



**HS Men's Dance
GSE Standards**



Creating

DHSMD.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).
- b. Manipulate movement phrases using the elements of choreography.
- c. Demonstrate various choreographic forms through both personal and group choreography.
- d. Demonstrate the use of choreographic form.
- e. Manipulate structured personal and structured group combinations to create a formal dance work.
- f. Demonstrate a variety of structures and/or forms (e.g. AB, ABA, cannon, call-response, narrative).

DHSMD.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

DHSMD.PR.1

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

- a. Execute an advanced technique based ballet barre related to strength, muscular endurance, and flexibility (e.g. plie, tendu, dégagé, rond de jambe, frappe, fondu, petit battement, adage, and grand battement combinations).
- b. Execute advanced principles of ballet technique with precision for classroom and performance (e.g. center tendu, center grand battement, center turns combinations).
- c. Execute focus, control, and coordination in performing complex combinations through the integration of ballet (e.g. adagio, waltz combinations).
- d. Refine the ability to transfer weight, change direction, and maintain balance in a dynamic movement context without losing focus (e.g. petit allegro, medium allegro, grand allegro, foute/turns a la seconde combinations).
- e. Synthesize knowledge of ballet vocabulary from codified techniques (e.g. Vaganova, Cecchetti, Bournonville, RAD) and



apply appropriate terms and skills for specific movement contexts.

DHSMD.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.

DHSMD.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.

DHSMD.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

DHSMD.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 formal established assessment criteria.



- f. Engage in self-reflection and self-assessment as a creator and performer.
- g. Defend or justify the similarities and differences between observing live and recorded dance performances.

Connecting

DHSMD.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. Analyze dance styles of important twentieth century choreographers.
- c. Understand similarities and differences between contemporary forms of dance.
- d. 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.
- e. Execute movement from various cultural dance genres.

DHSMD.CN.2

Recognize connections between dance and wellness.

- a. Communicate how lifestyle choices affect the dancer.
- b. Analyze the historical and cultural images of the body in dance, and compare these to images of the body in contemporary media.
- c. Discuss challenges facing a performer in maintaining a healthy lifestyle.
- d. Assess consequences of personal actions, and commitment and discipline necessary to achieve dance goals.

DHSMD.CN.3

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

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