyze the dance style of important twentieth century choreographers.
 - Understand similarities and differences between contemporary forms of dance.
 - 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.
 - Execute movement from various cultural dance genres.
- DHSDC.CN.2** **Recognize connections between dance and wellness.**
- Explain how health and nutrition enhance dance ability.
 - Define the elements of personal safety in dance.
 - Demonstrate respect for personal well-being and the well-being of others.
 - Describe how dance builds physical and emotional well-being (e.g. positive body imaging, physical goals, creative goals, focus/concentration).
- DHSDC.CN.3** **Demonstrate an understanding of dance as it relates to other areas of knowledge.**
- Understand and demonstrate how media and technology can reinforce, enhance, and/or alter a specified dance concept and performance setting.
 - Utilize technological tools to educate and advocate current trends in the global dance environment.
 - Understand how technology can reinforce, enhance, and/or alter the dance concept and performance setting.