

# DANCE

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Movement Skills and Underlying Principles</p>	<ol style="list-style-type: none"> <li>1. Applies basic movement patterns within limits imposed by his/her disability. (DA.E.1.4.1) (DA.E.1.4.2) (DA.E.2.4.3)</li> <li>2. Exhibits knowledge of a variety of dance styles. (DA.C.1.4.2)</li> <li>3. Understands and identifies form and structure of music as it relates to dance.</li> <li>4. Recognizes various accented and unaccented movements.</li> <li>5. Recognizes the role of concentration in movement experiences. (DA.A.1.4.2) (DA.A.1.4.4)</li> <li>6. Recognizes various approaches to phrasing in dance based upon heartbeat, breath, acceleration, and various musical phrases.</li> <li>7. Demonstrates an improved or maintained level of physical fitness within limits imposed by his/her disability. (DA.A.1.4.1)</li> <li>8. Demonstrates a knowledge of basic locomotor and nonlocomotor movement within limits imposed by his/her disability.</li> <li>9. Demonstrates a knowledge of the affective aspects of dance (feelings, emotions, thoughts, ideas) as well as to technological aspects of theatre. (DA.E.2.4.1)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can list and spell correctly, orally and in written form, dance terms specific to dance styles studied (modern, folk, popular, square, ballet) within the limits imposed by his/her disability. (DA.C.1.4.2)</li> <li>B. The student can describe and/or perform cognitive (sequencing, making choices) and motor skills in a basic movement pattern using locomotor and nonlocomotor movements in a combination, within the limits imposed by his/her disability. (DA.A.1.4.1) (DA.A.1.4.2) (DA.A.1.4.4)</li> <li>C. The student can describe the basic healthy lifestyle choices and training schedule for dancers. (DA.E.1.4.1) (DA.A.1.4.2) (DA.A.1.4.4)</li> <li>D. The student can describe the facets of an interesting dance performance (technology, story, affective aspects, etc.) (DA.E.2.4.1)</li> </ol>

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<p>II Dance Making</p>	<ol style="list-style-type: none"> <li>1. Uses improvisations to make a dance. (DA.A.1.4.3) (DA.A.2.4.2)</li> <li>2. Expresses self through improvisations based on characters from folk tales, myths, legends, and stories. (DA.E.2.4.2)</li> <li>3. Cooperates with others to create a dance story. (DA.A.2.4.3)</li> <li>4. Recognizes movement phrases (patterns) as the basic building blocks of a dance. (DA.A.2.4.1)</li> <li>5. Applies a knowledge of the affective aspects of dance (emotions, feelings, ideas, thoughts). (DA.B.1.4.1) (DA.B.1.4.2)</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can (within the limits imposed by his/her disability) improvise to a given musical excerpt (a minimum of 16 measures) a dance phrase based on characters from folk tales, legends, stories, or myths, using movement from at least one dance style studied (modern, folk, popular, ethnic, square, ballet). (DA.A.1.4.3) (DA.A.2.4.1) (DA.A.2.4.2) (DA.B.1.4.1) (DA.E. 2.4.2)</li> <li>B. The student can create (within the limits imposed by his/her disability) dance studies based on personal emotions, thoughts and ideas. (DA.A.2.4.3) (DA.B.1.4.1) (DA.B.1.4.2)</li> </ol>
<p>III Building Context: Cultural, Historical and Social Inquiry</p>	<ol style="list-style-type: none"> <li>1. Identifies geographical and cultural influences on the history of dance. (DA.B.1.4.3) (DA.C.1.4.1) (DA.C.1.4.3) (DA.C.1.4.4)</li> <li>2. Identifies various dance related careers (choreographer, dancer, notator, teacher, performer, critic, costume designer).</li> <li>3. Exhibits a positive attitude toward dance as a performer, crew member, observer, researcher, or volunteer in dancer related activities.</li> <li>4. Identifies or describes specific distinguishing characteristics of folk and ethnic dance styles studied.</li> <li>5. Identifies dances and choreographers of various ethnic dance styles studied.</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can describe (orally or in written form) cultural characteristics of at least one folk or ethnic dance style studied, that represents a cultural other than his/her own (within the limits imposed by his/her disability). (DA.B.1.4.3) (DA.C.1.4.1) (DA.C.1.4.3) (DA.C.1.4.4)</li> <li>B. The student can identify in written form or verbally at least six dance related careers and define each.</li> </ol>

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<p>IV Critical and Aesthetic Inquiry</p>	<ol style="list-style-type: none"> <li>1. Recognizes various movement preferences, strengths and opinions about dance. (D.A.D.1.4.1)</li> <li>2. Formulates a personal definition of dance.</li> <li>3. Reviews and critiques a dance performance (orally or in written form) within the limits imposed by his or her disability. (D.A.D.1.4.2) (D.A.D.1.4.3) (D.A.E.2.4.4)</li> <li>4. Observes dance performances and demonstrates an appreciation for the role of dance in society.</li> </ol>	<ol style="list-style-type: none"> <li>A. The student can discuss orally or in written form reasons for dancing. (D.A.D.1.4.1)</li> <li>B. The student can recognize and appreciate the role of dance in society by formulating orally or in written form a personal definition of dance and support it with specific observations. (D.A.D.1.4.2) (D.A.D.1.4.3) (D.A.E.2.4.4)</li> </ol>