



**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.
- 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

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.