HS Dance Production Level I-II
GSE Standards
## Creating

| DHSDP.CR.1 | 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. |

| DHSDP.CR.2 | Generate and conceptualize artistic ideas and work specifically pertaining to a dance production.  
|            | a. Synthesize content generated from stimulus material (e.g. lighting, costumes, music, set design, multimedia). |

| DHSDP.CR.3 | Demonstrate an understanding of the required elements in producing a dance concert.  
|            | a. Apply knowledge of production, marketing, and artistic elements.  
|            | b. Evaluate and revise elements throughout production process.  
|            | c. Critique and justify the use of specific elements with a logical argument. |

## Performing

| DHSDP.PR.1 | Identify and demonstrate movement elements, skills, and terminology in dance.  
|            | a. Execute an advanced technique based warm up such as ballet, modern, jazz, tap, and world dance related to strength, muscular endurance, and flexibility.  
|            | b. Execute 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. |
DHSDP.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.

DHSDP.PR.3  **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

DHSDP.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.


g. Defend and/or justify the similarities and differences between observing live and recorded dance performances.
DHSDP.CN.1 Demonstrate an understanding of dance as it relates to other areas of knowledge.

a. Understand and demonstrate how media and technology can reinforce, enhance, and/or alter a specified dance concept and performance setting.

b. Utilize technological tools to educate and advocate current trends in the global dance environment.

c. Understand how technology can reinforce, enhance, and/or alter the dance concept and performance setting.