



**Music for Dancers Levels I-II  
GSE Standards**



## Creating

### DHSMUD.CR.1

#### **Read and notate music.**

- a. Identify the elements of music (e.g. rhythm, melody, harmony, timbre, form, texture, dynamics).
- b. Identify standard notation symbols (e.g. pitch, rhythm, dynamics, tempo, articulation, expression, key signatures).
- c. Notate music on a staff using staff paper or notation software.
- d. Identify the importance of music notation and dance notation.

### DHSMUD.CR.2

#### **Demonstrate an understanding of dance and/or music as a form of communication.**

- a. Identify the elements of music (e.g. rhythm, melody, harmony, timbre, form, texture, dynamics).
- b. Identify standard notation symbols (e.g. pitch, rhythm, dynamics, tempo, articulation, expression, key signatures).
- c. Notate music on a staff using staff paper or notation software.
- d. Identify the importance of music notation and dance notation.

### DHSMUD.CR. 3

#### **Organize and develop artistic ideas and work.**

- a. Develop an artistic statement for an original dance study or dance.
- b. Discuss how the use of music and movement elements serve to communicate the artistic statement.

## Performing

### DHSMUD.PR.1

#### **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.

### DHSMUD.PR.2

#### **Understand and apply music concepts to dance.**

- a. Investigate syncopation, polyrhythms counterpoint, and call-response within instructed and created dance phrases.



- b. Phrase movements artistically, aesthetically, and musically.
- c. Identify and demonstrate musical forms and dance forms (e.g. AB, ABA, AABA).

**DHSMUD.PR.3**

**Select, analyze, and interpret artistic work using musical forms.**

- a. Use syncopation and accent movements related to different tempi.
- b. Take rhythmic cues from different aspects of accompaniment.
- c. Identify and demonstrate understanding of the structure and elements of music (e.g. rhythm, pitch, form).

## Responding

**DHSMUD.RE.1**

**Demonstrate critical and creative thinking in all aspects of dance.**

- a. Engage in self-reflection and self-assessment as creator and performer.
- b. Identify gestures of music (e.g. phrasing, attack, sustain) and how they express a composer's intentions in a piece of music.

**DHSMUD.RE.2**

**Perceive and analyze artistic work.**

## Connecting

**DHSMUD.CN.1**

**Demonstrate an understanding of the relationship between dance and music throughout history and in various cultures.**

- a. Describe how other art disciplines are integrated into dance performances.
- b. Identify and explain the historical and cultural significance of specific music as related to dance.
- c. Discuss and justify the function of music in the dance cultures of various ethnic, social, and religious groups.

**DHSMUD.CN.2**

**Identify the connections between music and dance, and between musician and dancer.**

- a. Compare and contrast the benefits of using musicians for a live performance versus a prerecorded performance.
- b. Identify the parallels between preparing for a dance performance and a musical performance.



- c. Compare and contrast the importance of using music with dance.
- d. Explore the use of media and technology using a musical accompaniment to enhance a dance performance (e.g. digital instruments to accompany dance class).