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Kindergarten

51.00100

Course Description: Introduces and demonstrates movement as an expression of creative thinking and cultural and historical significance, with an understanding of its impact on wellness and dance techniques. Develops introductory movement skills.

Creating

ESDK.CR.1 Demonstrate an understanding of the choreographic process.

- a. Explore working independently and collaboratively with others.
- b. Create and perform a dance sequence.
- c. Explore dance elements through structured improvisation and play (e.g. body, space, time, energy).
- d. Respond to a variety of stimuli through movement

ESDK.PR.4 Understand and apply music concepts to dance.

a. Explore moving to music and responding to changes in tempo and other music qualities.

Responding

ESDK.RE.1 Demonstrate critical and creative thinking in dance.

a. Explain

First Grade

51,00200

Course Description: Enhances previous course. Introduces and demonstrates movement as an expression of creative thinking and cultural and historical significance, with an understanding of its impact on wellness and dance techniques. Introduces dance etiquette, active participation, and how dance communicates meaning. Further develops introductory movement skills.

Creating

ESD1.CR.1 Demonstrate an understanding of the choreographic process.

- a. Collaborate with others to create and perform movement phrases.
- Explore basic partnering skills through guided instruction (e.g. copy, lead, mirror, follow).
- c. Create shapes and levels through movement.
- d. Identify and create a dance sequence with a beginning, middle, and end.
- e. Explore dance elements through improvisation and play (e.g. body, space, time, energy).
- f. Respond to a variety of stimuli through movement (e.g. scarves, music, images).

ESD1.CR.2 Demonstrate an understanding of dance as a form of communication.

- a. Create movement based on ideas, feelings, and personal experiences.
- Recognize how movement quality impacts meaning.
- c. Move expressively to music and/or other stimuli (e.g. sound, text).

Performing

ESD1.PR.1 Identify and demonstrate movement elements, skills, and terminology in dance.

- a. Identify and recall dance terminology (e.g. levels, pathways, directions, speed, rhythm, energy, qualities, shapes).
- b. Execute short sequences of locomotor movements with appropriate energy and coordination (e.g. walk, run, hop, jump, gallop, skip).
- c. Execute short sequences of axial movements comprised of space, energy/force, body shapes, and qualities (e.g. levels, sharp/smooth, curved/straight, heavy/light, swing/float).
- d. Develop and demonstrate body awareness through isolations, coordination, and personal space.

ESD1.PR.2 Understand and model dance etiquette as a classroom participant, performer, and observer.

- a. Demonstrate attentiveness, full participation, and cooperation with others in the dance learning environment.
- b. Demonstrate focus and concentration in performance skills.
- c. Apply knowledge of appropriate behaviors and skills as an observer and performer.

ESD1.PR.3 Recognize the relationship between human anatomy and movement.

- a. Explain the differences between muscles, bones, and joints.
- b. Recognizeus1Tm/TT1 1 Tf() Tj ET Q 0.24 0 0 /TT1 1 Tf(a.48 -2-10 0 0 0.24 14.2 Tf(s) 9 (.) } (0 0 0.24 14.2 Tf(s) 9 (.) }

b. Define and demonstrate personal safety and safety for others in dance.

ESD1.CN.3 Identify connections between dance and other areas of knowledge.

- a. Integrate the use of technology and media in the exploration of elements and styles of dance.
- b. Compare and contrast dance to other art forms and subject areas.

Second Grade

51.00300

Course Description: Enhances previous course. Introduces and demonstrates movement as an expression of creative thinking and cultural and historical significance, with an understanding of its impact on wellness and dance techniques. Further explores dance etiquette, active participation, and how dance communicates meaning. Students learn dance terminology, concepts of principles, process and structure, and basic understand

Third Grade

51.00400 Cou

ESD3.CN.2 Recognize connections between dance and wellness.

- a. Explain how health, hygiene, and nutrition enhance dance ability.
- b. Develop and practice criteria for personal safety and the safety of others in dance.

ESD3.CN.3 Identify connections between dance and other areas of knowledge.

- a. Compare and contrast dance to other art forms and subject areas.
- b. E

C.	Apply knowledge of appropriate behaviors and skills as an audience member and dance
	observer.

ESD4.

ESD5.PR.2 Understand and model dance etiquette as a classroom participant, performer, and observer.

- a. Demonstrate attentiveness, full participation, and cooperation with others in the dance learning and performance environment.
- b. Demonstrate focus, concentration, and self-discipline in the performance of skills.
- c. Apply knowledge of appropriate behaviors and skills as an audience member and dance observer.

ESD5.PR.3 Identify the relationship between human anatomy and movement.

- a. Identify fundamental principles of injury prevention.
- b. Understand how strength and endurance are developed through dance skills.
- c. Recognize and identify fundamental muscles, bones, and joints.
- d. Demonstrate proper alignment and placement.

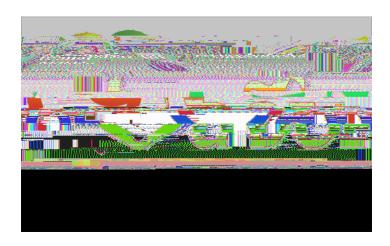
ESD5.PR.4 Understand and apply music concepts to dance.

- a. Demonstrate and create movement in response to a variety of musical selections.
- b. Demonstrate musicality while performing dance phrases.

Responding

ESD5.RE.1 Demonstrate critical and creative thinking in dance.

- a. Explain basic features that distinguish one kind of dance from another (e.g. speed, force/energy use, costume, setting, music).
- b. Compare and contrast two different choreographed works.



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<u>Dance</u>

Course Descriptions:

51.01100

 $\label{eq:Dance-Grade-G-Introduces} \textbf{Dance}/\textbf{Grade-G-Introduces} \textbf{ students to basic dance knowledge in order to develop coordination, flexibility, and strength through various dance forms with an emphasis on ballet, jazz, and modern techniques. Students$

c. Explore how theatrical elements (e.g. costuming, lighting) contribute to the meaning of the dance.

Performing

MSD.PR.1 Identify and demonstrate movement elements, technique, and terminology in dance.

- a. Participate in technique based warm-up exercises for specific dance genres (e.g. ballet, modern, and jazz).
- b. Compare and contrast terminology of various dance styles.
- c. Demonstrate movement elements through coordination and connectivity.
- d. Demonstrate increased ability and skill to sustain longer and more complex movement sequences.
- Refine and correct movements and movement executions based on constructive feedback
 (e.g. intrinsic, oral and written correct erm /TT2 1 Tf (3E8(o) 2) -10 (t(T Q) 4 (n) -10(n) -10 10 0 0 0 q 0.

Responding

MSD.RE.1 Demonstrate critical and creative thinking in dance.

- a. Critique movement qualities and choreography using the elements of dance (e.g. spatial design, variety, contrast, clear structure).
- b. Observe and critique dance performances using specified criteria and appropriate dance terminology.
- c. Develop and communicate personal interpretation of a choreographed work.
- d. Discuss the experience of performing a choreographed work.
- e. Compare and contrast the differences between observing live and recorded dance performance.
- f. Engage in self-reflection and self-assessment as creator and performer.

Connecting

MSD.CN.1 Understand and demonstrate dance throughout history and in various cultures.

- a. Perform dances from various cultures and history.
- b. Use resources (e.g. people, books,

Advanced Dance

Course Descriptions:

51.01110

Advanced Dance/Grade 6 - This course is designed for students with previous dance technique knowledge and skills. Focuses on rigor pertaining to dance technique, terminology, and skills through various dance forms with an emphasis on ballet, jazz, and modern. Students will learn about dance-10e

- of a dance.
- d. Demonstrate individuality of expression in performance.

Performing

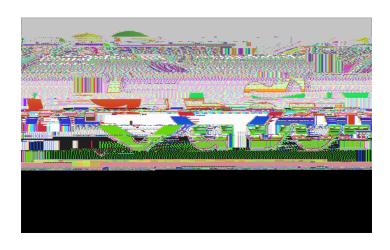
MSAD.PR.1 Identify and demonstrate movement elements, technique, and terminology in dance.

- a. Participate in technique based warm-up exercises for specific dance genres (e.g. ballet, modern, and jazz).
- b. Compare and contrast terminology of various dance styles.
- c. Demonstrate movement elements through coordination and connectivity.
- d. Demonstrate increased ability and skill to sustain longer and more complex movement sequences.
- e. Refine and correct movements and movement executions based on constructive feedback (e.g. intrinsic, oral and written corrections, video).

MSAD.PR.2 Understand and model dance etiquette as a classroom participant, performer, and observer.

a. Demonstrate attentiveness, focus, concentration, in587.96 534 -697 q o BT 3crncm BTfg -2 (s) 9 () -10

MSAD.RE.1



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Advanced Repertory Levels I-II

Course Descriptions:

51.06300

Advanced Repertory Dance I - This is an intermediate-level dance technique class. Students explore and stream the intermediate-level dance skills within the traditional format of a technique-based dance class including, but not limited teyleallet, modern, and jazz. Students learn choreography from historical dance works by dance pioneers (e.g. Marius Petipa, Lev Ivanov, George Balanchine, Lester Horton, Alvin Ailey, Martha Graham, Paul Taylor, Merce Cunningham, Twyla Tharp).

51.06310

Advanced Repertory Dance II - This is an advanced-level dance technique class that enhances previous coursework. vi0.n2 (h)]h(nha) 4J ET Q0.24 0 0 0.24 14.2 587.96cm BT 50 0 0 50 1347 -592 Tm /TT

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Responding

DHSAR.RE.1 Demonstrate critical and creative thinking in all aspects of dance.

- a. Critique movement qualities and choreographic elements (e.g. spatial design, variety, contrast, clear structure).
- b. Describe aesthetic qualities particular to various dance techniques.
- c. Propose ways to revise modern dance choreography according to formal assessment criteria.
- d. Engage in self-reflection and self-assessment as creator and performer.

Connecting

DHSAR.CN.1 Understand and demonstrate dance throughout history and in various cultures.

- a. Analyze the role and significance of various dance genres (e.g. ballet, modern, jazz, hiphop, West African, tap) in social, historical, cultural, and political contexts.
- b. Execute movement from various dance techniques and/or cultures.

DHSAR.CN.2 Recognize connections between dance and wellness.

Applied Anatomy and Kinesiology for Dance

of physical activity, health, well-being, and quality of life.

- a. Identify the 5 components of fitness (e.g. cardiorespiratory endurance, muscular strength, muscular endurance, flexibility, body composition).
- b. Identify and demonstrate proper progressions and regressions.
- c. Demonstrate dynamic and static flexibility.
- d. Demonstrate knowledge in preparing the body through using opposing muscle groups and concentric, isometric, and eccentric muscular contractions.

DHSAAK.PR.3 Identify and demonstrate the components of muscular fitness.

- a. Identify and demonstrate functional movement training for stability and mobility (e.g. proper alignment).
- b. Identify and demonstrate knowledge in weights and calisthenics that manipulate the body's levers to progress intensity for muscular strength and endurance progressions.
- c. Identify and demonstrate proper performance training exercises (e.g. jumps, rotary power).

Ballet Levels I-II

Course Descriptions:

51.02100

Ballet I - Introduces basic ballet technique and terminology

- a. Execute a ballet warm-up related to strength, muscular endurance, and flexibility (e.g. plie, tendu, dégagé, rond de jambe, frappe, fondu, petite battement, adage, grand battement combinations).
- b. Demonstrate an understanding of basic ballet terminology and technique (e.g. center tendu, center grand battement, center turns combinations).
- c. Demonstrate focus, contro0 0 cm Bg50 1259 238 Tm /TT ET @0 0 cm Bg50 1259 238 Tm /TTm BT 50

- a. Critique movement qualities and choreography using the elements of dance (e.g. spatial design, variety, contrast, clear structure).
- b. Observe and formulate opinions about the quality of dance on the basis of established criteria (e.g. Vagonava, Cecchetti, Bournonville).
- c. Engage in self-reflection and self-assessment as creator and performer.

Connecting

DHSB.CN.1 Understand and demonstrate dance throughout history and in various cultures.

- a. Describe the similarities and differences in dance movements from various cultures and forms.
- b. Describe how other arts disciplines are integrated into dance performances.
- c. Identify and explore various dance genres and innovations throughout time.

DHSB.CN.2 Recognize connections between dance and wellness.

- a. Explain how health and nutrition enhance ballet ability.
- b. Define the elements of personal safety in ballet.
- c. Demonstrate respect for personal well-being and the well-being of others.
- d. Describe how ballet builds physical and emotional well-being (e.g. positive body imaging, physical goals, creative IB,efse.g.tor

Performing

DHSADVB.PR.1 Identify and demonstrate movement elements, skills, and terminology in dance.

- a. Execute a technique based ballet barre related to strength, muscular endurance, and flexibility (e.g. plié, tendu, dégagé, rond de jambe, frappe, fondu, petit battement, adage, grand battement combinations).
- b. Execute intermediate principles of ballet technique with clarity and control for classroom and performance (e.g. center tendu, center grand battement, center turns combinations).
- c. Execute focus, control, and coordination in performing intermediate combinations through the integration of ballet (eg. adagio, waltz combinations).
- d. Refine the ability to transfer weight, change direction, and maintain balance

- b. Explore commonalities of essential concepts shared between ballet and other subject areas.
- c. Identify career possibilities in dance and dance related fields.
- d. Utilize technological tools to discover current trends in

<u>Classical/Contemporary Partnering</u> Levels I-II

Course Descriptions:

51.06500

Classical/Contemporary Partnering I - Introduces skills to build partnering elements of classical and contemporary partnering vernacular. For the classical work, dancers are paired by height and focus on learning promenades, turns, and lifts. Course covers brief partnering combinations to buil

Performing

DHSCCP.PR.1 Identify and demonstrate movement elements, skills, and terminology in dance.

- a. Execute technique based warm-up such as ballet, modern, jazz, tap, and world dance activities related to strength, muscular endurance, and flexibility.
- b. Demonstrate an understanding of basic dance terminology and technique.
- c. Develop focus, control, and coordination in performing combinations of locomotor and

- a. Critique movement qualities and choreography using the elements of dance (e.g. spatial design, variety, contrast, clear structure).
- b. Observe and formulate opinions about the quality of dances on the basis of established criteria.
- c. Engage in self-reflection and self-assessment as creator and performer.

Connecting

DHSCCP.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 the 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 that incorporate partnering.

DHSCCP.CN.2 Recognize connections between dance and wellne 0.24 ce and wellnllnlln (,)(de) 4 (() -1) -4

f. Demonstrate a variety of structures or forms (e.g. AB, ABA, cannon, call-response, narrative).

DHSCCPADV.CR.2 Demonstrate

DHSCCPADV.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 action, and commitment and discipline necessary to achieve dance goals.

DHSCCPADV.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, and/or alter the dance concept and performance.
- b. Explore technological tools to communicate about and create dance.
- c. Understand how technology can reinforce, enhance, and/or alter the dance concept 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.

DHSDC.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

- 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 (e.g. choreographers revisionist statement).
- 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

DHSDC.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 the dance style 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.

DHSDC.CN.2 Recognize connections between dance and wellness.

- a. Explain how health and nutrition enhance dance ability.
- b. Define the elements of personal safety in dance.
- c. Demonstrate respect for personal well-being and the well-being of others.
- d. Describe how dance builds physical and emotional well-being (e.g. positive body imaging, physical goals, creative goals, focus/concentration).

DHSDC.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, and/or alter a specified dance concept and performance setting.
- b. Utilize technological tools to educate and advocate c.2 587.9a10 (as) an (i)-2d de

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

DHSDT.CN.2 Recognize connections between dance and wellness.

- a. Explain how health and nutrition enhance dance ability.
- b. Define the elements of personal safety in dance.
- c. Demonstrate respect for personal well-being and the well-being of others.
- d. Describe how dance builds physical and emotional well-being (e.g. positive body imaging, physical goals, creative goals, focus/concentration).

DHSDT.CN.3 Demonstrate an understanding of dance as it relates to other areas of knowledge.

- a. Identify and explore various dance genres and innovations throughout historical time periods.
- b. Use a variety of resources to investigate dance genres.

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Responding

DHSDH.RE.1 Demonstrate critical and creative thinking in all aspects of dance.

- a. Defend and/or justify the similarities and differences between observing live and recorded dance performances.
- b. Analyze and describe the contributions of notable dance figures in relation to their respective social, cultural, political, and historical contexts.
- c. Describe how the qualities of a theatrical production contribute to the success of a dance performance (e.g. music, lighting, costuming, text, set design).

Connecting

DHSDH.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. Compare and contrast classical dance forms and elements within each respective form/genre (e.g. court dance, classical ballet, romantic ballet).
- c. Compare and contrast theatrical forms of dance (e.g. pantomime, ballet d'action, Vaudeville, musical theater).
- d. Compare and contrast twentieth century forms of dance and elements within each respective form/genre (e.g. neo-classical ballet, modern dance, contemporary ballet, jazz, tap, hip-hop).
- e. Analyze the development of dance from the Renaissance through the romantic periods, focusing on the purpose of dance, dance genres, artistic conflicts and resolutions, significant contributors, and innovations.
- f. Analyze the development of dance from the turn of the twentieth century to current day dance, focusing on the purpose of dance, dance genres, artistic conflicts and resolutions, significant contributors, and innovations.
- g. Explain how dancers and choreographers reflect roles, work, and values in various cultures, countries, and historical periods.

DHSDH.CN.2 Demonstrate an understanding of the connections between dance and other arts disciplines, other content areas, and the world.

- a. Demonstrate proficiency in two or more technological applications related to dance, explaining that they reinforce and enhance various practices within the field of dance (e.g. the Internet, human animation software, videotaping, video editing, dance notation).
- b. Create dance as an art form.
- c. Utilize technological tools to educate dance history through presentation.

c. Identify and explore various dance genres and innovations throughout history.

DHSD1.CN.2 Recognize connections between dance and wellness.

- a. Explain how health and nutrition enhance dance ability.
- b. Define the elements of personal safety in dance.
- c. Demonstrate respect for personal well-being and the well-being of others.
- d. Describe

Dance Level II

51.05400

Course Description: Enhances previous course. Further develops knowledge and skills in various dance forms with an emphasis on technical instruction in ballet, jazz, and modern

DHSD2.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.

DHSD2.PR.3 Recognize concepts of anatomy and kinesiology in movement.

- a. Identify self-monitoring methods to refine and improve alignment and technical skills.
- b. Identify similarities and differences between a progressive, sequential order of warm-up exercises in various dance styles.
- c. Apply teacher prompted imagery to increase efficiency of movement.
- d. Develop personal practices in preparing for dance class and performance.

DHSD2.PR.4 Understand and apply music concepts to dance.

- a. Demonstrate various kinds of syncopation, polyrhythms counterpoint, and call-response within instructed and created dance phrases.
- b. Phrase movements artistically, aesthetically, and musically.

Responding

DHSD2.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 and formulate opinions about the quality of dances on t14.2 587.315 -2 (o 334 14.2 587.96cm B

cultures.

- a. Create a movement study that illustrates a similarity and/or difference in various cultures and forms.
- b. Identify and evaluate the contributions and integration of other arts disciplines in dance performance.

DHSD2.CN.2 Recognize

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51.05500

Course Description: Enhances previous course. Offers a comprehensive understanding of the elements of movement and dance technique. Areas of concentration include choreography, dance analysis, dance history, and movement science with an emphasis on intermediate technical instruction in ballet, jazz, and modern techniques.

Creating

DHSD3.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-guided and self-

- d. Refine the ability to transfer weight, change direction, and maintain balance in a dynamic movement context without losing focus.
- e. Understand similarities of movement concepts between codified techniques, and apply appropriate terms and skills for specific movement contexts.

DHSD3.PR

- 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

DHSD3.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. Compare and contrast classical dance forms.
- c. Compare and contrast theatrical forms of dance.
- d. Compare and contrast twentieth century forms of dance.
- e. Analyzet

<u>Dance Production</u> Levels I-II

Course Descriptions:

51.06610

Dance Production I - Provides instruction and laboratory experience in methods and techniques involved in producing a dance concert which includes digital and print publicity, lighting, set construction, audio, costuming, audition production, performance skills, and dance critique and assessment. Students technically assist all dance works from origin to close, creating and disseminating original materials to enhance quality and exposure of dance productions.

51.06620

Dance Production II - Enhances previous course. Provides instruction and laboratory experience in methods and techniques involved in producing a dance concert which includes digital and print publicity, lighting, set construction, audio, costuming, audition production, performance skills, and dance critique and assessment. Students take a managerial/directorial role in technical and publicity aspects of the dance production.

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

- b. Demonstrate an understanding of basic jazz dance terminology and techniques.
- c. Develop focus, control, and coordination in performing combinations of locomotor and axial movements using basic isolations and syncopated rhythms.
- d. Demonstrate the ability to transfer weight, change direction, and maintain balance.
- e. Identify dance vocabulary from codified techniques (e.g. Fosse, Luigi, Giordano, Mat Mattox).

DHSJD.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. Understand and demonstrate that punctuality is an industry standard, as it promotes safety, courtesy, and professionalism.
- c. Demonstrate concentration and focus, and help to maintain a respectful performance environment for others.
- d. Exhibit ability to perform with focus and concentration, and attend rehearsals and classes in preparation for performances.
- e. Exhibit initiative in modeling appropriate behaviors and skills as an audience member and dance observer, and understand the role of an arts patron.

DHSJD.PR.3 Recognize concepts of anatomy and kinesiology in movement.

- a. Understand and execute principles of major muscles and proper alignment.
- b. Recognize

Connecting

DHSJD.CN.1

Jazz Dance Levels III-IV

Course Descriptions:

51.03300 Jazz Dance

Performing

DHSJDADV.PR.1 Identify and demonstrate movement elements, skills, and terminology in dance.

- a. Execute an intermediate/advanced technique-based jazz warm-up related to strength, muscular endurance, and flexibility including multi-isolations, accelerated tempo, stronger contraction, quicker swing, and release.
- Execute intermediate/advanced principles of jazz dance technique with precision for classroom and performance.
- c. Execute focus, control, and coordination in performing complex combinations through the integration of jazz 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 jazz dance vocabulary.

b.	Utilize technological tools to educate and advocate current trends in the global of	dance
	environment.	

c. Understand how technology can reinforce, enhance, and/or alter the dance concept and performance setting.

Men's Dance

51.06100

Course Description: Focuses on the specifics of technical and physical expectations of dance with an increased focus on allegro, ballon, and turns. Students are introduced to ballet vocabulary, repertory, variations, conditioning, and athletic enhancement.

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

c. Understand how technology can reinforce, enhance, or alter the dance concept and

performance setting.

Modern Dance Level I

51.04100

Course Description: Introduces basic concepts and skills of modern dance technique including shape, form, line, contract and release, fall and recovery, coordination, balance, core support, clarity of movement, and weight shifts. Students explore individual expression and creativity. Stresses aesthetic perception, creative expression, and performance, with a connection to historical/cultural heritage and aesthetic analysis (e.g. traditional modern, post-modern, Afro-

- e. Demonstrate the ability to transfer weight, change direction, and maintain balance.
- f. Identify dance vocabulary from codified modern techniques (e.g. Horton, Graham, Cunningham, Limon, Taylor, Bartenieff fundamentals).

DHSMOD1.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.
- 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 initiative in modeling appropriate behaviors and skills as an audience member and dance observer, and understand the role of an arts patron.

DHSMOD1.PR.3 Recognize concepts of anatomy and kinesiology in movement.

- a. Understand major muscles involved in external rotation (turn-out), parallel position, and important related alignment principles involved in proper execution.
- b. Recognize that proper alignment facilitates efficiency of movement.
- c. Understand imagery (ideokinesis) and its ability to increase efficiency of movement.
- d. Identify basic principles of injury prevention in modern dance.

DHSMOD1.PR.4 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.

Responding

DHSMOD1.RE.1 Demonstrate critical and creative thinking in all aspects of dance.

- a. Critique movement qualities and choreography using the elements of modern dance (e.g. spatial design, variety, contrast, clear structure).
- b. Observe and formulate opinions about the quality of dances on the basis of established criteria.
- c. Engage in self-reflection and self-assessment as creator and performer.

Connecting

DHSMOD1.CN.1 Understand and demonstrate dance throughout history and in various cultures.

- Describe the similarities and differences within modern dance techniques from different cultures.
- b. Identify and explore various modern dance techniques and innovations throughout history.

DHSMOD1.CN.2 Recognize connections between dance and wellness.

- a. Explain how health and nutrition enhance modern dance ability.
- b. Define the elements of personal safety in modern dance.
- c. Demonstrate respect for personal well-being and the well-being of others.
- d. Describe how modern dance builds physical and emotional well-being (e.g. positive body imaging, physical goals, creative goals, focus/concentration).

DHSMOD.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 modern dance concept.

DHSMOD2.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.

DHSMOD2.PR.3 Recognize concepts of anatomy and kinesiology in movement.

- a. Identify self-monitoring methods to refine and improve alignment and technical skills.
- b. Identify similarities and differences between progressive sequential orders of warm-up exercises in various modern dance styles.
- c. Apply teacher prompted imagery to increase efficiency of movement.
- d. Develop personal practices in preparing for modern dance class and performance.

DHSMOD2.PR.4 Understand and apply music concepts to dance.

a. Demonstrate various kinds

cultures.

- a. Describe the similarities and differences within modern dance techniques from different cultures.
- b. Identify and explore various modern dance techniques and innovations throughout history.

DHSMOD2.CN.2 Recognize connections between dance and wellness.

- a. Identify and explore the capabilities and limitations of the body.
- b. Identify and explore strategies to prevent modern dance injuries.
- c. Identify the effects of healthy and unhealthy practices in modern dance.

DHSMOD2.CN.3 Demonstrate an understanding of dance as it relates to other areas of knowledge.

- a. Compare and contrast modern dance to other art forms.
- b. Explore

Modern Dance Level III

51.04300

Course Description: Enhances previous course. Emphasizes intermediate-level technical skills centering on a specific technique (e.g. Horton, Graham, Limon, Cunningham, Dunham, Gaga) for further expansion of modern dance vocabulary, improvisation, and a broader experience of performance opportunities.

Creating

DHSMOD3.CR.1 Demonstrate an understanding of creative/choreographic principles, processes, and structures.

- a. Generate original modern dance phrases from a variety of sources (e.g. instructor-guided and self-guided improvisation).
- b. Manipulate modern dance phrases using the elements of choreography.
- c. Demonstrate various modern dance techniques through personal choreography.
- d. Manipulate personal and structured modern dance combinations to create an informal modern dance work.
- e. Demonstrate and recognize a variety of structures or forms G7.96 cm BTG7.96 0 0.24 14.2 587.96 cmB

Modern Dance Level IV

51.04400

Course Description: Enhances previous course. Emphasizes advanced-level technical skills including speed and quality of movement, complex combinations, improvisational performance technique, development of individual style, and artistic growth. Continued opportunities for performance experiences.

Creating

DHSMOD4.CR.1 Demonstrate an understanding of creative/choreographic principles, processes, and structures.

- a. Generate original modern dance phrases from a variety of sources (e.g. instructor and self-guided improvisation).
- b. Manipulate modern dance phrases using the elements of choreography.
- c. Demonstrate various modern dance techniques through both personal and group choreography.
- Manipulate structured personal and structured group combinations to create a formal modern dance work.
- e. Demonstrate a variety of structures or forms (e.g. AB, ABA, cannon, call-response, narrative).

DHSMOD4.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 modern dance.
- b. Identify and demonstrate the use of theme through modern dance technique.
- c. Demonstrate the use of props as an extension of theme.

Performing

DHSMOD4.PR.1 Identify and demonstrate movement elements, skills, and terminology in dance.

a. Execute an advanced modern-based warm-up related to strength, muscular endurance,

- c. Execute focus, control, and coordination in performing complex combinations through the integration of modern 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 modern dance techniques.

DHSMOD4.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 modern dance learning environment.
- b. Demonstrate concentration and focus, and help to maintain a respectful modern dance 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 modern dance observer.

DHSMOD4.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 various modern dance techniques and repertoire, and how to pre

C.	Create a dance phrase paired with a different musical phrase and assess the experience.
DHSM	MUD.

Performance Ensemble Levels I-II

Course Description:

51.06800

Performance Ensemble I - Focuses on utilizing pre-professional ballet and contemporary techniques with an emphasis on presenting faculty and student generated works in varied settings (e.g. traditional stages, site-specific works, younger audiences, assisted living communities). The

b. Identify the use of abstract theme through movement.

Performing

- 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

DHSPE.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

- b. Explore commonalities of essential concepts shared between dance and other subject areas.
- c. Identify career possibilities in dance and dance related fields.
- d. Utilize technological tools to discover current

Pointe/Variations

Course Descriptions:

51.06900

Pointe/Variations I - This intermediate-level pointe technique class explores and strengthens skills within the traditional format of a ballet class and includes intermediate-level pointe barre and pointe center work. Explores elementary variations from classical repertory including works by Petipa and Ivanov, and focuses on development of mastery in technical and artistic merit.

51.06910

Pointe/Variations II - This advanced-level pointe technique class explores and strengthens advanced-level pointe skills within the traditional format of a ballet class and includes professional level pointe barre and pointe center work. Focuses on multiple variations from classical repertory including works by Petipa, Ivanov, Balanchine, Robbins, Tetly, Ashton, Martins, and Wheeldon, with continued mastery in technical and artistic merit.

Creating

DHSPV.CR.1 Demonstrate an understanding of creative/choreographic principles, processes, and structures.

a. Recognize and demonstrate a variety of structures and/or forms (e.g. AB, ABA, cannon, call-response, narrative).

DHSPV.CR.2 Demonstrate an understanding of dance as a form of communication.

a. Recognizeu3 Tm/TT1 1 Tf f [(ABh20 50 0 0 aQ 0.24 0 0 0.24 14.2 587.96cm BT 50 0 0 50 () Tjl5f ()

DHSPV.CN.3 Demonstrate an understanding of dance as it relates to other areas of knowledge.

- a. Compare and contrast dance to other art forms.
- b. Explore commonalities of essential concepts shared between ballet and other subject areas.
- c. Identify career possibilities in dance and dance related fields.
- d. Understand and demonstrate how media and technology can reinforce, enhance, and/or alter a specified dance concept and performance setting.
- e. Utilize technological tools to discover current trends in ballet.
- f. Demonstrate skill

World Dance Forms Levels I-IV

Course Descriptions:

51.06200

World Dance Forms I - Exploration of basic dance movements and rhythms of world dance forms. Through traditional dances and songs, students gain an understanding of the history of movement and its cultural significance while developing basic sequencing skills and rhythm. Course may include study of dance from varied cultures such as West African Dance, Folk Dance, Latin Dance, and Indian Dance, in addition to Hip-Hop, Clogging, Tap, Stepping, and Line Dancing.

51.06210

World Dance Forms II - Enhances previous course. Continues development of basic dance movements and rhythms of world dance forms. Through the continued exploration of traditional dances and songs, students apply their understanding of the history of movement and its cultural significance to develop basic sequencing skills and rhythms. May include study of dance from varied cultures such as West African Dance, Folk Dance, Latin Dance, and Indian Dance, in addition to Hip-Hop, Clogging, Tap, Stepping, and Line Dancing.

51.06220

World Dance Forms III - Enhances previous course. Students execute dance movements and rhythms of world dance forms. Through exploration and performance of traditional dances and songs, students gain a comprehensive understanding of the history of movement and its cultural significance. Students refine sequencing skills and rhythms. May include study of dance from varied cultures such as West African Dance, Folk Dance, Latin Dance, and Indian Dance, in addition to Hip-Hop, Clogging, Tap, Stepping, and Line Dancing.

51.06230

World Dance Forms IV - Enhances previous course. Students refine dance movements and rhythms of world dance forms. Through performance of traditional dances and songs, students understand the history of movement and its cultural significance, and exhibit sequencing skills and rhythm. May include study of dance from varied cultures such as West African Dance, Folk Dance, Latin Dance, and Indian Dance, in addition to Hip-Hop, Clogging, Tap, Stepping, and Line Dancing.

Creating

DHSWDF.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-guided and self-guided improvisation).
- b. Manipulate movement phrases using the elements of choreography.
- c. Demonstrate various choreographic forms through personal choreography.
- d. Demonstrate the use of choreographic form and notation using short combinations.
- e. Manipulate personal and structured combinations to create an informal dance work.
- f. Recognize and demonstrate a variety of structures and/or forms (e.g. AB, ABA, cannon, call-response, narrative).

DHSWDF.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 world dance.
- b. Demonstrate the use of theme through movement.

Performing

DHSWDF.PR.1 Identify and demonstrate movement elements, skills, and terminology in dance.

a. Execute a technique-based warm-up related to world dance.

- c. Understand imagery (ideokinesis) and its ability to increase efficiency of movement.
- d. Identify basic principles of injury prevention in world dance.

DHSWDF.PR.4 Understand and apply music concepts to dance.

a. Investigate r810 0 0.24 14.2 587.96 cm BT 50 0 0 50 8h Q 0.-4 (c) 4 (e) 4 (d) p4 0 0 0.24 an4 0 0 p-7 4