

Dance Standards and Benchmarks

Standard 1: MOVEMENT ELEMENTS

Students understand movement elements and skills in dance.

Standard 2: CHOREOGRAPHY

Students understand choreographic principles, processes and structures.

Standard 3: DANCE AND MEANING

Students understand dance as a way to create and communicate meaning.

Standard 4: DANCE AND THINKING SKILLS

Students apply critical and creative thinking skills in dance.

Standard 5: DANCE, HISTORY, AND CULTURE

Students understand the historical development of dance and its relationship to various cultures.

Standard 6: DANCE AND PERSONAL WELLNESS

Students understand the connection between dance and personal wellness.

Standard 7: DANCE AND OTHER DISCIPLINES

Students understand the connections between dance and other disciplines.

Standard 1: MOVEMENT ELEMENTS

Students understand the role of movement elements and skills in dance.

- 1.1 Use appropriate technique in dance.
- 1.2 Know complex steps and patterns from various dance styles and traditions.
- 1.3 Understand the importance of using various complex time elements.
- 1.4 Understand the principles governing combinations and variations in a broad, dynamic range.
- 1.5 Understand why it is important to project in dance.

Standard 2: CHOREOGRAPHY

Students understand choreographic principles, processes, and structures.

- 2.1 Understand the importance of structures and forms of movement.
- 2.2 Understand the use of improvisation to generate movement.

Standard 3: DANCE AND MEANING

Students understand dance as a way to create and communicate meaning.

- 3.1 Understand how movement choices are used to relate to abstract ideas and themes in dance.
- 3.2 Understand how interpretation of dance can be influenced by personal experience.

Standard 4: DANCE AND THINKING SKILLS

Students apply critical and creative thinking skills in dance.

- 4.1 Establish a set of aesthetic criteria for evaluation.
- 4.2 Formulate and answer aesthetic questions.

Standard 5: DANCE, HISTORY, AND CULTURE

Students understand the historical development of dance and its relationship to various cultures.

- 5.1 Know the similarities and differences among various contemporary theatrical forms of dance.
- 5.2 Know dance pioneers as an index to the artistic and social values of civilization.
- 5.3 Understand how dance and dancers are portrayed in contemporary media.
- 5.4 Know the traditions and techniques of classical dance forms.

Standard 6: DANCE AND PERSONAL WELLNESS

Students understand the connection between dance and personal wellness.

- 6.1 Know how lifestyle choices affect dancers.
- 6.2 Understand the significance of historical and cultural images of the body in dance.

Standard 7: DANCE AND OTHER DISCIPLINES

Students understand the connections between dance and other disciplines.

- 7.1 Know how dance is similar to and different from other disciplines.
- 7.2 Know how technology can be used to reinforce, enhance, or alter dances.

Standard 1: MOVEMENT ELEMENTS

Students know and understand movement elements and skills in dance.

Benchmarks

- 1.1 Use appropriate technique in dance.
- 1.2 Know complex steps and patterns from various dance styles and traditions.
- 1.3 Understand the importance of using various complex time elements.
- 1.4 Understand the principles governing combinations and variations in a broad, dynamic range.
- 1.5 Understand why it is important to project in dance.

Examples of Specific Knowledge that Support the Standard and Benchmarks 1.1

skeletal alignment, body part articulation, strength, flexibility, agility, and coordination in loco-motor and non-loco-motor.

- 1.2 ballet, modern, folk, jazz, social
- 1.3 duple and triple meter, tempo
- 1.4 stage presence, performance quality, positive sense of self

Examples of Activities that Support the Standard and Benchmarks

- 1.1 Using appropriate music or drum beat, students demonstrate rhythmic acuity. The beat can be placed into various parts of the body and accents can vary within the measures. Students translate the musical phrase into a movement phrase.
- 1.2 Students invite a folk dance specialist to visit the class and demonstrate folk technique. They practice the steps of a complex folk pattern based on ethnicity that the specialist teaches them.
- 1.3 Students design a commercial with a strong dance element.
- 1.4 Students execute a golf swing and convert it to the qualities of movement (e.g., sustained, percussive, vibratory, or swing). The students generalize the concepts to other sports (e.g., bowling, baseball) and create compositions.
- 1.5 Students watch a video clip of a GAP commercial and one from "West Side Story." They compare the two, looking for similarities in confidence level and qualities that project.

Standard 2: CHOREOGRAPHY

Students understand choreographic principles, processes, and structures.

Benchmarks

- 2.1 Understand the importance of structures and forms of movement.
- 2.2 Understand the use of improvisation to generate movement.

Examples of Activities that Support the Standard and Benchmarks

- 2.1 Students choreograph a duet to "Duelling Banjos" as an echo dance, using tap as the medium.

Standard 3: DANCE AND MEANING

Students understand dance as a way to create and communicate meaning.

Benchmarks

- 3.1 Understand how movement choices are used to demonstrate abstract ideas and themes in dance.
- 3.2 Understand how interpretation of dance can be influenced by personal experience.

Examples of Specific Knowledge that Support the Standard and Benchmarks

- 3.1 isolation, relationships, poverty, hope, love, minimal, closed, inverted, opposites 3.2 environment, personal feelings, skill, ability, culture

Examples of Activities that Support the Standard and Benchmarks

- 3.1 Students concentrate on an image of something they do not like. The teacher presents statements to help the students focus on the image (e.g., "Let the image be over your head, on your shoulders or back, pushing you down. Where do you feel it? Make contact with it. Try to get rid of it. Let it move on its own.") Students discuss how these images create movement-based feelings in the dancer.
- 3.2 Divide the class into two groups, one that performs and one that observes. Students in the performing group take a position in different parts of the room. They recreate a personal scenario (e.g., they are in a dangerous situation and there is no place to hide) by moving around the room in an appropriate manner (e.g., running, freezing, and ducking). They experiment with clusters and vary the energy with which they engage. (They let the energy grow in intensity and develop in any way and find its own ending.) Then the two groups switch roles. After both groups have had a chance to perform, the students form small groups and discuss what they observed and how they think personal experience influences dance.

Standard 4: DANCE AND THINKING SKILLS

Students apply critical and creative thinking skills in dance.

Benchmarks

- 4.1 Establish a set of aesthetic criteria for evaluation.
- 4.2 Formulate and answer aesthetic questions.

Examples of Specific Knowledge that Support the Standard and Benchmarks 4.1

self evaluation, evaluation of others

- 4.2 What do the students need to know? What did you feel? What did the dancer communicate?

Examples of Activities that Support the Standard and Benchmarks

- 4.1 Students view videos of two different dance soloists and identify the aesthetic criteria in both dances. They evaluate and compare the performances in relation to the criteria.

4.2 Students make a list of aesthetic qualities developed during dance training.
They discuss how these qualities would apply to a variety of careers.

Standard 5: DANCE, HISTORY, AND CULTURE

Students understand the historical development of dance and its relationship to various cultures.

Benchmarks

- 5.1 Know the similarities and differences among various contemporary theatrical forms of dance.
- 5.2 Know dance pioneers as an index to the artistic and social values of civilization. 5.3 Understand how dance and dancers are portrayed in contemporary media.
- 5.4 Know the traditions and techniques of classical dance forms.

Examples of Specific Knowledge that Support the Standard and Benchmarks 5.1

Ballet, modern, tap, and jazz

5.2 Video, television, movies, Internet, technology, Debbie Allen, Gene Kelly. 5.4 Ballet

Examples of Activities that Support the Standard and Benchmarks

- 5.1 Students watch live or video performances of several musicals (e.g., "King and I", "West Side Story", "Oklahoma", "Phantom of the Opera", "Cats", "42nd Street"). They discuss how dance styles can vary or match while portraying cultures and historical perspective.
- 5.2 Students study and research a modern/ethnic* dance pioneer's contribution to recent dance history (e.g. Isadora Duncan's free style). Students create a movement sequence to exemplify the dance pioneer's contribution.

Examples of Activities that Support the Standard and Benchmarks

- 5.3 Student use Avid Cinema to produce their own video of a created commercial for television.
- 5.4 Students research and follow the history of classical ballet from King Louis XIV to contemporary ballet.
They explain the unique technique of ballet and how it reflected and continues to reflect 17th Century court royalty. They explain how 20 th Century ballet is different from 17th Century ballet.

Standard 6: DANCE AND PERSONAL WELLNESS*

Students understand the connection between dance and personal wellness.

Benchmarks

- 6.1 Know how lifestyle choices affect dancers.
- 6.2 Understand the significance of historical and cultural images of the body in dance.

Examples of Specific Knowledge that Support the Standard and Benchmarks 6.1

nutrition, rest and relaxation, training, safety

6.2 body types, media influence, historical trends in body image

Examples of Activities that Support the Standard and Benchmarks

- 6.1 Students interview dance students (in the school) and write an article about the dancer's lifestyle and health habits.
- 6.1 Students invite a guest speaker to discuss nutrition. From the speaker's presentation, students identify aspects of good and poor nutrition and explain how those aspects might positively or negatively affect one's dancing. (Eating disorders could be a focus of the presentation if appropriate.)
- 6.1 Students learn about rest and relaxation techniques such as breathing patterns, isometric contraction and relaxation of muscles, and cool and stretch principles. They discuss how using these techniques affect a dancer's performance. (Nature Quest music is appropriate as background music. A Yoga instructor or massage therapist might be another resource for this activity.)
- 6.2 Students use the Internet to find pictures of dancers from various times in history for a particular culture or from the same time period but different cultures. They investigate how the images of the body in dance reflect the history or culture.

Standard 7: DANCE AND OTHER DISCIPLINES

Students understand the connections between dance and other disciplines.

Benchmarks

- 7.1 Know how dance is similar to and different from other disciplines.
- 7.2 Know how technology can be used to reinforce, enhance, or alter dances.

Examples of Specific Knowledge that Support the Standard and Benchmarks

- 7.1 characteristics on which dance and other disciplines could be compared
- 7.2 slide presentations, videotapes, computers, scanning, laser, sound, stage, lighting, special effects

Examples of Activities that Support the Standard and Benchmarks

- 7.1 Students invite community speakers to discuss careers related to movement. (Some suggested careers to be featured might be: Artistic Director, Ballet Master/Mistress, Choreographer, Stage Director, Costume Designer, Critic, Dance Therapist, Dance Instructor, Dancer.)
- 7.2 Students create an audio-visual slide presentation to accompany a dance composition. They use acetate sheeting to construct slides to depict a mood or feelings after viewing a contemporary American musical (live or recorded). Students may choose taped musical accompaniment or live instrumental or vocal to play while the slides are shown. Students compare and contrast various reactions.