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
   a. Participates in technically based warm-up related to strength, muscular endurance, and flexibility
   b. Executes intermediate principles of dance technique with clarity and control
   c. Executes focus, control, and coordination in performing combination using the elements of dance
   d. Refines the ability to transfer weight, change direction and maintain balance without losing focus in a dynamic movement context
   e. 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
   a. Demonstrates attentiveness, focus, concentration, initiative, and self-discipline when participating in the dance learning environment
   b. Demonstrates concentration and focus and helps to maintain a respectful performance environment for others
   c. Exhibits ability to perform with focus, concentration, and attends rehearsals and classes in preparation for performances
   d. 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
   a. Exhibits use of self-monitoring methods to refine and improve alignment and technical skills
   b. Defines and describes functions of the anatomy as it relates to dance styles and how preparation for different movement styles differ
   c. Defines and describes functions of the anatomy as it relates to dance styles and how preparation for different movement styles differ
   d. 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 and variety of structures or forms (e.g., AB, ABA, cannon, 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.
   a. Analyzes the role and significance in dance in social, historical, cultural, and political context
   b. Compares and contrasts classical dance form
   c. Compares and contrasts theatrical forms of dance
   d. Compares and contrasts twentieth century forms of dance
   e. 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
   a. Compares and contrasts the effects of healthy and unhealthy practices in dance
   b. Identifies and explores the capabilities and limitations of the body
   c. Explores historical and cultural images of the body in dance and compare these images to images of the body in contemporary media
   d. Demonstrates how personal discipline is necessary to achieve success in meeting personal goals

DHS3CO.3 Integrates the use of technology and new media
   a. Explores media and technology to promote and critique dance
   b. 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
   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