

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
- Executes a technically based warm-up related to strength, muscular endurance, and flexibility
 - Executes advanced principles of dance technique with precision
 - Executes focus, control, and coordination in performing complex combinations through the integration of dance elements
 - Refines the ability to transfer weight, change direction and maintain balance without losing focus in a dynamic movement context
 - Synthesizes knowledge of dance vocabulary from multiple sources
- DHS4FD.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
- DHS4FD.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 the physiological demands of different dance techniques and repertoire and how to prepare for those demands within rehearsals and performances
 - Engages in self-directed learning strategies to increase accuracy, precision, artistry, and expressiveness
 - 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
- Synthesizes musical concepts with self-initiation in instructed and created dance movements and phrases
 - Demonstrates self-initiative in phrasing movements artistically, aesthetically, and musically

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

- DHS4CR.1 Demonstrates an understanding of creative/choreographic principles, processes, and structures
- Manipulates the elements of choreography
 - Demonstrates various choreographic forms through both personal and group choreography
 - Demonstrates the use of choreographic form and notation using long combinations
 - Manipulates structured personal and structured group combinations to create a formal dance work
 - Demonstrates a variety of structures or forms (e.g., AB, ABA, canon, call-response, narrative)
- DHS4CR.2 Demonstrates an understanding of dance as a way to create and communicate meaning
- Recognizes how the use of choreographic structure is used to communicate meaning in a dance
 - Identifies and demonstrates the use of theme through movement
 - 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
- Critiques movement qualities and choreography using the elements of dance (e.g., spatial design, variety, contrast, clear structure)
 - Observes and critiques the quality of dance performances using specified criteria and appropriate dance terminology
 - Compares and contrasts multiple choreographed works
 - Analyzes and responds to dance compositions
 - Describes and demonstrates aesthetic qualities particular to various styles of dance
 - Proposes ways to revise choreography according to established assessment criteria
 - Defends or justifies the similarities and differences between observing live and recorded dance performances
 - Engages in self-reflection as creator and performer
 - 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
- Analyzes the role and significance of dance in social, historical, cultural, and political context
 - Analyzes the dance style of important twentieth century choreographers
 - Understands similarities and differences between contemporary forms of dance
 - 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
- Communicates how life style choices affect the dancer
 - Analyzes the historical and cultural images of the body in dance and compare these to images of the body in contemporary media
 - Discusses challenges facing professional performer in maintaining healthy lifestyles
 - Assesses consequences of personal actions, commitment, and discipline necessary to achieve dance goals
- DHS4CO.3 Integrates the use of technology and new media
- Explores technological tools to create and communicate about dance
 - 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
- Understands and demonstrates how media and technology can reinforce, enhance, or alter the dance concept and performance