Foundations – Fundamental concepts, principles, and skills

DMSPFD.1 Identifies and demonstrates movement elements, skills, and terminology in dance
   a. Participates in dance technique based warm-up exercises that hone dance skills of one or more specific dance genres
   b. Demonstrates dance terminology and technique of specific dance genres
   c. Develops projection, focus, control, strength and coordination in performing a combination of locomotor and axial movements
   d. Creates, performs, and refines movement phrases integrating the elements of dance (e.g., space, time, energy, and body)
   e. Demonstrates the ability to smoothly transfer weight, change direction, and maintain balance in a dynamic movement context
   f. Refines and corrects movements and movement executions based on constructive feedback (e.g., intrinsic, oral and written corrections, video)

DMSPFD.2 Understands and models dance etiquette as a classroom participant, performer, and observer
   a. Demonstrates attentiveness, focus, concentration, initiative, and self-discipline when participating in the dance learning environment
   b. Demonstrates concentration, focus, and respects the focus of others in the performance of skills
   c. Exhibits self-initiative in modeling appropriate behaviors and skills as an audience member and dance observer

DMSPFD.3 Recognizes concepts of anatomy and kinesiology in movement
   a. Relates functions of major muscles and bones to the fundamental injury prevention principles for dance
   b. Applies concepts of gravity, force, acceleration, and mass in specific movement contexts
   c. Applies the basic principles of alignment and placement to the dynamic contexts of dance technique
   d. Understands the importance of the appropriate warm-up and cool-down within a dance technique class
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DMSPFD.4 Understands and applies music concepts to dance
   a. Recognizes musical forms (e.g., ABA, fugue, canon) and their relation to dance
   b. Recognizes how different rhythm structures are utilized by a variety of music idioms and cultures and how those rhythms influence dance styles (e.g., ballet, jazz, African)
   c. Demonstrates musicality while performing and creating dance phrases

Creating – Expression of ideas, experiences, feelings, and images.

DMSPCR.1 Demonstrates an understanding of creative and choreographic principles, processes, and structures
   a. Explores and refines partnering skills
   b. Demonstrates a variety of structures, forms, and designs (e.g., AB, ABA, canon, call-response, narrative, complimentary/contrasting shapes, symmetry)
   c. Applies dance technique principles to the choreographic context
   d. Develops versatility through experimentation with various movement approaches
   e. Implements the use of props within the choreography

DMSPCR.2 Demonstrates an understanding of dance as a way to create and communicate meaning
   a. Compares and contrasts abstract and literal movement
   b. Implements the use of props within the choreography
   c. Explores how theatrical elements, such as costuming and lighting, contribute to the meaning of the dance

Response – Reflection, analysis, and evaluation

DMSPRE.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 dance performances using specified criteria and appropriate dance terminology
   c. Develops and communicates personal interpretation of a choreographed work
   d. Discusses the experience of performing a choreographed work
   e. Describes the similarities and differences between observing live and recorded dance performance
   f. Engages in self-reflection as creator and performer
   g. Engages in self-assessment as creator and performer
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Connections – Exchanging and relating ideas, experiences, and meanings

DMSPCO.1 Demonstrates and understands dance in various cultures and historical periods
   a. Performs folk and/or classical dances from various cultures; describes similarities and differences in steps and movement styles
   b. Performs folk, social, and/or theatrical dancers from a broad spectrum of twentieth-century America
   c. Describe the role of dance in at least two different cultures or time periods
   d. Accesses and uses community resources (such as people, books, videos) to learn about a folk dance of a different culture or a social dance of a different time period and the cultural/historical context of that dance

DMSPCO.2 Demonstrates an understanding of dance as it relates to wellness
   a. Demonstrates personal habits of health and nutrition to enhance dance ability
   b. Defines and practices the elements of personal safety in dance
   c. Demonstrates and practices respect for one’s well being and the well being of others
   d. Demonstrates how dance builds physical and emotional well being (e.g., positive body image, physical goals, creative goals, focus/concentration)
   e. Models how time-management, listening, problem-solving, and teamwork skills are used with others in composing and rehearsing and performing
   f. Identifies career in dance and dance related fields

DMSPCO.3 Integrates the use of technology and new media
   a. Explores media and technology to learn about dance as an art form
   b. Explores an ability to use media and technology tools related to dance performance
   c. Explores personal interests and careers in media, technology and the arts

DMSPCO.4 Demonstrates an understanding of dance as it relates to other areas of knowledge
   a. Compares and contrasts dance to other art forms
   b. Explores commonalities of essential concepts shared between dance and other subject areas
   c. Identifies career possibilities in dance and dance related fields