

# Dance, Level IV (IMRA 26)

Subject: Fine Arts

Grade: 12

Expectations: 20

Breakouts: 67

## (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 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) evaluate kinesthetic and spatial awareness individually and in groups
    - (i) evaluate kinesthetic awareness individually
    - (ii) evaluate kinesthetic awareness in groups
    - (iii) evaluate spatial awareness individually
    - (iv) evaluate spatial awareness in groups
  - (B) develop a working knowledge of health, safety, and wellness for dancers
    - (i) develop working knowledge of health for dancers
    - (ii) develop a working knowledge of safety for dancers

- (iii) develop a working knowledge of wellness for dancers

(C) demonstrate and evaluate a working knowledge and skills of dance genres, styles, and vocabulary

- (i) demonstrate a working knowledge of dance genres

- (ii) demonstrate a working knowledge of dance styles

- (iii) demonstrate a working knowledge of dance vocabulary

- (iv) demonstrate skills of dance genres

- (v) demonstrate skills of dance styles

- (vi) demonstrate skills of dance vocabulary

- (vii) evaluate working knowledge of dance genres

- (viii) evaluate working knowledge of dance styles

- (ix) evaluate working knowledge of dance vocabulary

- (x) evaluate skills of dance genres

- (xi) evaluate skills of dance styles

- (xii) evaluate skills of dance vocabulary

(D) create designs and images found in natural and constructed environments

- (i) create designs found in natural environments

- (ii) create designs found in constructed environments

- (iii) create images found in natural environments

- (iv) create images found 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) create and improvise dance studies using original movement based on theme and variation to successfully communicate an idea

- (i) create dance studies using original movement based on theme to successfully communicate an idea

- (ii) create dance studies using original movement based on variation to successfully communicate an idea

- (iii) improvise dance studies using original movement based on theme to successfully communicate an idea

- (iv) improvise dance studies using original movement based on variation to successfully communicate an idea

(B) improvise, construct and evaluate original movement studies

- (i) improvise the original movement studies

- (ii) construct original movement studies

- (iii) evaluate original movement studies

(C) evaluate the expression of ideas and emotions through movement

- (i) evaluate the expression of ideas through movement
  - (ii) evaluate the expression of emotions through movement
- (D) design compositional forms implementing advanced dance elements for choreographic processes
  - (i) design compositional forms implementing advanced 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) assess performance of memorized complex movement sequences with rhythmical accuracy in dance genres and styles such as ballet, modern dance, tap, jazz, musical theatre dance, and world dance forms
    - (i) assess performance of memorized complex movement sequences with rhythmical accuracy in dance genres
    - (ii) assess performance of memorized complex movement sequences with rhythmical accuracy in dance styles
  - (B) perform dance movements with a refined sense of musicality and expressiveness and a wide range of spatial qualities
    - (i) perform dance movements with a refined sense of musicality
    - (ii) perform dance movements with a refined sense of expressiveness
    - (iii) perform dance movements with a wide range of spatial qualities
  - (C) evaluate the performance of projection, confidence, and expression in the movement
    - (i) evaluate the performance of projection in the movement
    - (ii) evaluate the performance of confidence in the movement
    - (iii) evaluate the performance of expression in the movement
  - (D) design an effective warm-up and cool-down, implementing the elements of proper conditioning for performing skills
    - (i) design an effective warm-up, implementing the elements of proper conditioning for performing skills
    - (ii) design 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) evaluate choreography in dances from various cultures or historical periods
    - (i) evaluate choreography in dances from various cultures or historical periods
  - (B) research and create a project using technology to illustrate an understanding of significant dance events or historical figures in appropriate social, historical, and cultural contexts
    - (i) research a project using technology to illustrate an understanding of significant dance events or historical figures in appropriate social context
    - (ii) research a project using technology to illustrate an understanding of significant dance events or historical figures in appropriate historical context

- (iii) research a project using technology to illustrate an understanding of significant dance events or historical figures in appropriate cultural context
    - (iv) create a project using technology to illustrate an understanding of significant dance events or historical figures in appropriate social context
    - (v) create a project using technology to illustrate an understanding of significant dance events or historical figures in appropriate historical context
    - (vi) create a project using technology to illustrate an understanding of significant dance events or historical figures in appropriate cultural context
  - (C) improvise and construct dances in various media and content areas
    - (i) improvise dances in various media
    - (ii) improvise dances in various content areas
    - (iii) construct dances in various media
    - (iv) construct dances in various content areas
  - (D) evaluate historical and cultural dance forms using technology
    - (i) evaluate historical dance forms using technology
    - (ii) evaluate 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) evaluate personal dance compositions and the work of others
    - (i) evaluate personal dance compositions
    - (ii) evaluate the work of others
  - (B) create and reconstruct a choreographic study using varied media and environments
    - (i) create a choreographic study using varied media
    - (ii) create a choreographic study using varied environments
    - (iii) reconstruct a choreographic study using varied media
    - (iv) reconstruct a choreographic study using varied environments
  - (C) create a portfolio based on personal artistic works, performance works, or research
    - (i) create a portfolio based on personal artistic works, performance works, or research
  - (D) perform and evaluate a choreographic study using varied media and environments
    - (i) perform a choreographic study using varied media
    - (ii) perform a choreographic study using varied environments
    - (iii) evaluate a choreographic study using varied media
    - (iv) evaluate a choreographic study using varied environments