

# Georgia Performance Standards Fine Arts

**GRADES 9-12**

**DANCE – LEVEL 3 (III)**

## **Foundations – Fundamental concepts, principles, and skills of dance**

- DHS3FD.1 Identifies and demonstrates movement elements, skills, and terminology in dance
- Participates in a technically based warm-up related to strength, muscular endurance, and flexibility
  - Executes intermediate principles of dance technique with clarity and control
  - Executes focus, control, and coordination in performing combination using the elements of dance
  - Refines the ability to transfer weight, change direction and maintain balance without losing focus in a dynamic movement context
  - Understands similarities of movement concepts among multiple sources and applies appropriate terms and skills for specific movement contexts
- DHS3FD.2 Understands and models dance etiquette as a classroom participant, performer, and observer
- Demonstrates attentiveness, focus, concentration, initiative, and self-discipline when participating in the dance learning environment
  - Demonstrates concentration and focus and helps to maintain a respectful performance environment for others
  - Exhibits ability to perform with focus, concentration, and attends rehearsals and classes in preparation for performances
  - Exhibits leadership skills in modeling appropriate behaviors and skills as an audience member and dance observer
- DHS3FD.3 Recognizes concepts of anatomy and kinesiology in movement
- Exhibits use of self-monitoring methods to refine and improve alignment and technical skills
  - Defines and describes functions of the anatomy as it relates to dance styles and how preparation for different movement styles differ
  - Defines and describes functions of the anatomy as it relates to dance styles and how preparation for different movement styles differ
  - Applies principles of injury prevention for dance to personal practices in preparing for dance class and performance

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- DHS3FD.4 Understands and applies music concepts to dance
- a. Synthesizes musical concepts with self-initiation in instructed and created dance movements and phrases
  - b. Demonstrates self-initiative in phrasing movements artistically, aesthetically, and musically

### **Creating - Expression of ideas, experiences, feelings, and images**

- DHS3CR.1 Demonstrates an understanding of creative/choreographic principles, processes, and structures
- a. Manipulates the elements of choreography
  - b. Demonstrates various choreographic forms through personal choreography
  - c. Demonstrates the use of choreographic form and notation using short combinations
  - d. Manipulates personal and structured combinations to create an informal dance work
  - e. Demonstrates and recognizes a variety of structures or forms (e.g., AB, ABA, canon, call-response, narrative)
- DHS3CR.2 Demonstrates an understanding of dance as a way to create and communicate meaning.
- a. Recognizes how the use of choreographic structure is used to communicate meaning in a dance
  - b. Identifies the use of abstract theme through movement

### **Responding – Reflection, analysis, and evaluation**

- DHS3RE.1 Demonstrates critical and creative thinking in all aspects of dance
- a. Critiques movement qualities and choreography using the elements of dance (e.g., spatial design, variety, contrast, clear structure)
  - b. Observes and critiques the quality of dance performances using specified criteria and appropriate dance terminology
  - c. Compares and contrasts multiple choreographed works
  - d. Analyzes and responds to dance compositions
  - e. Describes aesthetic qualities particular to various styles of dance
  - f. Proposes ways to revise choreography according to established assessment criteria
  - g. Defends or justifies the similarities and differences between observing live and recorded dance performances
  - h. Engages in self-reflection as creator and performer
  - i. Engages in self-assessment as creator and performer

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### Connections – Exchanging and relating ideas, experiences, and meanings

- DHS3CO.1 Demonstrates and understands dance in various cultures and historical periods.
- Analyzes the role and significance in dance in social, historical, cultural, and political context
  - Compares and contrasts classical dance form
  - Compares and contrasts theatrical forms of dance
  - Compares and contrasts twentieth century forms of dance
  - Analyzes 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
- DHS3CO.2 Recognizes connections between dance and wellness
- Compares and contrasts the effects of healthy and unhealthy practices in dance
  - Identifies and explores the capabilities and limitations of the body
  - Explores historical and cultural images of the body in dance and compare these images to images of the body in contemporary media
  - Demonstrates how personal discipline is necessary to achieve success in meeting personal goals
- DHS3CO.3 Integrates the use of technology and new media
- Explores media and technology to promote and critique dance
  - Demonstrates skill in the use of media and technology related to dance performance (e.g., lighting, sound)
- DHS3CO.4 Demonstrates and understands dance as it relates to other areas of knowledge
- Compares and contrasts dance to other art forms
  - Explores commonalities of essential concepts shared between dance and other subject areas
  - Identifies career possibilities in dance and dance related fields