Georgia Performance Standards  
Fine Arts

GRADES 9-12  
DANCE – LEVEL 4 (IV)

Foundations – Fundamental concepts, principles, and skills of dance

DHS4FD.1 Identifies and demonstrates movement elements, skills, and terminology in dance
   a. Executes a technically based warm-up related to strength, muscular endurance, and flexibility
   b. Executes advanced principles of dance technique with precision
   c. Executes focus, control, and coordination in performing complex combinations through the integration of dance elements
   d. Refines the ability to transfer weight, change direction and maintain balance without losing focus in a dynamic movement context
   e. Synthesizes knowledge of dance vocabulary from multiple sources

DHS4FD.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

DHS4FD.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 the physiological demands of different dance techniques and repertoire and how to prepare for those demands within rehearsals and performances
   c. Engages in self-directed learning strategies to increase accuracy, precision, artistry, and expressiveness
   d. Applies principles of injury prevention for dance to personal practices in preparing for dance class and performance

DHS4FD.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

DHS4CR.1 Demonstrates an understanding of creative/choreographic principles, processes, and structures
   a. Manipulates the elements of choreography
   b. Demonstrates various choreographic forms through both personal and group choreography
   c. Demonstrates the use of choreographic form and notation using long combinations
   d. Manipulates structured personal and structured group combinations to create a formal dance work
   e. Demonstrates a variety of structures or forms (e.g., AB, ABA, cannon, call-response, narrative)

DHS4CR.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 and demonstrates the use of theme through movement
   c. Demonstrates the use of props as an extension of theme

Responding – Reflection, analysis, and evaluation

DHS4RE.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 and demonstrates 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**

DHS4CO.1 Demonstrates and understands dance in various cultures and historical periods
   a. Analyzes the role and significance of dance in social, historical, cultural, and political context
   b. Analyzes the dance style of important twentieth century choreographers
   c. Understands similarities and differences between contemporary forms of dance
   d. Evaluates 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

DHS4CO.2 Recognizes connections between dance and wellness
   a. Communicates how lifestyle choices affect the dancer
   b. Analyzes the historical and cultural images of the body in dance and compare these to images of the body in contemporary media
   c. Discusses challenges facing professional performer in maintaining healthy lifestyles
   d. Assesses consequences of personal actions, commitment, and discipline necessary to achieve dance goals

DHS4CO.3 Integrates the use of technology and new media
   a. Explores technological tools to create and communicate about dance
   b. Understands how technology can reinforce, enhance, or alter the dance concept and performance

DHS4CO.4 Demonstrates and understands dance as it relates to other areas of knowledge
   a. Understands and demonstrates how media and technology can reinforce, enhance, or alter the dance concept and performance