



**HS Dance History
GSE Standards**



Creating

DHSDH.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. Recognize a variety of structures and/or forms (e.g. AB, ABA, canon, call-response, narrative).

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

- a. Use dance structures, musical forms, theatrical elements, and technology to create original works (e.g. create a modern dance, write a ballet storyline, create presentation).
- b. Notate dances using a variety of systems (e.g. labanotation, motif writing, personal systems).
- c. Identify the use of various themes in movement.

Performing

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

- a. Demonstrate an understanding of basic dance terminology and technique (e.g. pli , tendu, degag , pass , flat back, lateral, roll down, contract/release, fall/recovery, pirouette).
- b. Identify and understand dance vocabulary from multiple codified techniques (e.g. French, Cecchetti, Vaganova, Graham, Horton, Cunningham, Fosse, Luigi, Giordano).

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

- a. Exhibit initiative in modeling appropriate behaviors and skills as an audience member and dance observer, and understand the role of an arts patron.



Responding

DHSDH.RE.1

Demonstrate critical and creative thinking in all aspects of dance.

- a. Defend and/or justify the similarities and differences between observing live and recorded dance performances.
- b. Analyze and describe the contributions of notable dance figures in relation to their respective social, cultural, political, and historical contexts.
- c. Describe how the qualities of a theatrical production contribute to the success of a dance performance (e.g. music, lighting, costuming, text, set design).

Connecting

DHSDH.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. Compare and contrast classical dance forms and elements within each respective form/genre (e.g. court dance, classical ballet, romantic ballet).
- c. Compare and contrast theatrical forms of dance (e.g. pantomime, ballet d'action, Vaudeville, musical theater).
- d. Compare and contrast twentieth century forms of dance and elements within each respective form/genre (e.g. neo-classical ballet, modern dance, contemporary ballet, jazz, tap, hip-hop).
- e. Analyze the development of dance from the Renaissance through the romantic periods, focusing on the purpose of dance, dance genres, artistic conflicts and resolutions, significant contributors, and innovations.
- f. Analyze the development of dance from the turn of the twentieth century to current day dance, focusing on the purpose of dance, dance genres, artistic conflicts and resolutions, significant contributors, and innovations.
- g. Explain how dancers and choreographers reflect roles, work, and values in various cultures, countries, and historical periods.



DHSDH.CN.2

Demonstrate an understanding of the connections between dance and other arts disciplines, other content areas, and the world.

- a. Demonstrate proficiency in two or more technological applications related to dance, explaining that they reinforce and enhance various practices within the field of dance (e.g. the Internet, human animation software, videotaping, video editing, dance notation).
- b. Create dance as an art form.
- c. Utilize technological tools to educate dance history through presentation.