



Richard Woods, Georgia's School Superintendent  
*"Educating Georgia's Future"*

# DANCE

## Georgia

### Standards of Excellence (GSE)

#### Kindergarten – Grade 12

# Table of Contents

ELEMENTARY .....	3
KINDERGARTEN .....	4
FIRST GRADE .....	6
SECOND GRADE.....	9
THIRD GRADE .....	12
FOURTH GRADE.....	15
FIFTH GRADE .....	17
MIDDLE SCHOOL.....	20
DANCE .....	21
ADVANCED DANCE .....	24
HIGH SCHOOL.....	27
ADVANCED REPERTORY .....	28
APPLIED ANATOMY AND KINESIOLOGY FOR DANCE.....	31
BALLET .....	34
CLASSICAL/CONTEMPORARY PARTNERING.....	41
DANCE COMPOSITION .....	48
DANCE FOR THEATRE .....	51
DANCE HISTORY .....	54
DANCE .....	56
DANCE PRODUCTION .....	68
JAZZ DANCE.....	71
MEN’S DANCE .....	78
MODERN DANCE .....	82
MUSIC FOR DANCERS.....	94
PERFORMANCE ENSEMBLE .....	97
POINTE/VARIATIONS .....	101
WORLD DANCE FORMS .....	105



Richard Woods, Georgia's School Superintendent  
*"Educating Georgia's Future"*

# DANCE

## Georgia Standards of Excellence (GSE)

### ELEMENTARY Kindergarten – Grade 5

## 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 (e.g. scarves, songs, sounds, images).

#### **ESDK.CR.2 Demonstrate an understanding of dance as a form of communication.**

- a. Express ideas and feelings through movement, gestures, and facial expressions.
- b. Move expressively to music and/or other stimuli (e.g. sound, text).

### Performing

#### **ESDK.PR.1 Identify and demonstrate movement elements, skills, and terminology in dance.**

- a. Identify and demonstrate basic creative and locomotor movements and body isolations.
- b. Demonstrate the difference between personal and general space.
- c. Demonstrate the ability to perform simple movements in response to oral instruction.

#### **ESDK.PR.2 Understand and model dance etiquette as a classroom participant, performer, and observer.**

- a. Demonstrate attentiveness, full participation, and awareness of others in the dance learning and performance environments.
- b. Understand and demonstrate appropriate behaviors as a dance performer, and as an audience member.

#### **ESDK.PR.3 Recognize the relationship between human anatomy and movement.**

- a. Identify basic body parts and how they move.

**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 basic features that distinguish one dance from another.
- b. Observe movement and describe it using basic dance terminology.

**Connecting**

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

- a. Explore historical and cultural motivations for dance.
- b. Explore the role of dance in various cultures and history.

**ESDK.CN.2 Recognize connections between dance, wellness, and safety.**

- a. Explore the principles of a healthy body (e.g. nutrition, hygiene).
- b. Explore moving safely.

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

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

## 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.
- b. 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.
- b. 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. Recognize healthy practices for dance (e.g. proper warm up and cool down, proper clothing).
- c. Identify and isolate over ten body parts.

**ESD1.PR.4 Understand and apply music concepts to dance.**

- a. Demonstrate improvised movement to a steady beat.
- b. Differentiate between contrasting rhythms.
- c. Understand and execute concepts of stopping, starting, and changing tempo, movement quality, and direction in response to music and sound.

**Responding**

**ESD1.RE.1 Demonstrate critical and creative thinking in dance.**

- a. Explain basic features that distinguish one dance from another (e.g. speed, force/energy, costume, setting, music).
- b. Compare and contrast elements of dance (e.g. body, space, time, energy).
- c. Begin to evaluate simple composition through personal reflection (e.g. establishing personal preferences, noting observations, describing emotional responses).

**Connecting**

**ESD1.CN.1 Understand and demonstrate dance throughout history and in various cultures.**

- a. Demonstrate an understanding of historical and cultural motivations for dance.
- b. Participate in dance activities representing various cultures.
- c. Identify the role of dance in other cultures.

**ESD1.CN.2 Recognize connections between dance and wellness.**

- a. Explore the principles of a healthy body (e.g. health, hygiene, nutrition).

## Dance Georgia Standards of Excellence

- 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 understanding of how dance is related to other curricular areas. Continues development of movement skills.

### Creating

#### **ESD2.CR.1 Demonstrate an understanding of the choreographic process.**

- a. Collaborate with others to create and perform movement phrases.
- b. Develop basic partnering skills through guided instruction (e.g. copy, lead, mirror, follow).
- c. Sequence phrases of movement with simple transitions.
- d. Combine two or more dance elements in a movement phrase (e.g. body, space, time, energy).
- e. Respond to a variety of stimuli through movement (e.g. scarves, songs, sounds, images).

#### **ESD2.CR.2 Demonstrate an understanding of dance as a form of communication.**

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

### Performing

#### **ESD2.PR.1 Identify and demonstrate movement elements, skills, and terminology in dance.**

- a. Apply dance terminology to describe and create movement (e.g. levels, pathways, directions, speed, rhythm, energy, qualities, shapes).
- b. Execute sequences of locomotor movements with appropriate energy and coordination (e.g. walk, run, hop, jump, gallop, skip).
- c. Execute sequences of axial movements comprised of space, force, body shapes, and qualities (e.g. levels, sharp/smooth, curved/straight, heavy/light, swing/float).
- d. Demonstrate body awareness through balance, coordination, and increased range of motion.

**ESD2.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 the performance of skills.
- c. Apply knowledge of appropriate behaviors and skills as an observer and performer.

**ESD2.PR.3 Recognize the relationship between human anatomy and movement.**

- a. Apply knowledge of muscles, bones, and joints to specific movements.
- b. Apply knowledge of healthy practices for dance (e.g. proper warm up and cool down, proper clothing, stretching).

**ESD2.PR.4 Understand and apply music concepts to dance.**

- a. Demonstrate structured movements to a steady beat.
- b. Execute instructed or student created movements to simple rhythmic patterns.
- c. Respond to changes in tempo and other musical qualities through movement.

**Responding**

**ESD2.RE.1 Demonstrate critical and creative thinking in dance.**

- a. Explain basic features that distinguish one dance from another (e.g. speed, force/energy, costume, setting, music).
- b. Compare and contrast elements of dance.
- c. Evaluate simple composition using specified criteria.

**Connecting**

**ESD2.CN.1 Understand and demonstrate dance throughout history and in various cultures.**

- a. Participate in dance activities representing various cultures.
- b. Identify the role of dance in other cultures.
- c. Describe the similarities and differences in various dance styles throughout history (e.g. ballet, jazz, creative movement).

**ESD2.CN.2 Recognize connections between dance and wellness.**

- a. Explore the principles of a healthy body (e.g. health, hygiene, nutrition).
- b. Define and demonstrate personal safety and the safety of others in dance.

## Dance Georgia Standards of Excellence

### **ESD2.CN.3 Identify connections between dance and other areas of knowledge.**

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

## Third Grade

### **51.00400**

**Course Description:** Enhances previous course. Continues to introduce and demonstrate 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 continue to learn dance terminology, concepts of principles, process and structure, and basic understanding of how dance is related to other curricular areas. Continues development of movement skills.

### Creating

#### **ESD3.CR.1 Demonstrate an understanding of the choreographic process.**

- a. Collaborate with others to create and perform movement phrases.
- b. Create a sequence of three or more movements utilizing body, space, time, and energy.
- c. Explore how personal feelings and experiences influence choreography and performance.
- d. Respond to a variety of stimuli through movement (e.g. literature, visual art, props).
- e. Implement various approaches to creating choreography (e.g. improvisation, guided imagery).

#### **ESD3.CR.2 Demonstrate an understanding of dance as a form of communication.**

- a. Use personal experiences and choreographic tools (e.g. improvisation, guided imagery) to create a movement narrative.
- b. Recognize and describe how movement quality impacts meaning.
- c. Move expressively to music or other stimuli (e.g. sound, text).

### Performing

#### **ESD3.PR.1 Identify and demonstrate movement elements, skills, technique, and terminology in dance.**

- a. Apply and expand dance terminology to describe and create movement (e.g. levels, pathways, directions, speed, rhythm, energy, qualities, shapes).
- b. Combine and execute a wide range of locomotor movements with appropriate energy and coordination (e.g. walk, run, hop, jump, gallop, skip).
- c. Execute a range of axial movements comprised of space, force, body shapes, and qualities (e.g. levels, sharp/smooth, curved/straight, heavy/light, swing/float planes).
- d. Demonstrate weight transfer and directional changes in axial and locomotor movements.

## Dance Georgia Standards of Excellence

- e. Perform or improvise a sequence of movements in response to oral instruction and prompts.

### **ESD3.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 the performance of skills.
- c. Apply knowledge of appropriate behaviors and skills as an observer and performer.

### **ESD3.PR.3 Recognize the relationship between human anatomy and movement.**

- a. Apply knowledge of healthy practices for dance (e.g. proper warm up/cool down, proper clothing, stretching).
- b. Describe the concept of alignment.
- c. Recognize and identify major muscles, bones, and joints on one's own body using limited anatomical terminology.

### **ESD3.PR.4 Understand and apply music concepts in dance.**

- a. Create and perform simple movement sequences using rhythmic patterns and various tempos in guided and improvised dance.
- b. Demonstrate how music or sounds influence movement quality.

## **Responding**

### **ESD3.RE.1 Demonstrate critical and creative thinking in dance.**

- a. Explain basic features that distinguish one dance from another (e.g. speed, force/energy, costume, setting, music).
- b. Compare and contrast movement elements of dance.
- c. Evaluate simple composition using specified criteria.
- d. Demonstrate an understanding of dance as a means of communication, expression, and interaction.

## **Connecting**

### **ESD3.CN.1 Understand and demonstrate dance throughout history and in various cultures.**

- a. Recognize the reason for dance in other cultures.
- b. Compare and contrast various dance styles (e.g. ballet, jazz, tap, folk).

## Dance Georgia Standards of Excellence

### **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. Explore, create, and communicate the art of dance through the use of media and technology.

## Fourth Grade

### **51.00500**

**Course Description:** Enhances previous course. Elaborates on introductory concepts and terminology that recognizes anatomy and kinesiology of dance, emphasizes proper technique and choreographic principles, and executes a large range of locomotor movements and movement combinations.

### **Creating**

#### **ESD4.CR.1 Demonstrate an understanding of the choreographic process.**

- a. Explore a variety of choreographic structures, forms, and designs (e.g. AB, ABA, canon, call-response, narrative, complementary/contrasting shapes, symmetry).
- b. Demonstrate proper dance technique while performing choreography.
- c. Implement the use of props within choreography.

#### **ESD4.CR.2 Demonstrate an understanding of dance as a form of communication.**

- a. Use movement to express an idea or feeling.
- b. Understand how theatrical elements (e.g. costuming, lighting) contribute to the meaning of dance.

### **Performing**

#### **ESD4.PR.1 Identify and demonstrate movement elements, skills, and technique in ballet and jazz terminology.**

- a. Participate in dance technique based warm-up.
- b. Demonstrate knowledge of introductory dance terminology and fundamental principles of dance techniques.
- c. Demonstrate accuracy, focus, control, and coordination in performing locomotor sequences.
- d. Perform smooth transitions when connecting movements.
- e. Demonstrate basic use of a prop.

#### **ESD4.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 performing environment.
- b. Demonstrate focus, concentration, and self-discipline in the performance of skills.

## Dance Georgia Standards of Excellence

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

### **ESD4.PR.3 Recognize the relationship between human anatomy and movement.**

- a. Recognize and identify fundamental muscles, bones, and joints.
- b. Demonstrate alignment and placement in locomotor and non-locomotor movement.

### **ESD4.PR.4 Understand and apply music concepts to dance.**

- a. Recognize different musical styles and genres.
- b. Demonstrate musicality while performing dance phrases.

## **Responding**

### **ESD4.RE.1 Demonstrate critical and creative thinking in dance.**

- a. Critique a dance performance using elements of dance (e.g. body, space, time, energy) and appropriate dance terminology.
- b. Discuss the experience of performing a choreographed work.

## **Connecting**

### **ESD4.CN.1 Understand and demonstrate dance throughout history and in various cultures.**

- a. Participate in a dance from a different culture.
- b. Recognize the reason for dance in other cultures.
- c. Compare and contrast various dance styles throughout history (e.g. ballet, jazz, tap, folk).

### **ESD4.CN.2 Recognize connections between dance and wellness.**

- a. Understand how health, hygiene, 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. Explore how dance builds physical and emotional well-being (e.g. positive body image, physical goals, creative goals, focus/concentration).

### **ESD4.CN.3 Integrate dance into other areas of knowledge.**

- a. Compare and contrast dance to other art forms and subject areas.
- b. Discuss and integrate the uses of media and technology in dance.
- c. Explore technological tools related to performance (e.g. lighting, sound).



## *Fifth Grade*

### **51.00600**

**Course Description:** Enhances previous course. Develops dance concepts that recognize anatomy and kinesiology of movement, emphasize proper technique and choreographic principles, execute a large range of locomotor movements and movement combinations, and integrate the use of technology and media.

### **Creating**

#### **ESD5.CR.1 Demonstrate an understanding of the choreographic process.**

- a. Create shapes and levels through movement.
- b. Create movement phrases with or without music.
- c. Demonstrate knowledge of compositional elements through movement (e.g. beginning, middle, end, transitions).
- d. Create movement based on student generated ideas or feelings.
- e. Apply dance technique principles to choreography.
- f. Create and accurately repeat a dance phrase, then vary it using the elements (e.g. body, time, space, energy).

#### **ESD5.CR.2 Demonstrate an understanding of dance as a form of communication.**

- a. Use movement to tell a story.
- b. Use improvisation to discover and invent movement.
- c. Discuss the experience of performing a choreographed work.
- d. Describe the similarities and differences between observing live and recorded dance performance.

### **Performing**

#### **ESD5.PR.1 Identify and demonstrate movement elements, technique, and terminology in ballet and jazz.**

- a. Participate in dance technique based warm-up.
- b. Demonstrate knowledge of dance terminology and basic principles of dance technique.
- c. Demonstrate accuracy, focus, control, and coordination in performing locomotor sequences.
- d. Implement the use of props within a movement sequence.

**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.
- c. Develop and communicate personal interpretation of a choreographed work.
- d. Discuss dance as a means of communication, expression, and interaction through simple composition with competence and confidence.

**Connecting**

**ESD5.CN.1 Understand and demonstrate dance throughout history and in various cultures.**

- a. Participate in dance activities representing various cultures.
- b. Understand the reason for dance in other cultures.
- c. Demonstrate the similarities and differences in various dance styles throughout history (e.g. ballet, jazz, tap, folk).

**ESD5.CN.2 Recognize connections between dance and wellness.**

## Dance Georgia Standards of Excellence

- a. Practice habits of health, hygiene, and nutrition to enhance dance ability.
- b. Demonstrate the elements of personal safety in dance.
- c. Demonstrate respect for personal well-being and the well-being of others.
- d. Investigate how dance promotes body wellness (e.g. strength, endurance, balance, agility, flexibility, positive body image).

### **ESD5.CN.3 Integrate dance into other areas of knowledge.**

- a. Compare and contrast dance to other arts and subject areas.
- b. Utilize technological tools and media to create and communicate about dance.



Richard Woods, Georgia's School Superintendent  
*"Educating Georgia's Future"*

# DANCE

## Georgia Standards of Excellence (GSE)

### MIDDLE SCHOOL Grade 6 – Grade 8

## Dance

### **Course Descriptions:**

#### **51.01100**

**Dance/ Grade 6** - Introduces 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 learn about dance history and movement sciences as they relate to injury prevention and technical training.

#### **51.01200**

**Dance/ Grade 7** - Enhances previous course. Introduces and refines basic dance knowledge, terminology, and skills through various dance forms with an emphasis on ballet, jazz, and modern techniques. Students learn about dance history and movement sciences as they relate to injury prevention and technical training. Students participate in informal and/or formal performances with their peers, and demonstrate proper dance etiquette in the classroom and in the performance environment. Students may or may not have taken the sixth grade course.

#### **51.01300**

**Dance/ Grade 8** - Enhances previous course. Introduces and refines basic dance knowledge, terminology, and skills through various dance forms with an emphasis on ballet, jazz, and modern techniques. Students learn about dance history and movement sciences as they relate to injury prevention and technical training. Students participate in informal and/or formal performances with their peers, and demonstrate proper dance etiquette in the classroom and in the performance environment. Students may or may not have taken the seventh grade course.

## Creating

### **MSD.CR.1 Demonstrate an understanding of the choreographic process.**

- a. Demonstrate a variety of choreographic structures (e.g. AB, ABA, canon, call-response, narrative, complementary/contrasting shapes, symmetry).
- b. Apply dance technique to choreography.
- c. Develop versatility through experimentation with various movement approaches (e.g. improvisation, imagery).
- d. Implement the use of props within choreography.

### **MSD.CR.2 Demonstrate an understanding of dance as a form of communication.**

- a. Compare and contrast abstract and literal movement.
- b. Explore the qualities of expression in performance.

## Dance Georgia Standards of Excellence

- 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.
- e. Refine and correct movements and movement executions based on constructive feedback (e.g. intrinsic, oral and written corrections, video).

#### **MSD.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 and performance environment.
- b. Demonstrate concentration and focus with respect to self and others in the performance of skills.
- c. Exhibit initiative in modeling appropriate behaviors and skills as an audience member and dance observer.

#### **MSD.PR.3 Identify the relationship between human anatomy and movement.**

- a. Relate functions of major muscles and bones to the fundamental injury prevention principles for dance.
- b. Apply concepts of gravity, force, acceleration, and mass in specific movement contexts.
- c. Apply the basic principles of alignment and placement to dance technique.
- d. Understand the importance of appropriate warm-up and cool-down within a dance technique class.

#### **MSD.PR.4 Understand and apply music concepts to dance.**

- a. Recognize musical forms (e.g. ABA, fugue, canon) and how they relate to dance.
- b. Recognize rhythm structures of music through dance (e.g. ballet, jazz, African).
- c. Demonstrate musicality while performing and creating dance phrases.

## **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, technology) to learn about dance from different cultures and/or time periods.

### **MSD.CN.2 Recognize connections between dance and wellness.**

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

### **MSD.CN.3 Demonstrate an understanding of dance as it relates to other area of knowledge.**

- a. Compare and contrast dance to other art forms and subject areas.
- b. Identify career possibilities in dance and dance related fields.
- c. Explore media and technology to learn about dance as an art form.
- d. Use media and technology in dance performance.
- e. Explore personal interests and careers in media, technology, and the arts.

## 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 history and movement sciences as they relate to injury prevention and technical training. Students will participate in informal and/or formal performances with their peers and demonstrate proper dance etiquette in the classroom and in the performance environment.

#### **51.01210**

**Advanced Dance/Grade 7** - Enhances previous course. Students build on knowledge and skills from the 6<sup>th</sup> grade Advanced Dance course. Continued focus on rigor pertaining to dance technique, terminology, and skills through various dance forms with an emphasis on ballet, jazz, and modern. Students participate in informal and formal performances with their peers and demonstrate proper dance etiquette in the classroom and in the performance environment.

#### **51.01310**

**Advanced Dance/Grade 8** - Enhances previous course. Students build on knowledge and skills from 7<sup>th</sup> grade Advanced Dance. Continued focus on rigor pertaining to dance technique, terminology, and skills through various dance forms with an emphasis on ballet, jazz, and modern. Students participate in informal and formal performances with their peers and demonstrate proper dance etiquette in the classroom as well as in the performance environment.

## Creating

### **MSAD.CR.1 Demonstrate an understanding of the choreographic process.**

- a. Apply dance technique to choreography.
- b. Develop versatility through experimentation with various movement approaches (e.g. improvisation, imagery).
- c. Demonstrate and recognize a variety of structures (e.g. AB, ABA, canon, call-response, narrative, contrasting/complementary shapes, symmetry).

### **MSAD.CR.2 Demonstrate an understanding of dance as a form of communication.**

- a. Explore abstract ideas through simple movement in individual and small group study.
- b. Purposefully implement the use of props within choreography.
- c. Understand how theatrical elements (e.g. costuming, lighting) contribute to the meaning



- 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, initiative, and self-discipline when participating in the dance learning and performing environment.
- b. Demonstrate concentration and focus with respect to self and others.
- c. Exhibit initiative in modeling appropriate behaviors and skills as an audience member and dance observer.

### **MSAD.PR.3 Demonstrate the relationship between human anatomy and movement.**

- a. Relate functions of major muscles and bones to the fundamental injury prevention principles for dance.
- b. Identify and apply principles of anatomy to improve muscular strength and endurance, cardiorespiratory endurance, and flexibility.
- c. Recognize the principles of a safe, progressive, sequential order of exercises in a dance technique class (e.g. warm-up and cool down).
- d. Apply the basic principles of alignment and placement to dance technique.

### **MSAD.PR.4 Understand and apply music concepts to dance.**

- a. Apply musical forms (e.g. ABA, fugue, canon) to dance.
- b. Analyze different rhythm structures in music using dance.
- c. Demonstrate musicality through performance and creation of dance.

## **Responding**

**MSAD.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. Compare and contrast multiple choreographed works.
- d. Discuss the experience of performing a choreographed and improvised work.
- e. Propose ways to revise choreography according to established assessment criteria.
- f. Compare and contrast the similarities and differences between observing live and recorded dance performances.
- g. Engage in self-reflection and assessment as creator and performer.

**Connecting**

**MSAD.CN.1 Recognize connections between dance and wellness.**

- a. Practice habits of health, hygiene, and nutrition to enhance dance ability.
- b. Practice elements of personal safety in dance.
- c. Identify the effects of healthy and unhealthy practices in relation to body image and lifestyle choices.

**MSAD.CN.2 Understand and demonstrate dance throughout history and in various cultures.**

- a. Critique performances from at least two different dance genres from various cultures.
- b. Perform two or more folk, social, and/or theatrical dances from history.
- c. Use a variety of resources to share and teach about dance from different cultures or history (e.g. people, books, technology).

**MSAD.CN.3 Demonstrate an understanding of dance as it relates to other area of knowledge.**

- a. Compare and contrast dance to other art forms and subject areas.
- b. Identify career possibilities in dance and dance related fields.
- c. Demonstrate skills in using media and technology to learn about dance as an art form.
- d. Use media and technology in dance performance.



Richard Woods, Georgia's School Superintendent  
*"Educating Georgia's Future"*

# DANCE

## Georgia Standards of Excellence (GSE)

### HIGH SCHOOL Grade 9 – Grade 12

## Advanced Repertory

Levels I-II

### **Course Descriptions:**

#### **51.06300**

**Advanced Repertory Dance I** - This is an intermediate-level dance technique class. Students explore and strengthen intermediate-level dance skills within the traditional format of a technique-based dance class including, but not limited to, ballet, 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. Students explore and strengthen advanced-level dance skills within the traditional format of a technique-based dance class including, but not limited to, ballet, 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).

### Creating

#### **DHSAR.CR.1 Demonstrate an understanding of creative/choreographic principles, processes, and structures.**

- a. Perform famous choreographic works and explore their influences for creation.
- b. Explain how historical modern dance works have influenced current choreographic trends through presentation (e.g. choreography, oral, multi-media).
- c. Investigate the social, historical, and political impact of specific modern dance works.

#### **DHSAR.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 performance.
- b. Identify the use of abstract theme through choreography.

## **Performing**

### **DHSAR.PR.1 Identify and demonstrate movement elements, skills, and terminology in dance.**

- a. Execute technique-based warm-up related to strength, muscular endurance, and flexibility (e.g. flat backs, laterals, contract/release, fall/recovery, high release, spirals, head-tail connection, Bartenieff Fundamentals, plié, tendu, degagé, pirouette, adagio; isolations, cat walks, jazz squares).
- b. Execute principles of technique with clarity and control for classroom and performance.
- c. Execute focus, control, and coordination in performing 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. Understand similarities of movement concepts between dance techniques, and apply appropriate terms and skills for specific movement contexts.

### **DHSAR.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.

### **DHSAR.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 functions of anatomy as they relate to dance styles, and how preparation for different dance techniques vary.
- c. Apply principles of injury prevention for dance techniques to personal practices in preparing for technique class and performance.

### **DHSAR.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**

### **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, hip-hop, 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.**

- a. Compare and contrast the effects of healthy and unhealthy practices in dance.
- b. Identify and explore the capabilities and limitations of the body.
- c. Explore historical and cultural images of the body in dance and compare these to images of the body in contemporary media.
- d. Demonstrate how personal discipline is necessary to achieve success in meeting personal goals.

### **DHSAR.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.
- c. Identify and explore various dance related professions.
- d. Explore the use of media and technology to communicate about and create dance.
- e. Explore media and technological tools to enhance dance performance (e.g. lighting, sound).

## *Applied Anatomy and Kinesiology for Dance*

### **51.06400**

**Course Description:** This course is an introduction to the principles of anatomy and kinesiology in relation to dance as an art form and the development and well-being of the dancer as a performing artist. Emphasis is placed on the structure and function of the muscular and skeletal systems in dance, as well as movement and range of motion through the planes of the body. Movement analysis, injury prevention, conditioning principles, and basic nutrition is covered.

### **Creating**

**DHSAAK.CR.1 Demonstrate an understanding and apply knowledge of kinesiology, somatics, and anatomy in movement.**

- a. Explain and demonstrate the use of self-monitoring methods to refine and improve alignment and technical skills.
- b. Define, describe, and execute functions of anatomy as they relate to dance styles and how preparation for different movement styles differ.
- c. Analyze and apply principles of injury prevention for dance to personal practices in preparing for dance class and performance.
- d. Develop a dance class or training session based on the components of fitness and injury prevention guidelines for safe physical activity.
- e. Identify and relate physical activity guidelines for health and fitness according to both the Surgeon General and the American College of Sports Medicine (e.g. warm-up, fitness phase, cool down).

### **Performing**

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

- a. Demonstrate an understanding of basic dance terminology and technique.
- b. Understand kinesthetic awareness through body parts and isolations, connecting the body to one's kinesphere.
- c. Examine the kinesthetic process used to transfer weight, change direction, and maintain balance.
- d. Analyze the use of the elements of dance in relation to kinesthetic awareness and muscle function.

**DHSAAK.PR.2 Demonstrate an understanding of the relationship between dance as a form**

**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).
- d. Identify and demonstrate aerobic-based training, aerobic efficiency, anaerobic endurance, and anaerobic power.

**Responding**

**DHSAAK.RE.1 Understand and describe how dance as exercise influences the cardiovascular system, skeletal system, and muscular system for both health and performance.**

- a. Explain how the skeletal structure provides support and protection for tissues, and functions with the muscular system to make movements possible.
- b. Recognize all of the movements of the primary joints, the plane and axis in which they occur, and the muscles which produce these actions.

**DHSAAK.RE. 2 Describe, understand, and apply energy system principles (bioenergetics) to the movements of dance.**

- a. Identify the 3 primary metabolic systems (e.g. ATP-PC system, anaerobic glycolysis system, aerobic glycolysis system).
- b. Understand the limitations for energy delivery and utilization in the body through the study of the 3 primary metabolic systems.
- c. Identify neuromuscular foundations of movement, including motor units, neuromuscular junctions, action potentials, and the sequence of those events to produce movements.
- d. Explain motion analysis by identifying muscles that produce movement under analysis, and the type of contraction that occurs (e.g. concentric, eccentric, isometric).



## **Connecting**

### **DHSAAK.CN.1 Recognize connections between dance and wellness.**

- a. Describe the ways that dance promotes strength, health, physical safety, and reduced risk of injury, and employ appropriate strategies for treating, preventing, and recovering from dance injuries.
- b. Assess consequences of personal actions, and commitment and discipline necessary to achieve personal goals in dance.
- c. Identify bones and muscle groups, and describe the ways that alignment, flexibility, and strength contribute to the body's range of motion.
- d. Identify and explain extrinsic and intrinsic motivation.

### **DHSAAK.CN.2 Demonstrate an understanding of dance as it relates to other areas of knowledge.**

- a. Identify and explore various dance related professions (e.g. sports medicine, dance therapy).
- b. Explore the use of media and technology to research the relationship between dance and science.
- c. Research and present one social behavior theory (e.g. Transtheoretical Model of Behavioral Change, Health Belief Model, Social Cognitive Theory, Social Ecological Model) and identify how it applies to dance.

*Ballet*

Levels I-II

**Course Descriptions:**

**51.02100**

**Ballet I** - Introduces basic ballet technique and terminology. Covers placement, turn out, body lines, epaulement, adagio, and allegro skills. Stresses aesthetic perception, creative expression and performance, historical and cultural heritage, and aesthetic judgment and criticism.

**51.02200**

**Ballet II** - Enhances Ballet I skills and terminology. Emphasizes the development and execution of weight placement, alignment, use of rotation, and musicality. Offers opportunities to perform and observe quality dance as an art form.

**Creating**

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

- a. Identify the elements of choreography.
- b. Discuss ways to document dance choreography (e.g. photography, video, writing computer programs).
- c. Manipulate the elements of personal choreography.
- d. Recognize a variety of structures or forms (e.g. AB, ABA, canon, call-response, narrative).

**DHSB.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. Demonstrate the use of theme through movement.

**Performing**

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

## Dance Georgia Standards of Excellence

- 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, control, and coordination in performing combinations through the integration of ballet (e.g. adagio, waltz combinations).
- d. Demonstrate the ability to transfer weight, change direction, and maintain balance (e.g. petite allegro, medium allegro, grande allegro combinations).
- e. Identify ballet vocabulary from codified techniques (e.g. Vaganova, Cecchetti, Bournonville, RAD).
- f. Demonstrate kinesthetic awareness through body parts and isolations, and connect the body to one's kinesphere.

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

### **DHSB.PR.3 Recognize concepts of anatomy and kinesiology in movement.**

- a. Understand and execute principles of major muscles and proper alignment.
- 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 for ballet.

### **DHSB.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**

### **DHSB.RE.1 Demonstrate critical and creative thinking in all aspects of dance.**

## Dance Georgia Standards of Excellence

- 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 goals, focus/concentration).

#### **DHSB.CN.3 Demonstrate an understanding of dance as it relates to other areas of knowledge.**

- a. Compare and contrast ballet to other art forms and subject areas.
- b. Use a variety of resources to investigate and further research ballet.
- c. Identify and explore various dance related professions.
- d. Explore the use of media and technology to communicate about and create dance.
- e. Explore media and technology to enhance dance performance (e.g. lighting, sound).

## Ballet

Level III-V

### **Course Descriptions:**

#### **51.02300**

**Ballet III** - Enhances Ballet II skills and expands terminology. Emphasizes intermediate-level technical skills and use of battu, longer more rigorous combinations, maintaining rotation, and a broader experience of performance opportunities. May include pre-pointe concepts.

#### **51.02400**

**Ballet IV** - Enhances Ballet III skills and expands terminology. Emphasizes advanced-level technical skills including fluidity of movement, technique development, and artistic growth. May include introductory pointe concepts.

#### **51.02500**

**Ballet V** - Enhances Ballet IV skills and expands terminology. Emphasizes advanced-level technical skills including risk taking, artistic growth, individual style, and performance quality. May include pointe concepts.

## Creating

### **DHSADVB.CR.1 Demonstrate an understanding of creative/choreographic principles, processes, and structures.**

- a. Generate original ballet phrases from a variety of sources (e.g. instructor-guided choreography, self-created choreography).
- b. Manipulate ballet 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. Demonstrate and recognize a variety of structures and/or forms (e.g. AB, ABA, cannon, call-response, narrative).

### **DHSADVB.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 ballet.
- b. Identify the use of abstract theme through movement.

## **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. pli , tendu, d gag , 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 in a dynamic movement context without losing focus (e.g. petite allegro, medium allegro, grande allegro, fouette/turns a la second combinations).
- e. Understand similarities of movement concepts between codified techniques (e.g. Vaganova, Cecchetti, Bournonville, Royal Academy of Dance) and apply appropriate terms and skills for specific movement contexts.

### **DHSADVB.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.

### **DHSADVB.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 functions of anatomy as they relate to dance styles, and how preparation for different movement styles differ.
- c. Apply principles of injury prevention for ballet to personal practices in preparing for ballet class and performance.

### **DHSADVB.PR.4 Understand and apply music concepts to dance.**

- a. Synthesize musical concepts with initiative in instructed and created ballet combinations.
- b. Demonstrate initiative in phrasing movements artistically, aesthetically, and musically.

## **Responding**

### **DHSADVB.RE.1 Demonstrate critical and creative thinking in all aspects of dance.**

- a. Critique movement qualities and choreography using the elements of ballet (e.g. spatial design, lines of the body, phraseology).
- b. Observe, critique, analyze, and respond to the quality of ballet performances and compositions, using specified criteria and appropriate ballet terminology.
- c. Compare and contrast multiple choreographed works.
- d. Describe aesthetic qualities particular to ballet.
- e. Propose ways to revise choreography according to established assessment criteria.
- 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**

### **DHSADVB.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. Analyze the development of ballet from the Royal Court through the romantic periods up to contemporary ballet, focusing on the purpose of dance, dance genres, artistic conflicts and resolutions, significant contributors, and innovations.
- f. Execute movement from various cultural dance genres.

### **DHSADVB.CN.2 Recognize connections between dance and wellness.**

- a. Compare and contrast the effects of healthy and unhealthy practices in dance.
- b. Identify and explore the capabilities and limitations of the body.
- c. Explore historical and cultural images of the body in dance and compare these to images of the body in contemporary media.
- d. Demonstrate how personal discipline is necessary to achieve success in meeting personal goals.

### **DHSADVB.CN.3 Demonstrate an understanding of dance as it relates to other areas of knowledge.**

- a. Compare and contrast ballet to other art forms.

## Dance Georgia Standards of Excellence

- 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 ballet.
- e. Demonstrate skill in the use of media and technology related to ballet (e.g. lighting, sound).



## *Classical/Contemporary Partnering*

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 build new repertory for the classical ballet genre. The contemporary work introduces weight sharing and equally and unequally distributed weight lifts, finally exploring various points of attachment to create new components.

#### **51.06510**

**Classical/Contemporary Partnering II** - Enhances previous course. A continuation of skill development focuses on building beginner to intermediate partnering elements of classical and contemporary partnering vernacular. For the classical work, dancers are paired by height and focus on multiple and combination promenades, turns, and lifts. Course covers longer partnering combinations to build new repertory for the classical ballet genre. The contemporary work focuses on beginner weight sharing and equally and unequally distributed weight lifts, finally using improvisation to create new elements to generate and develop new repertory and styles movement vocabulary.

### **Creating**

#### **DHSCCP.CR.1 Demonstrate an understanding of creative/choreographic principles, processes, and structures.**

- a. Identify and explore the elements of choreography.
- b. Discuss ways to document partnering choreography (e.g. photography, video, writing computer programs).
- c. Demonstrate the use of choreographic form through short combinations.
- d. Explore manipulating personal and structured dance combinations with a partner.
- e. Recognize and demonstrate a variety of structures and/or forms (e.g. AB, ABA, cannon, call-response, narrative).

#### **DHSCCP.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. Demonstrate the use of theme through movement.

## **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 axial movements.
- d. Demonstrate kinesthetic awareness through body parts and isolations, and connect the body to one's kinesphere.
- e. Demonstrate the ability to transfer weight, change direction, and maintain balance.
- f. Identify dance vocabulary from codified techniques.

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

### **DHSCCP.PR.3 Recognize concepts of anatomy and kinesiology in movement.**

- a. Understand and execute principles of major muscles and proper alignment.
- 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 for ballet.

### **DHSCCP.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**

### **DHSCCP.RE.1 Demonstrate critical and creative thinking in all aspects of dance.**

## Dance Georgia Standards of Excellence

- 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 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).

#### **DHSCCP.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.
- c. Identify and explore various dance related professions.

## *Classical/Contemporary Partnering*

Levels III-IV

### **Course Descriptions:**

#### **51.06520**

**Classical/Contemporary Partnering III** - Enhances previous course. A continuation of skill development focuses on exploring intermediate to advanced partnering elements of classical and contemporary partnering vernacular. For the classical work, dancers are paired by height and focus on intermediate promenades, turns, and lifts. The course covers shortened pas de deux repertory from the classical ballet genre. The contemporary work focuses on intermediate weight sharing and equally and unequally distributed weight lifts, finally using self-developed vocabulary to generate and develop new repertory and styles. Dancers will hone skills in strength, balance, and physical stamina.

#### **51.06530**

**Classical/Contemporary Partnering IV** - Enhances previous course. A continuation of skill development focuses on exploring more demanding partnering elements of classical and contemporary partnering vernacular. For the classical work, dancers are paired by height and focus on advanced promenades, advanced turns, and advanced lifts. The course covers full length pas de deux repertory from the classical ballet genre. The contemporary work will focus on advanced weight sharing and equally and unequally distributed weight lifts, finally using self-developed vocabulary to generate and develop new repertory and styles. Dancers will hone skills in strength, balance and physical stamina.

### **Creating**

#### **DHSCCPADV.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 and notation using long combinations.
- e. Manipulate structured personal and structured group combinations to create a formal dance work.

## Dance Georgia Standards of Excellence

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

### **DHSCCPADV.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**

### **DHSCCPADV.PR.1 Identify and demonstrate movement elements, skills, and terminology in dance.**

- a. Execute an intermediate/advanced technique based warm up (e.g. ballet, modern, jazz, tap, world dance) related to strength, muscular endurance, and flexibility.
- b. Execute intermediate/advanced principles of dance technique with precision for classroom 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.

### **DHSCCPADV.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.

### **DHSCCPADV.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.

## Dance Georgia Standards of Excellence

- 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.

### **DHSCCPADV.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**

### **DHSCCPADV.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 established assessment criteria.
- 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**

### **DHSCCPADV.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.

## Dance Georgia Standards of Excellence

### **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.

## Dance Composition

### **51.05200**

**Course Description:** Introduces dance composition covering methods to identify and execute the basic principles of composition (e.g. improvisation, use of movement qualities, musical forms, design, production elements). Concentrates on the development of themes and performance of multiple phrase compositions for individuals and groups. Emphasizes individual creativity and use of choreographic tools.

### Creating

**DHSDC.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, pre-choreographic statement of intent).
- b. Manipulate movement phrases using the elements of choreography.
- c. Demonstrate various choreographic forms through both personal and group choreography (e.g. solo, duets, small group, large ensembles).
- d. Demonstrate the use of choreographic form and notation using long combinations.
- e. Manipulate structured personal and structured group combinations to create a formal dance work (e.g. solo, duets, small group, large ensembles).
- f. Demonstrate a variety of structures or forms (e.g. AB, ABA, cannon, call-response, narrative).

**DHSDC.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

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

- a. Execute an intermediate/advanced technique based warm up (e.g. ballet, modern, jazz, tap, world dance) related to strength, muscular endurance, and flexibility.
- b. Execute intermediate/advanced principles of dance technique with precision for classroom and performance.



## Dance Georgia Standards of Excellence

- 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 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.

### **DHSDC.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.

### **DHSDC.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**

### **DHSDC.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.

## Dance Georgia Standards of Excellence

- 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 current trends in the global dance environment.
- c. Understand how technology can reinforce, enhance, and/or alter the dance concept and performance setting.

## *Dance for Theatre*

### **51.06600**

**Course Description:** Covers basic dance concepts and terminology vital for theatre specific dance development and growth. Students gain an understanding of introductory level movement skills in ballet, modern, and jazz dance techniques as applied to stage and theatre production performance.

### **Creating**

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

- a. Identify the elements of choreography.
- b. Discuss ways to document dance choreography (e.g. photography, video, writing computer programs).
- c. Manipulate the elements of personal choreography.
- d. Recognize a variety of structures and/or forms (e.g. AB, ABA, cannon, call-response, narrative).

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

- a. Recognize how choreographic structure is used to communicate meaning in a dance.
- b. Demonstrate the use of theme through movement.

### **Performing**

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

- a. Execute an introductory level technique-based warm-up in ballet, modern, and jazz dance 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 introductory level combinations of locomotor and axial movements.
- d. Demonstrate kinesthetic awareness through body parts and isolations, and connect the body to one's kinesphere.
- e. Demonstrate the ability to transfer weight, change direction, and maintain balance.
- f. Identify dance vocabulary from codified techniques.

**DHSDT.PR.2 Understand and model dance etiquette as a classroom participant,**

## Dance Georgia Standards of Excellence

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

### **DHSDT.PR.3 Recognize concepts of anatomy and kinesiology in movement.**

- a. Understand major muscles involved in external rotation (turn-out), and important related alignment principles involved in its 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 for dance.

### **DHSDT.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**

### **DHSDT.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 the basis of established criteria.
- c. Engage in self-reflection and self-assessment as creator and performer.

## **Connecting**

### **DHSDT.CN.1 Understand and demonstrate dance throughout history in regard to theater production.**

- a. Describe the similarities and differences in dance movements from various theater productions.
- b. Describe how other arts disciplines are integrated into dance performances.

## Dance Georgia Standards of Excellence

### **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.
- c. Explore the use of media and technology to communicate about and create dance.
- d. Explore media and technological tools to enhance dance performance (e.g. lighting, sound).

## Dance History

### **51.05100**

**Course Description:** Introduces the history of dance, covering origins and cultural growth of dance in various societies and time periods, culminating in the modernization of current dance.

### **Creating**

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

- a. Identify the elements of choreography.
- b. Discuss ways to document dance choreography (e.g. photography, video, writing computer programs).
- c. Recognize a variety of structures and/or forms (e.g. AB, ABA, canon, call-response, narrative).

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

- a. Use dance structures, musical forms, theatrical elements, and technology to create original works (e.g. create a modern dance, write a ballet storyline, create presentation).
- b. Notate dances using a variety of systems (e.g. labanotation, motif writing, personal systems).
- c. Identify the use of various themes in movement.

### **Performing**

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

- a. Demonstrate an understanding of basic dance terminology and technique (e.g. plié, tendu, dégagé, passé, flat back, lateral, roll down, contract/release, fall/recovery, pirouette).
- b. Identify and understand dance vocabulary from multiple codified techniques (e.g. French, Cecchetti, Vaganova, Graham, Horton, Cunningham, Fosse, Luigi, Giordano).

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

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

## **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.

## Dance

### Level I

#### **51.05300**

**Course Description:** Introduces students to basic dance knowledge in order to develop coordination, flexibility, and strength while acquiring technical skills in preparation for further dance study. Students explore the role of dance in various cultures, and observe and critique dance performances using specified criteria and appropriate dance terminology.

### Creating

**DHSD1.CR.1 Demonstrate an understanding of creative/choreographic principles, processes, and structures.**

- a. Identify the elements of choreography.
- b. Discuss ways to document dance choreography (e.g. photography, video, writing computer programs).
- c. Manipulate the elements of personal choreography.
- d. Recognize a variety of structures and/or forms (e.g., AB, ABA, canon, call-response, narrative).

**DHSD1.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. Demonstrate the use of theme through movement.

### Performing

**DHSD1.PR.1 Identify and demonstrate movement elements, skills, and terminology in dance.**

- a. Execute an introductory level technique-based warm-up such as ballet, modern, jazz, tap, and world dance 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 introductory level combinations of locomotor and axial movements.
- d. Demonstrate kinesthetic awareness through body parts and isolations, and connect the body to one's kinesphere.
- e. Demonstrate the ability to transfer weight, change direction, and maintain balance.
- f. Identify dance vocabulary from codified techniques.



**DHSD1.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 initiative in modeling appropriate behaviors and skills as an audience member and dance observer, and understand the role of an arts patron.

**DHSD1.PR.3 Recognize concepts of anatomy and kinesiology in movement.**

- a. Understand and execute major muscle principles and proper alignment.
- 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 for dance.

**DHSD1.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**

**DHSD1.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 the basis of formal established criteria.
- c. Engage in self-reflection and self-assessment as creator and performer.

**Connecting**

**DHSD1.CN.1 Understand and demonstrate dance throughout history and in various cultures.**

- a. Describe the similarities and differences in dance movement from various cultures and forms.
- b. Describe how other arts disciplines are integrated into dance performances.

## Dance Georgia Standards of Excellence

- 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 how dance builds physical and emotional well-being (e.g. positive body imaging, physical goals, creative goals, focus/concentration).

### **DHSD1.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 dance history and various cultures.
- b. Use a variety of resources to investigate dance genres.
- c. Identify and explore various dance related professions.
- d. Explore the use of media and technology to communicate about and create dance.
- e. Explore media and technological tools to enhance dance performance (e.g. lighting, sound).

## 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 techniques, public performance techniques, and choreographic concepts. Students study dance analysis, dance history, and movement sciences as they relate to injury prevention and technical training.

### Creating

**DHSD2.CR.1 Demonstrate an understanding of creative/choreographic principles, processes, and structures.**

- a. Explore the elements of choreography.
- b. Use technology or software to record a dance and/or phrase.
- c. Demonstrate the use of choreographic form through short combinations.
- d. Manipulate personal and structured dance combinations.
- e. Demonstrate and recognize a variety of structures and/or forms (e.g. AB, ABA, cannon, call-response, narrative).

**DHSD2.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. Demonstrate the use of various themes through movement.

### Performing

**DHSD2.PR.1 Identify and demonstrate movement elements, skills, and terminology in dance.**

- a. Execute a beginner technique-based warm-up such as ballet, modern, jazz, tap, and world dance related to strength, muscular endurance, and flexibility.
- b. Execute beginner principles of dance technique with clarity and control for classroom and performance.
- c. Execute focus, control, and coordination in performing beginner combinations through the integration of dance elements.
- d. Execute the transfer of weight and change of direction while maintaining balance.
- e. Understand dance vocabulary from codified techniques.

**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 the basis of established criteria.
- c. Defend a choreographic work.
- d. Observe and respond to dance compositions.
- e. Discuss and identify aesthetic qualities particular to various styles of dance.
- f. Engage in self-reflection and self-assessment as creator and performer.

**Connecting**

**DHSD2.CN.1 Understand and demonstrate dance throughout history and in various**

## Dance Georgia Standards of Excellence

### **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 connections between dance and wellness.**

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

### **DHSD2.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 dance and other subject areas.
- c. Identify career possibilities in dance and dance related fields.
- d. Demonstrate ability to use media and technology to communicate about and create dance as an art form.
- e. Explore the use of media and technology to research dance in culture and history.
- f. Demonstrate ability to use media and technology tools related to dance performance (e.g. light and sound).

## Dance

### Level III

#### **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-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. Demonstrate and recognize a variety of structures or forms (e.g. AB, ABA, canon, call-response, narrative).

### **DHSD3.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 the use of abstract theme through movement.

## Performing

### **DHSD3.PR.1 Identify and demonstrate movement elements, skills, and terminology in dance.**

- a. Execute an intermediate technique-based warm-up related to strength, muscular endurance, and flexibility.
- b. Execute intermediate principles of dance technique with clarity and control for classroom and performance.
- c. Execute focus, control, and coordination in performing intermediate combinations through the integration of dance elements.

## Dance Georgia Standards of Excellence

- 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.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.

### **DHSD3.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 functions of anatomy as they relate to dance styles, and how preparation for different movement styles vary.
- c. Apply principles of injury prevention for dance to personal practices in preparing for dance class and performance.

### **DHSD3.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**

### **DHSD3.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 aesthetic qualities particular to various styles of dance.
- e. Propose ways to revise choreography according to established assessment criteria.

## Dance Georgia Standards of Excellence

- 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. 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. Execute movement from various cultural dance genres.

#### **DHSD3.CN.2 Recognize connections between dance and wellness.**

- a. Compare and contrast the effects of healthy and unhealthy practices in dance.
- b. Identify and explore the capabilities and limitations of the body.
- c. Explore historical and cultural images of the body in dance and compare these images to images of the body in contemporary media.
- d. Demonstrate how personal discipline is necessary to achieve success in meeting personal goals.

#### **DHSD3.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 dance and other subject areas.
- c. Identify career possibilities in dance and dance related fields.
- d. Utilize technological tools to discover current trends in the global dance environment.
- e. Demonstrate skill in the use of media and technology related to dance performance (e.g. lighting, sound).



## Dance

### Level IV

#### **51.05600**

**Course Description:** Enhances previous course. Refines knowledge of the elements of movement, dance history, and dance analysis, and hones skills in choreography and performance techniques, focusing on artistry and individuality.

## Creating

### **DHSD4.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 and notation using long combinations.
- e. Manipulate structured personal and group combinations to create a formal dance work.
- f. Demonstrate a variety of structures or forms (e.g. AB, ABA, canon, call-response, narrative).

### **DHSD4.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

### **DHSD4.PR.1 Identify and demonstrate movement elements, skills, and terminology in dance.**

- a. Execute an advanced technique-based warm-up such as ballet, modern, jazz, tap, and world dance related to strength, muscular endurance, and flexibility.
- b. Execute advanced principles of dance technique with precision for classroom and performance.
- c. Execute focus, control, and coordination in performing complex combinations through the integration of dance elements.

## Dance Georgia Standards of Excellence

- 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.

### **DHSD4.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.

### **DHSD4.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.

### **DHSD4.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**

### **DHSD4.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.

## Dance Georgia Standards of Excellence

- e. Propose ways to revise choreography according to established assessment criteria.
- 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

#### **DHSD4.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, styles, artistic conflicts and resolutions, significant contributors, and innovations.
- e. Execute movement from various cultural dance genres.

#### **DHSD4.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.

#### **DHSD4.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 current trends in the global dance environment.
- c. Understand how technology can reinforce, enhance, and/or alter the dance concept and performance setting.

## *Dance Production*

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 the use of specific elements with a logical argument.

## **Performing**

### **DHSDP.PR.1 Identify and demonstrate movement elements, skills, and terminology in dance.**

- a. Execute an advanced technique based warm up such as ballet, modern, jazz, tap, and world dance related to strength, muscular endurance, and flexibility.
- b. Execute advanced principles of dance technique with precision for classroom 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.

### **DHSDP.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.

### **DHSDP.PR.3 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**

### **DHSDP.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.

## Dance Georgia Standards of Excellence

- e. Propose ways to revise choreography according to established assessment criteria.
- 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**

#### **DHSDP.CN.1 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 current trends in the global dance environment.
- c. Understand how technology can reinforce, enhance, and/or alter the dance concept and performance setting.

## Jazz Dance

Levels I-II

### **Course Descriptions:**

#### **51.03100**

**Jazz Dance I** - Introduces basic jazz techniques and terminology including body isolations, core strength, syncopated rhythms, and polyrhythms. Emphasizes aesthetic perception, creative expression, and performance. Course study includes historical and cultural heritage and a focus on aesthetic judgment and criticism.

#### **51.03200**

**Jazz Dance II** - Enhances previous course. Enhances Jazz I skills and terminology including combinations of jazz technique skills, complex rhythms, longer phrases, and specific techniques.

### Creating

#### **DHSJD.CR.1 Demonstrate an understanding of creative/choreographic principles, processes, and structures.**

- a. Identify the elements of choreography.
- b. Discuss ways to document dance choreography (e.g. photography, video, writing computer programs).
- c. Manipulate the elements of personal choreography.
- d. Recognize a variety of structures or forms (e.g. AB, ABA, canon, call-response, narrative).

#### **DHSJD.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. Demonstrate the use of theme through movement.

### Performing

#### **DHSJD.PR.1 Identify and demonstrate movement elements, skills, and terminology in dance.**

- a. Execute a warm-up that is jazz dance specific, related to strength, muscular endurance, and flexibility.

## Dance Georgia Standards of Excellence

- 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 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 jazz.

### **DHSJD.PR.4 Understand and apply music concepts to dance.**

- a. Investigate syncopation, polyrhythms counterpoint, and call-response within instructed and created jazz specific phrases.
- b. Phrase movements artistically, aesthetically, and musically.

## **Responding**

### **DHSJD.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 the basis of established criteria.
- c. Engage in self-reflection and self-assessment as creator and performer.



## **Connecting**

### **DHSJD.CN.1 Understand and demonstrate dance throughout history and in various cultures.**

- a. Describe the similarities and differences in jazz techniques and movement from various cultures and forms.
- b. Describe how other dance genres are integrated into jazz dance performances.
- c. Identify and explore various jazz dance genres and innovations throughout history (e.g. jazz funk, Broadway, musical theatre, contemporary jazz).

### **DHSJD.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).

### **DHSJD.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 history.
- b. Use a variety of resources to investigate dance genres.
- c. Identify and explores various dance related professions.
- d. Explore the use of media and technology to self-assess, critique, and communicate about dance.

## Jazz Dance

Levels III-IV

### **Course Descriptions:**

#### **51.03300**

**Jazz Dance III** - Enhances previous course. Enhances Jazz II skills and terminology. Emphasizes intermediate-level technical skills including increased tempo, increased elevation, a further expansion of jazz vocabulary, and a broader experience of performance opportunities.

#### **51.03400**

**Jazz Dance IV** - Enhances previous course. Enhances Jazz III skills and terminology. Emphasizes advanced-level technical skills including risk taking, artistic growth, individual style, and performance quality. Further expansion of jazz vocabulary, improvisation, and a broader experience of performance opportunities.

### Creating

#### **DHSJDADV.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 and notation using long combinations.
- e. Manipulate structured personal and structured group combinations to create a formal dance work.
- f. Demonstrate a variety of structures or forms (e.g. AB, ABA, canon, call-response, narrative).

#### **DHSJDADV.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**

### **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.
- b. 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.

### **DHSJDADV.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.

### **DHSJDADV.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.

### **DHSJDADV.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**

### **DHSJDADV.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 established assessment criteria.
- 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**

### **DHSJDADV.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.

### **DHSJDADV.CN.2 Recognize connections between dance and wellness.**

- a. Communicate how lifestyle choices effect 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.

### **DHSJDADV.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.

## Dance Georgia Standards of Excellence

- b. Utilize technological tools to educate and advocate current trends in the global 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 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).

## Dance Georgia Standards of Excellence

- 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.**

## Dance Georgia Standards of Excellence

- 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.



## Dance Georgia Standards of Excellence

- 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-modern, contemporary).

### Creating

**DHSMOD1.CR.1 Demonstrate an understanding of creative/choreographic principles, processes, and structures.**

- a. Identify the elements of choreography.
- b. Discuss ways to document dance choreography (e.g. photography, video, writing computer programs).
- c. Manipulate the elements of personal choreography.
- d. Recognize a variety of structures and/or forms (e.g. AB, ABA, canon, call-response, narrative).

**DHSMOD1.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. Demonstrate the use of theme through movement.

### Performing

**DHSMOD1.PR.1 Identify and demonstrate movement elements, skills, and terminology in dance.**

- a. Execute an introductory-level modern-based warm-up related to strength, muscular endurance, and flexibility (e.g. flat backs, roll downs, contract/release, fall/recovery).
- b. Demonstrate an understanding of basic modern dance terminology and technique.
- c. Develop focus, control, and coordination in performing introductory-level combinations of locomotor and axial movements.
- d. Demonstrate kinesthetic awareness through body parts and isolations, and connect the body to one's kinesphere.

## Dance Georgia Standards of Excellence

- 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.
- 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 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.**

- 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.

**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.

## Modern Dance

### Level II

#### **51.04200**

**Course Description:** Enhances previous course. Emphasizes complex rhythms, movement combinations, longer phrases, and transitions. Develops skills in contract and release, fall and recovery, and improvisation. Offers performing and observation opportunities.

### Creating

**DHSMOD2.CR.1 Demonstrate an understanding of creative/choreographic principles, processes, and structures.**

- a. Explore the elements of choreography.
- b. Use technology or software to record a modern dance or phrase.
- c. Demonstrate the use of choreographic form through short combinations.
- d. Manipulate personal and structured dance combinations.
- e. Demonstrate and recognize a variety of structures or forms (e.g. AB, ABA, canon, call-response, narrative).

**DHSMOD2.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. Demonstrate the use of various themes through movement.

### Performing

**DHSMOD2.PR.1 Identify and demonstrate movement elements, skills, and terminology in dance.**

- a. Execute a beginner modern-based warm-up related to strength, muscular endurance, and flexibility (e.g. flat backs, laterals, roll downs, contract/release, fall/recovery, Bartenieff fundamentals).
- b. Execute beginner principles of modern dance technique with clarity and control for classroom and performance.
- c. Execute focus, control, and coordination in performing beginner modern combinations through the integration of modern dance elements.
- d. Execute the transfer of weight and change direction while maintaining balance.
- e. Understand dance vocabulary from modern techniques.

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

**Responding**

**DHSMOD2.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 modern dances on the basis of established criteria.
- c. Defend a modern dance work.
- d. Observe and respond to modern dance compositions.
- e. Discuss and identify aesthetic qualities particular to various modern dance techniques.
- f. Engage in self-reflection and self-assessment as creator and performer.

**Connecting**

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

## Dance Georgia Standards of Excellence

### **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 commonalities of essential concepts shared between modern dance and other subject areas.
- c. Identify and evaluate the contributions and integration of other arts disciplines in modern dance performance.
- d. Demonstrate ability to use media and technology to communicate about and create modern dance as an art form.

## 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 (e.g. AB, ABA, canon, call-response, narrative).

**DHSMOD3.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 the use of abstract theme through modern dance movement.

### Performing

**DHSMOD3.PR.1 Identify and demonstrate movement elements, skills, and terminology in dance.**

- a. Execute an intermediate-level modern-based warm-up related to strength, muscular endurance, and flexibility (e.g. flat backs, laterals, contract/release, fall/recovery, high release, spirals, head-tail connection, Bartenieff Fundamentals).
- b. Execute intermediate principles of modern dance technique with clarity and control for classroom and performance.
- c. Execute focus, control, and coordination in performing intermediate combinations through the integration of modern dance elements.



## Dance Georgia Standards of Excellence

- 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 modern dance techniques, and apply appropriate terms and skills for specific movement contexts.

### **DHSMOD3.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.

### **DHSMOD3.PR.3 Recognize concepts of anatomy and kinesiology in movement.**

- a. Exhibit use of self-monitoring methods to refine and improve alignment and modern dance technical skills.
- b. Define, describe, and execute functions of anatomy as they relate to modern dance styles, and how preparation for different modern dance techniques differ.
- c. Apply principles of injury prevention for modern dance to personal practices in preparing for modern dance class and performance.

### **DHSMOD3.PR.4 Understand and apply music concepts to dance.**

- a. Synthesize musical concepts with self-initiation in instructed and created modern dance movements and phrases.
- b. Demonstrate initiative in phrasing modern movements artistically, aesthetically, and musically.

## **Responding**

### **DHSMOD3.RE.1 Demonstrate critical and creative thinking in all aspects of dance.**

- a. Critique modern dance qualities and choreography using the elements of modern dance (e.g. spatial design, variety, contrast, clear structure).
- b. Observe, critique, analyze, and respond to the quality of modern dance performances and compositions using specified criteria and appropriate modern dance terminology.
- c. Compare and contrast multiple modern dance works.
- d. Describe aesthetic qualities particular to various modern dance techniques.

## Dance Georgia Standards of Excellence

- e. Propose ways to revise modern dance choreography according to 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 modern dance performances.

### **Connecting**

#### **DHSMOD3.CN.1 Understand and demonstrate dance throughout history and in various cultures.**

- a. Analyze the role and significance of modern dance in social, historical, cultural, and political contexts.
- b. Execute movement from various modern dance techniques.

#### **DHSMOD3.CN.2 Recognize connections between dance and wellness.**

- a. Compare and contrast the effects of healthy and unhealthy practices in modern dance.
- b. Identify and explore the capabilities and limitations of the body.
- c. Explore historical and cultural images of the body in modern dance and compare them to images of the body in contemporary media.
- d. Demonstrate how personal discipline is necessary to achieve success in meeting personal goals.

#### **DHSMOD3.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 commonalities of essential concepts shared between modern dance and other subject areas.
- c. Identify career possibilities in modern dance and dance related fields.

## 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.
- d. 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, canon, 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, and flexibility (e.g. flat backs, laterals, roll downs, contract/release, fall/recovery, high release, spirals, head-tail connections, Bartenieff Fundamentals).
- b. Execute advanced principles of modern dance technique with precision for classroom and performance.

## Dance Georgia Standards of Excellence

- 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 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 modern dance.

### **DHSMOD4.PR.4 Understand and apply music concepts to dance.**

- a. Synthesize musical concepts with self-initiation in instructed and created modern dance movements and phrases.
- b. Demonstrate initiative in modern dance phrasing movements artistically, aesthetically, and musically.

## **Responding**

### **DHSMOD4.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).

## Dance Georgia Standards of Excellence

- b. Observe, critique, analyze, and respond to the quality of modern dance performances and compositions using specified criteria and appropriate dance terminology.
- c. Compare and contrast multiple modern dance works.
- d. Describe and demonstrate aesthetic qualities particular to modern dance.
- e. Propose ways to revise modern dance choreography according to established assessment criteria.
- 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**

#### **DHSMOD4.CN.1 Understand and demonstrate dance throughout history and in various cultures.**

- a. Analyze the role and significance of modern dance in social, historical, cultural, and political contexts.
- b. Analyze dance styles of important twentieth/twenty-first century modern dance choreographers.
- c. Understand similarities and differences between various modern dance techniques.
- d. Evaluate the development of modern dance during the twentieth/twenty-first century, focusing on purpose, genres, styles, artistic conflicts and resolutions, significant contributors, and innovations.

#### **DHSMOD4.CN.2 Recognize connections between dance and wellness.**

- a. Communicate how lifestyle choices affect the modern dancer.
- b. Analyze the historical and cultural images of the body in modern 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 modern dance goals.

#### **DHSMOD4.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.

## *Music for Dancers*

Levels I-II

### **Course Descriptions:**

#### **51.06700**

**Music for Dancers I** - Introduces the elements of music that most closely relate to dance practice through the study of music theory, history, and compositional approaches. Through this study, students will explore musical form in relation to dance, diverse musical styles including Western and Non-western cultural practices, the effect of musical style on dance movement, contextual and critical perspectives in relation to musical style, and awareness of musicality in dance practice. Additional focus on working creatively with choreographic studies based on the musical genres and theories studied in class.

#### **51.06710**

**Music for Dancers II** – Enhances previous course. Elaborates on the elements of music that most closely relate to dance practice through the study of music theory, history, and compositional approaches. Continued exploration of musical form in relation to dance, diverse musical styles including Western and Non-western cultural practices, the effect of musical style on dance movement, contextual and critical perspectives in relation to musical style, and awareness of musicality in dance practice. Additional focus on developing an accompaniment ensemble that can function as the music for a complete dance class.

### **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. Recognize and identify how music is used to communicate or enhance a theme in dance.
- b. Create music individually and collaboratively with a group using basic techniques (e.g. percussion, voice, body percussion) in pre-planned or improvisational settings.

## Dance Georgia Standards of Excellence

- c. Create a dance phrase paired with a different musical phrase and assess the experience.

### **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.**

- a. Analyze dance works and their accompaniment from a variety of dance genres and styles, and explain how their relationships create well-structured and meaningful partnerships.

## Dance Georgia Standards of Excellence

- b. Describe in music terms (e.g. tempo, dynamics, texture) a musical composition, and relate it to the style, mood, and content of a dance 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 pre-recorded 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).



## *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 goal of the class is to increase dance awareness to the public by performing for the extended community at large. The group will function as a self-governing entity with preparation for a professional dance occupation as a member of a dance company.

#### **51.06810**

**Performance Ensemble II** - Enhances previous course. Focuses on managerial and leadership skills with an emphasis on choreographing student generated works to be presented in varied settings (e.g. traditional stages, site-specific works, younger audiences, assisted living communities). Class familiarizes students with logistics and time management, becoming leaders/directors of the performance ensemble class, and prepares students for a professional dance occupation as director of a dance company.

### **Creating**

#### **DHSPE.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, canon, call-response, narrative).

#### **DHSPE.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 the use of abstract theme through movement.

## **Performing**

### **DHSPE.PR.1 Identify and demonstrate movement elements, skills, and terminology in dance.**

- a. Execute an intermediate technique-based warm-up related to strength, muscular endurance, and flexibility.
- b. Execute intermediate principles of dance technique with clarity and control for classroom and performance.
- c. Execute focus, control, and coordination in performing intermediate 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. Understand similarities of movement concepts between codified techniques, and apply appropriate terms and skills for specific movement contexts.

### **DHSPE.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.

### **DHSPE.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 functions of the anatomy as it relates to dance styles, and how preparation for different movement styles differ.
- c. Define and describe functions of the anatomy as they relate to dance styles, and how preparation for different movement styles differ.
- d. Apply principles of injury prevention for dance to personal practices in preparing for dance class and performance.

### **DHSPE.PR.4 Understand and apply music concepts to dance.**

## Dance Georgia Standards of Excellence

- 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 compositions using specified criteria and appropriate dance terminology.
- c. Compare and contrast multiple choreographed works.
- d. Describe aesthetic qualities particular to various styles of dance.
- e. Propose ways to revise choreography according to established assessment criteria.
- 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**

#### **DHSPE.CN.1 Understand and demonstrate dance throughout history and in various cultures.**

- a. Analyze the role and significance of modern dance in social, historical, cultural, and political contexts.
- b. Execute movement from various modern dance techniques.

#### **DHSPE.CN.2 Recognize connections between dance and wellness.**

- a. Compare and contrast the effects of healthy and unhealthy practices in dance.
- b. Identify and explore the capabilities and limitations of the body.
- c. Explore historical and cultural images of the body in dance and compare these images to images of the body in contemporary media.
- d. Demonstrate how personal discipline is necessary to achieve success in meeting personal goals.

#### **DHSPE.CN.3 Demonstrate an understanding of dance as it relates to other areas of knowledge.**

- a. Compare and contrast dance to other art forms.

## Dance Georgia Standards of Excellence

- 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 trends in the global dance environment.
- e. Demonstrate skill in the use of media and technology related to dance performance (e.g. lighting, sound).

## Pointe/Variations

Levels I-II

### **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. Recognize how the use of choreographic structure is used to communicate meaning in ballet.
- b. Identify the use of abstract theme through movement.
- c. Demonstrate the use of props as an extension of theme.

## Performing

### **DHSPV.PR.1 Identify and demonstrate movement elements, skills, and terminology in dance.**

## Dance Georgia Standards of Excellence

- a. Execute an intermediate to advanced technique-based ballet barre related to strength, muscular endurance, and flexibility (eg. plie, tendu, dégagé, rond de jambe, frappe, fondu, petite battement, adage, grand battement combinations).
- b. Execute intermediate to advanced 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 to 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. petite allegro, medium allegro, grande allegro, fouette/turns a la seconde combinations).
- e. Understand similarities of movement concepts between codified techniques (e.g. Vaganova, Cecchetti, Bournonville, Royal Academy of Dance, and apply appropriate terms and skills for specific movement contexts).

### **DHSPV.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.

### **DHSPV.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 functions of the anatomy as they relate to dance styles, and how preparation for different movement styles differ.
- c. Apply principles of injury prevention for ballet to personal practices in preparing for ballet class and performance.
- d. Engage in self-directed learning strategies to increase accuracy, precision, artistry, and expressiveness.

### **DHSPV.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**

### **DHSPV.RE.1 Demonstrate critical and creative thinking in all aspects of dance.**

- a. Critique movement qualities and choreography using the elements of ballet (e.g. spatial design, lines of the body, and phraseology).
- b. Observe, critique, analyze, and respond to the quality of ballet performances and compositions using specified criteria and appropriate ballet terminology.
- c. Compare and contrast multiple choreographed works.
- d. Describe aesthetic qualities particular to ballet.
- e. Propose ways to revise choreography according to established assessment criteria.
- 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**

### **DHSPV.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. Analyze the development of ballet from the Royal Court through the romantic periods up to contemporary ballet, focusing on the purpose of dance, dance genres, artistic conflicts and resolutions, significant contributors, and innovations.
- f. Execute movement from various cultural dance genres.

### **DHSPV.CN.2 Recognize connections between dance and wellness.**

- a. Communicate how lifestyle choices affect the dancer.
- b. Compare and contrast the effects of healthy and unhealthy practices in dance.
- c. Identify and explore the capabilities and limitations of the body.
- d. Analyze the historical and cultural images of the body in dance and compare these to images of the body in contemporary media.
- e. Discuss challenges facing a performer in maintaining a healthy lifestyle.
- f. Assess consequences of personal actions, and commitment and discipline necessary to achieve dance goals.

**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 in the use of media and technology related to ballet (e.g. lighting, sound).



*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, canon, 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.
- b. Demonstrate an understanding of world dance terminology and technique.
- c. Develop focus, control, and coordination in world dance technique.
- d. Demonstrate kinesthetic awareness through body parts and isolations, and connects the body to one's kinesphere.
- e. Demonstrate the ability to transfer weight, change direction, and maintain balance.

### **DHSWDF.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 world dance learning environment.
- b. Exhibit initiative in modeling appropriate behaviors and skills as an audience member and dance observer, and understand the role of an arts patron.

### **DHSWDF.PR.3 Recognize concepts of anatomy and kinesiology in movement.**

- a. Understand major muscles involved in world dance technique.
- b. Recognize that proper technique facilitates efficiency of movement.

## Dance Georgia Standards of Excellence

- 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 rhythmic patterns appropriate for world dance forms.
- b. Phrase movements artistically, aesthetically, and musically.

## **Responding**

### **DHSWDF.RE.1 Demonstrate critical and creative thinking in all aspects of dance.**

- a. Critique movement qualities using the elements for world dance forms.
- b. Engage in self-reflection and self-assessment as participant and performer.

## **Connecting**

### **DHSWDF.CN.1 Understand and demonstrate dance throughout history and in various cultures.**

- a. Describe the similarities and differences within various contemporary dance techniques.

### **DHSWDF.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 (positive body imaging, physical goals, creative goals, focus/concentration).

### **DHSWDF.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 history.
- b. Use a variety of resources to investigate dance genres.
- c. Identify and explore various dance related professions.
- d. Explore the use of media and technology to self-assess, critique, and communicate about world dance.