

Dance, Level II (IMRA 26)

Subject: Fine Arts

Grade: 10

Expectations: 20

Breakouts: 39

(a) Introduction.

1. The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.
2. Four basic strands--foundations: perception; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. Dance students develop perceptual thinking and movement abilities in daily life, promoting an understanding of themselves and others. Students develop movement principles and technical skills and explore choreographic and performance qualities. Students develop self-discipline and healthy bodies that move expressively, efficiently, and safely through space and time with a sensitive kinesthetic awareness. Students recognize dance as a vehicle for understanding historical and cultural relevance, increasing an awareness of heritage and traditions of their own and others, and enabling them to participate in a diverse society. Evaluating and analyzing dance allows students to strengthen decision-making skills, develop critical and creative thinking, and develop artistic and creative processes. Students will continue to explore technology and its application to dance and movement, enabling them to make informed decisions about dance.
3. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and Skills Statements

- (1) Foundations: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to:
 - (A) demonstrate kinesthetic and spatial awareness individually and in groups
 - (i) demonstrate kinesthetic awareness individually
 - (ii) demonstrate kinesthetic awareness in groups
 - (iii) demonstrate spatial awareness individually
 - (iv) demonstrate spatial awareness in groups
 - (B) expand a comprehensive understanding of health, safety, and wellness for dancers
 - (i) expand a comprehensive understanding of health for dancers
 - (ii) expand a comprehensive understanding of safety for dancers

- (iii) expand a comprehensive understanding of wellness for dancers
 - (C) demonstrate effective knowledge of dance genres, styles, and vocabulary
 - (i) demonstrate effective knowledge of dance genres
 - (ii) demonstrate effective knowledge of dance styles
 - (iii) demonstrate effective knowledge of dance vocabulary
 - (D) interpret details in movement in natural and constructed environments
 - (i) interpret details in movement in natural environments
 - (ii) interpret details in movement in constructed environments
- (2) Creative expression: artistic process. The student develops knowledge and skills of dance elements, choreographic processes, and forms in a variety of dance genres and styles. The student is expected to:
- (A) expand a comprehensive understanding of principles of proper body alignment
 - (i) expand a comprehensive understanding of principles of proper body alignment
 - (B) explore, improvise, and perform original movement during the creative process
 - (i) explore original movement during the creative process
 - (ii) improvise original movement during the creative process
 - (iii) perform original movement during the creative process
 - (C) expand the expression of ideas and emotions through movement
 - (i) expand the expression of ideas through movement
 - (ii) expand the expression of emotions through movement
 - (D) create enhanced compositional forms using fundamental dance elements for choreographic processes
 - (i) create enhanced compositional forms using fundamental dance elements for choreographic processes
- (3) Creative expression: performance. The student demonstrates knowledge and execution of technical dance skills in a variety of dance genres and styles through performing. The student is expected to:
- (A) perform extended movement patterns with rhythmical accuracy in dance genres and styles such as ballet, modern dance, tap, jazz, musical theatre dance, and world dance forms
 - (i) perform extended movement patterns with rhythmical accuracy in dance genres
 - (ii) perform extended movement patterns with rhythmical accuracy in dance styles
 - (B) demonstrate the elements of dance effectively
 - (i) demonstrate the elements of dance effectively
 - (C) perform enhanced compositional forms using sound choreographic processes
 - (i) perform enhanced compositional forms using sound choreographic processes
 - (D) implement an effective warm-up and cool-down, implementing the elements of proper conditioning for performing skills

- (i) implement an effective warm-up, implementing the elements of proper conditioning for performing skills
 - (ii) implement an effective cool-down, implementing the elements of proper conditioning for performing skills
- (4) Historical and cultural relevance. The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to:
 - (A) analyze dances of various cultures or historical periods
 - (i) analyze dances of various cultures or historical periods
 - (B) choreograph short dance phrases that exhibit an understanding of various historical periods and social contexts
 - (i) choreograph short dance phrases that exhibit an understanding of various historical periods
 - (ii) choreograph short dance phrases that exhibit an understanding of various social contexts
 - (C) perform dances in various media and content areas
 - (i) perform dances in various media
 - (ii) perform dances in various content areas
 - (D) interpret historical and cultural dance forms using technology
 - (i) interpret historical dance forms using technology
 - (ii) interpret cultural dance forms using technology
- (5) Critical evaluation and response. The student makes informed personal judgments about dance and the meaning and role of dance in society. The student is expected to:
 - (A) identify characteristics of a variety of dances
 - (i) identify characteristics of a variety of dances
 - (B) analyze qualities of performance and proper etiquette in dance
 - (i) analyze qualities of performance in dance
 - (ii) analyze qualities of proper etiquette in dance
 - (C) identify similarities of form and expression in dance and other content areas
 - (i) identify similarities of form in dance and other content areas
 - (ii) identify similarities of expression in dance and other content areas
 - (D) apply knowledge and skills of technology in dance
 - (i) apply knowledge of technology in dance
 - (ii) apply skills of technology in dance