



**HS Dance III**  
**GSE Standards**



## Creating

### DHSD3.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-guided and self-guided improvisation).
- b. Manipulate movement phrases using the elements of choreography.
- c. Demonstrate various choreographic forms through personal choreography.
- d. Demonstrate the use of choreographic form and notation using short combinations.
- e. Manipulate personal and structured combinations to create an informal dance work.
- f. Demonstrate and recognize a variety of structures or forms (e.g. AB, ABA, cannon, call response, narrative).

### DHSD3.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 the use of abstract theme through movement.

## Performing

### DHSD3.PR.1

**Identify and demonstrate movement elements, skills, and terminology in dance.**

- a. Execute an intermediate technique-based warm-up related to strength, muscular endurance, and flexibility.
- b. Execute intermediate principles of dance technique with clarity and control for classroom and performance.
- c. Execute focus, control, and coordination in performing intermediate 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. Understand similarities of movement concepts between codified techniques, and apply appropriate terms and skills for specific movement contexts.



**DHSD3.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.

**DHSD3.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 functions of anatomy as they relate to dance styles, and how preparation for different movement styles vary.
- c. Apply principles of injury prevention for dance to personal practices in preparing for dance class and performance.

**DHSD3.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

**DHSD3.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 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

### DHSD3.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.
- c. Compare and contrast theatrical forms of dance.
- d. Compare and contrast twentieth century forms of dance.
- 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. Execute movement from various cultural dance genres.

### DHSD3.CN.2

#### **Recognize connections between dance and wellness.**

- a. Compare and contrast the effects of healthy and unhealthy practices in dance.
- b. Identify and explore the capabilities and limitations of the body.
- c. Explore historical and cultural images of the body in dance and compare these images to images of the body in contemporary media.
- d. Demonstrate how personal discipline is necessary to achieve success in meeting personal goals.

### DHSD3.CN.3

#### **Demonstrate an understanding of dance as it relates to other areas of knowledge.**

- a. Compare and contrast dance to other art forms.
- b. Explore commonalities of essential concepts shared between dance and other subject areas.
- c. Identify career possibilities in dance and dance related fields.
- d. Utilize technological tools to discover current trends in the global dance environment.
- e. Demonstrate skill in the use of media and technology related to dance performance (e.g. lighting, sound).