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.


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).