

## Dance Standards High School

**Anchor Standard 1:** Creating-Generate and conceptualize artistic ideas and work.

**Enduring Understanding:** Developing creativity in dance requires experimentation and exploration using a variety of sources as inspiration for movement to represent personal and/or symbolic meaning.

**Essential Question:** Where do choreographers get ideas for dances?

HS Proficient DA.1.CR1.HS1	HS Accomplished DA.1.CR1.HS2	HS Advanced DA.1.CR1.HS3
1. Explore a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance study.	1. Collaborate with others to share creative sources and ideas for choreography designed to communicate artistic intent.	1. Experiment and take risks to discover a personal voice to communicate artistic intent.
2. Analyze the process and the relationship between the stimuli and the movement.		

**Anchor Standard 2:** Creating-Organize and develop artistic ideas and work.

**Enduring Understanding:** The elements of movement, structural dance forms, and the conventions of dance serve as both a foundation and departure point for choreographers. Meaningful choices and influences by personal, aesthetic, and cultural criteria give dance works form, structure, style, content, context, and purpose.

**Essential Question:** How do choreographers use structure and choices to create meaningful and aesthetic choreography?

HS Proficient DA.2.CR2.HS1	HS Accomplished DA.2.CR2.HS2	HS Advanced DA.2.CR2.HS3
1. Work collaboratively using a variety of choreographic structures to develop a dance that communicates personal, social, or cultural intent.	1. Work independently using a variety of choreographic structures to create a dance that communicates personal, social, or cultural artistic intent.	1. Demonstrate fluency and personal voice in designing and choreographing an original dance.
2. Document the dance.	2. Document the dance and analyze how the structure and final composition informs the meaning of the dance.	2. Document the dance, justify choreographic choices, and explain how they are used to intensify artistic intent.

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**Anchor Standard 3:** Creating-Refine and complete artistic work.

**Enduring Understanding:** Choreographers and dancers analyze, evaluate, and refine their work to communicate clear meaning.

**Essential Question:** How can I improve the quality of my work through self-reflection and feedback from others?

HS Proficient DA.3.CR3.HS1	HS Accomplished DA.3.CR3.HS2	HS Advanced DA.3.CR3.HS3
1. Working collaboratively, revise a dance according to self- reflection and feedback from others.	1. Working independently, revise a dance according to self- reflection and feedback from others.	1. Clarify the artistic intent of one’s own choreography by manipulating and refining choreographic devices and dance structures using self-reflection and feedback from others.
2. Justify choices made in the revision process verbally and in writing.	2. Analyze and evaluate impact of choices made in the revision process verbally and in writing.	2. Document choices made in the revision process and justify how the refinements support artistic intent.

**Anchor Standard 4:** Creating-Select, analyze and interpret artistic work for presentation.

**Enduring Understanding:** Movement qualities, energies, and dynamics directly impact expression and meaning in dance.

**Essential Question:** In what ways do movement qualities, energies, and dynamics communicate meaning or intent in a dance?

HS Proficient DA.4.CR4.HS1	HS Accomplished DA.4.CR4.HS2	HS Advanced DA.4.CR4.HS3
1. Use expressive elements (e.g. musicality, effort, dynamic, stylistic nuance) to communicate artistic intent through the performance of dance in one or more dance style.	1. Synthesize all expressive movement elements and “dance in the moment” to convey emotional meaning with and without musical accompaniment.	1. Modulate expressive movement elements to varying levels of complexity. Work with and against rhythm of accompaniment or sound environments.
		2. Perform expressively using a broad dynamic range for projecting meaning to an audience.

## Dance Standards High School

**Anchor Standard 5:** Performing-Develop and refine artistic techniques and work for presentation.

**Enduring Understanding:** Dancers work to develop artistry through the mind-body connection and use the body as an instrument for dance by building skills and techniques that promote body awareness, articulation, coordination, strength, alignment, flexibility, and endurance.

**Essential Question:** What must a dancer do to prepare the body for artistic expression?

HS Proficient DA.5.PR1.HS1	HS Accomplished DA.5.PR1.HS2	HS Advanced DA.5.PR1.HS3
1. Accurately perform and integrate a variety of dance movements, steps, skills, concepts, and patterns in complete dance sequences in one or more dance styles.	1. Integrate and embody knowledge of dance movements, concepts, and technique in choreography in varied dance styles.	1. Efficiently synthesize advanced knowledge and embodiment of dance movement, concepts, and technique in dance choreography with advanced specialization in one or more dance styles.
2. Use kinesthetic awareness in order to enhance dance performance and prevent bodily harm.	2. Analyze and self-evaluate performance ability.	2. Synthesize and apply knowledge of health practices to independently develop a personal health and conditioning program that enhances dance performance.
3. Apply knowledge of health (physical, emotional), conditioning, and principles of safe dance technique to personal practice.	3. Modify personal practices accordingly to enhance dance performance skills and prevent bodily harm.	

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**Anchor Standard 6:** Performing-Convey meaning through the presentation of artistic work.

**Enduring Understanding:** Choreographers use and adapt elements of production to enhance communication of the artistic intent in consideration of the audience, venue, and context.

**Essential Question:** How can elements of production heighten the meaning and artistic intent of a dance?

HS Proficient DA.6.PR2.HS1	HS Accomplished DA.6.PR2.HS2	HS Advanced DA.6.PR2.HS3
1. Explore possible designs for the elements of production (e.g., venues, set, lighting, costumes, props, music, multi-media, publicity).	1. Work collaboratively to produce a dance concert on a stage.	1. Work individually or collaboratively to produce a dance performance in an alternative performance venue.
2. Select and implement ideas that heighten the artistic intent of a dance performance.	2. Plan the production elements that would be necessary to fulfill the artistic intent of the dance choreographies.	2. Plan production elements that would be necessary to fulfill the artistic intent of the dance choreographies.

## Dance Standards High School

**Anchor Standard 7:** Responding-Perceive and analyze artistic work.

**Anchor Standard 8:** Responding-Interpret intent and meaning in artistic work.

*(Oregon Statement: The standards writing team for Dance chose to combine Anchor Standards 7 and 8. The components and standards apply to both Anchor Standards.)*

**Enduring Understanding:** The artistic intent and meaning of dance is communicated through elements of movement, structure, and cultural perspective.

**Essential Question:** How can I “read” a dance to interpret meaning?

HS Proficient DA.7-8.RE1-2.HS1	HS Accomplished DA.7-8.RE1-2.HS2	HS Advanced DA.7-8.RE1-2.HS3
1. Select a dance and explain how aesthetic or cultural meaning is observed through relationships among dance elements, structure, and context.	1. Analyze and explain, using genre specific dance terminology, how the dance elements, structure, and context contribute to artistic intent across a variety of genres, styles, or cultural movement practices.	1. Analyze and explain, using genre specific dance terminology, how your personal socio-cultural background contributes to your perceptions and interpretations of meaning in dance.
2. Cite specific examples in the dance to support personal perceptions and interpretations using genre specific dance terminology.		

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**Anchor Standard 9:** Responding-Apply criteria to evaluate artistic work.

**Enduring Understanding:** Criteria for evaluating dance varies across styles and cultural and historical contexts.

**Essential Question:** How do we evaluate the quality of dance?

HS Proficient DA.9.RE3.HS1	HS Accomplished DA.9.RE3.HS2	HS Advanced DA.9.RE3.HS3
1. Use artistic criteria to determine what makes an effective performance.	1. Compare and contrast two or more dances using evaluative criteria to critique artistic expression. Consider societal values and range of perspectives. Use genre-specific dance terminology.	1. Define personal artistic preferences to critique dance. Consider societal and personal values, and a range of artistic expression.
2. Evaluate a dance based on artistic criteria, using genre specific dance terminology.		2. Discuss perspectives with peers and justify views.

## Dance Standards High School

**Anchor Standard 10:** Connecting-Synthesize and relate knowledge and personal experiences to make art.

**Enduring Understanding:** Dance reflects personal identify, values, and beliefs through how one creates, performs, and responds to dance.

**Essential Question:** How does dance relate to and develop personal identity, values, and beliefs?

HS Proficient DA.10.CO1.HS1	HS Accomplished DA.10.CO1.HS2	HS Advanced DA.10.CO1.HS3
1. Analyze one’s own dance or the work of others to determine the values and beliefs expressed by the dance.	1. Independently create and perform a dance that depicts key aspects of one’s personal identity and values.	1. Review original choreography developed over time with respect to its content and context and its relationship to personal perspectives.
		2. Reflect on and analyze the variables that contributed to changes in one’s personal growth.

**Anchor Standard 11:** Connecting-Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

**Enduring Understanding:** Dance promotes deep knowledge and perspectives about societal, cultural, and historical contexts and promotes learning in other disciplines and areas of study.

**Essential Question:** How does dance relate to society, culture, history, and other disciplines and areas of study?

HS Proficient DA.11.CO2.HS1	HS Accomplished DA.11.CO2.HS2	HS Advanced DA.11.CO2.HS3
1. Discuss the place of dance within society, its influence on society, and how societal norms and traditions influence dance.	1. Synthesize content from multiple disciplines (e.g., art, music, theatre, math, science, social studies, language) with dance to create a project that addresses a socio- cultural issue.	1. Investigate various dance related careers Select those careers of most interest.
2. Create a dance study that expresses a relationship between dance and society.		2. Develop a project that reflects a possible career choice and how one could make an impact on society through dance.