
Dance Arts Standards of Learning

for
Virginia
Public Schools



Board of Education
Commonwealth of Virginia

June 2013

Dance Arts Standards of Learning

for Virginia Public Schools

Adopted in June 2013 by the Board of Education

David M. Foster, President
Betsy D. Beamer, Vice President
Diane T. Atkinson
Oktay Baysel
Christian N. Braunlich
Billy K. Cannaday, Jr.
Darla D. Mack-Edwards
Winsome E. Sears
Joan E. Wodiska

Superintendent of Public Instruction

Patricia I. Wright

Commonwealth of Virginia

Board of Education
Post Office Box 2120
Richmond, VA 23218-2120

© 2013

Copyright © 2013
by the
Virginia Department of Education
P.O. Box 2120
Richmond, Virginia 23218-2120
www.doe.virginia.gov

All rights reserved. Reproduction of these materials for instructional purposes in public school classrooms in Virginia is permitted.

Superintendent of Public Instruction

Patricia I. Wright

Assistant Superintendent for Instruction

Linda M. Wallinger

Office of Humanities and Early Childhood

Christine A. Harris, Director

Cheryle C. Gardner, Principal Specialist of Fine Arts

Edited, designed, and produced by the CTE Resource Center

Margaret L. Watson, Administrative Coordinator

Bruce B. Stevens, Writer/Editor

Richmond Business and Medical Center Phone: 804-673-3778

2002 Bremono Road, Lower Level Fax: 804-673-3798

Richmond, Virginia 23226

Web site: www.cteresource.org

The CTE Resource Center is a Virginia Department of Education grant project administered by Henrico County Public Schools.

NOTICE

The Virginia Department of Education does not discriminate in its programs and activities on the basis of race, sex, color, national origin, religion, age, political affiliation, veteran status, or against otherwise qualified persons with disabilities and provides equal access to the Boy Scouts and other designated youth groups.

Table of Contents

Foreword..... v
Introduction..... vii
Middle School Exploratory Dance Arts..... 1
Dance I..... 3
Dance II..... 5
Dance III 7
Dance IV 9

Foreword

The Fine Arts Standards of Learning in this publication represent a major development in public education in Virginia. Adopted in June 2013 by the Virginia Board of Education, these standards emphasize the importance of instruction in the fine arts—dance arts, music, theatre arts, and visual arts—and, therefore, are an important part of Virginia’s efforts to provide challenging educational programs in the public schools. Knowledge and skills that students acquire through fine arts instruction include the abilities to think critically, solve problems resourcefully, make informed judgments, work cooperatively within groups, appreciate different cultures, exercise imagination, and be creative.

The Fine Arts Standards of Learning were developed through the efforts of classroom teachers, curriculum specialists, administrators, college faculty, professional artists, fine arts organization representatives, and museum personnel. These persons assisted the Department of Education in developing and reviewing the draft documents. Opportunities for citizens to make comments with respect to the standards documents were provided through public hearings that were held at several sites across the state.

The Fine Arts Standards of Learning are available online for teachers to use in developing curricula and lesson plans to support the standards. The standards state the minimum requirements in the fine arts, setting reasonable targets and expectations for what teachers need to teach and students need to learn. The standards set clear, concise, measurable, and rigorous expectations for young people. Schools are encouraged to go beyond the prescribed standards to enrich the curriculum to meet the needs of all students.

A major objective of Virginia’s educational agenda is to provide the citizens of the commonwealth with a program of public education that is among the best in the nation and that meets the needs of all young people in the commonwealth. These Fine Arts Standards of Learning support the achievement of that objective.

Introduction

The Dance Arts Standards of Learning identify the essential knowledge and skills required in the dance arts curriculum for middle school and high school courses in Virginia’s public schools. The standards are readily applicable to a variety of dance techniques and styles, including ballet, modern, jazz, and the dance of world cultures. The standards outline the minimum criteria for a sequential course of study within a comprehensive dance arts education program. The standards are designed to be cumulative, progressing in complexity by course from middle school through the four levels of high school.

Throughout dance arts education, course content is organized into four specific content strands or topics: Performance, Creation, and Production; Dance History and Cultural Context; Analysis, Evaluation, and Critique; and Aesthetics. Although the strands are presented separately for organizational purposes, in practice they are integrated throughout dance arts instruction, regardless of the particular learning experience. Through the mastery of dance arts concepts and acquisition of dance arts skills, the goals for dance arts education are realized. A comprehensive dance arts program provides students with the ability to develop critical-thinking skills and draw upon core academic areas to solve problems of creation, design, and execution. Through participation in the dance arts, students develop individual expression and the ability to work collaboratively to achieve common artistic goals, while preparing for a lifetime of engagement with the arts.

The standards are intended neither to encompass the entire curriculum for a given grade level or course nor to prescribe how the content should be taught. Teachers are encouraged to go beyond the standards and select instructional strategies and assessment methods appropriate for their students. Teachers are expected to consistently model appropriate use of copyrighted and royalty-protected materials.

Goals

The content of the Dance Arts Standards of Learning is intended to support the following goals for students:

- Develop the technical and artistic skills necessary for expressive dance performance and for the safe training and care of the body as an instrument.
- Solve choreographic problems creatively through use of the principles, processes, and structures of dance composition.
- Demonstrate knowledge of the elements of dance production and the safe use of materials, methods, and technologies.
- Demonstrate understanding of dance within the contexts of history, culture, and other art forms and of the role of dance as a vehicle for human expression.
- Develop observation and critical-thinking skills for the evaluation of dance works, including their impact on society.
- Make connections between dance arts and other fields of knowledge, including awareness of the impact of contemporary media on dance creativity and performance.
- Demonstrate understanding of the variables of culture and experience that shape the aesthetics of individuals and societies.
- Articulate personal aesthetic preferences and apply aesthetic criteria to the creation and evaluation of dance works.
- Develop awareness of copyright and royalty requirements when rehearsing, performing, or otherwise using the works of others.
- Nurture a lifelong appreciation for dance as an integral component of an educated, cultured society.

Strands

Performance, Creation, and Production

Students will develop a range of physical skills associated with dance performance and demonstrate an intellectual and physical understanding of safe, expressive dance technique. Through study of the principles, processes, and structures of dance composition, students will creatively design and implement choices that support the intent of their choreographic concepts. Students will participate in all aspects of dance production and demonstrate safe use of related materials, methods, and technologies to present and document their creative work.

Dance History and Cultural Context

Students will understand dance arts within the contexts of history, culture, and other art forms. Students will examine the interrelationships among current events, contemporary media, and dance in society. By viewing and evaluating the work of acclaimed choreographers and dance artists, students will become aware of the contribution of the dance arts to the quality of the human experience. Students will gain insight into the unique culture of dance, explore a variety of careers in the field, and use this information to shape personal portfolios that represent their work as creative artists and reflective members of society.

Analysis, Evaluation, and Critique

Critique in dance arts is based upon a thorough understanding of artistry and craft. Students will employ the processes of observing, listening, responding, reflecting, analyzing, interpreting, and evaluating while studying the dance arts. Through thoughtful examination, students will objectively evaluate dance works by analyzing the creative elements and the dance productions as a whole. Students will apply these same processes to the creation and evaluation of their own choreographic work.

Aesthetics

The ability to make qualitative judgments about the dance arts depends upon the ability to experience a sensory, emotional, and/or intellectual response to dance as an art. Students must recognize the implementation of choreographic and production elements in performance in order to analyze and relate their response to the dance experience. Students will gain insight into different cultural perspectives and the factors that shape aesthetic responses, arriving at a clear articulation of their own aesthetic views.

Safety

Safety must be given the highest priority in implementing the dance arts instructional program. Students must know how to follow safety guidelines, demonstrate appropriate safety techniques, use equipment safely, and practice dance theatre etiquette both on and off the stage while working individually and in groups.

For every instructional activity, correct training techniques as well as wise selection of appropriate resources, materials, and dance experiences must be carefully considered in regard to safety. Safe facilities for instruction and performance require thorough planning, careful management, and constant monitoring during dance activities. Class enrollment and audience size should not exceed the designated capacity of any instructional or performance setting.

Studio Safety in the Dance Instruction Setting

Every effort should be made to provide an instructional site appropriate to dance instruction. Students should be instructed in proper studio rules, dress, and etiquette. Instructors should stress safe technical practices for their students, including

- consistent, correct alignment of spine and limbs, along with technical skills that minimize the risk of injury while enhancing technical accomplishment;
- use of appropriate movement material to provide technical challenges with minimum risk to physical safety;
- use of sound warm-up, cool-down, stretching, and strengthening techniques to prepare the body for class, rehearsal, and performance, and care for it afterward; and
- use of appropriate dance footwear or bare feet.

Theatre Safety in the Dance Performance Setting

Dance production embraces a wide range of necessary activities when mounting a performance, including rehearsal, design and implementation of technical elements, performance, and strike and cleanup. Each of these activities requires teaching and learning about the safe use of equipment and facilities. The standards listed below are among those that should be followed to avoid injury or damage.

Rehearsal

- Physical warm-ups and cool-downs are essential for dancers' safety.
- All unnecessary sets, furniture, and other objects and obstructions should be cleared from the rehearsal space.
- A telephone should be available at all times, and emergency numbers should be displayed prominently in the space being used.
- Performance and technical rehearsals should be staffed by a dance teacher as well as a stage manager, production manager, and/or technical director.

Design and implementation of technical elements

- Stage curtains and drapes should have a flameproof rating and current certification.
- Stage lighting circuits, wiring, dimmers, and fixtures must be properly maintained and regularly inspected, especially for ground continuity.
- A master switch for the electrical supply to stage lighting equipment must be easily accessible.
- Amplified sound volumes must not exceed safe levels.
- All damaged and worn-out equipment must be assessed for safety issues before being used.
- When dance productions require construction of scenery, costumes, and/or properties, construction should be conducted under the same conditions and according to the same practices used for career and technical education classes, including use of appropriate personal safety equipment, such as gloves, goggles, hearing protectors, and dust masks.
- A smooth, resilient, nonslip floor should be used (e.g., sprung wood floor, marley floor).

Performance

- Proper procedures for evacuation of the theatre should be discussed and rehearsed with cast and ushers.
- All exits must be unobstructed and usable at all times.
- All exit and emergency lights must be in good operating condition.
- Fire extinguishers must be well-maintained and available at all times. Appropriate school personnel should be trained in their use.

Strike and cleanup

- Scheduling strike and cleanup immediately after the final performance, when carelessness due to fatigue may increase the risk of accidents and injuries, should be avoided.
- Strike and cleanup must be supervised by a teacher with training in theatre safety.

Middle School Exploratory Dance Arts

The standards for Middle School Exploratory Dance Arts introduce students to the study of dance. Students experience dance as an art form that will help them develop critical-thinking skills, discipline, collaboration, creativity, and physical skills that facilitate the safe execution of dance movement. Students enrich their views of themselves, society, and other cultures through the study of dance history. This course prepares students for further dance study and nurtures a lifelong appreciation of dance as an expressive and accessible art form.

Performance, Creation, and Production

- DM.1 The student will demonstrate correct alignment of spine and limbs while performing axial movements, including bending, twisting, swinging, and stretching.
- DM.2 The student will demonstrate correct alignment of spine and limbs while performing basic locomotor sequences, including walking, running, hopping, jumping, leaping, galloping, skipping, and sliding.
- DM.3 The student will develop dance technique skills, including strength, flexibility, coordination, and balance, through replication and repetition.
- DM.4 The student will perform short movement sequences that employ specific space, shape, time, rhythm, energy, and effort requirements.
- DM.5 The student will identify performance practices that promote safe technique and will recognize incorrect performance of physical skills, which can result in injury.
- DM.6 The student will develop personal movement invention, using improvisational skills that include imitation, mirroring, and shadowing.
- DM.7 The student will create and perform short choreographic studies that manipulate the elements of space, shape, time, rhythm, energy, and effort.
- DM.8 The student will collaboratively create and perform short choreographic studies that use unison as a compositional form.
- DM.9 The student will differentiate between constructive and nonconstructive feedback in regard to performance and choreography, using descriptive language and accurate dance vocabulary.
- DM.10 The student will rehearse choreographed dances and execute those dances in performance.
- DM.11 The student will
 - 1. identify and use safety procedures in all dance settings; and
 - 2. exercise care with use of theatre facilities, equipment, and costumes.
- DM.12 The student will collaboratively participate in various production-support activities (e.g., publicity, running crew, costume crew, strike and cleanup).

Dance History and Cultural Context

- DM.13 The student will identify similarities and differences in dance styles from various historical periods.
- DM.14 The student will compare and contrast observable elements that characterize the dance arts of various cultures (e.g., line, shape, embellishment, use of color, speed) and create distinctions among them.

- DM.15 The student will identify reasons for dancing, including the use of dance as a form of expression, communication, ceremony, and entertainment.
- DM.16 The student will identify the roles of performers and audiences for various forms of dance.
- DM.17 The student will identify various dance professions.
- DM.18 The student will describe the concept of copyright and relate it to dance.
- DM.19 The student will identify appropriate performer and audience etiquette.

Analysis, Evaluation, and Critique

- DM.20 The student will describe personal work and the work of others in regard to technique, choreography, and performance, using dance arts vocabulary.
- DM.21 The student will describe the similarities and differences in composition and style of dance performances, including live and recorded performances.
- DM.22 The student will identify the role of the dance critic.

Aesthetics

- DM.23 The student will define *aesthetics* and explain how it is reflected in dance arts and in everyday life.
- DM.24 The student will explain ways in which dance can evoke sensory, emotional, and intellectual responses.

Dance I

The standards for Dance I provide students with a survey of the dance arts. Emphasis is placed on physical and creative skill development, and opportunities to experience and appreciate dance performance are provided. Historical and cultural studies expand students' understanding of dance as a vital contribution to society while helping them develop cognitive foundations from which to evaluate dance. Students become familiar with the various dance-related professions and the ways in which they function together to create dance productions.

Performance, Creation, and Production

- DI.1 The student will demonstrate correct alignment of spine and limbs while standing in a variety of dance shapes and while moving through space.
- DI.2 The student will develop dance technique skills, including strength, flexibility, coordination, balance, and endurance, in response to visual and vocal prompts.
- DI.3 The student will perform extended movement sequences that employ a variety of space, shape, time, rhythm, energy, and effort requirements.
- DI.4 The student will demonstrate fundamental training practices (e.g., warm-up, cool-down, safe stretching techniques, nutrition, hydration) and will identify the relationship between incorrect execution of physical skills and dance injuries.
- DI.5 The student will develop movement invention and improvisation skills, including the use of movement to express emotion, narrative content, and/or the relationship of dance to music.
- DI.6 The student will collaboratively create and perform short choreographic studies that
 - 1. manipulate the elements of space, shape, time, rhythm, energy, and effort to communicate choreographic intent; and
 - 2. use a variety of compositional forms, including unison, canon, and ABA.
- DI.7 The student will identify constructive criticism practices used in the delivery of feedback regarding the effectiveness of compositional choices.
- DI.8 The student will demonstrate a range of performance skills, including rhythmic and movement accuracy.
- DI.9 The student will
 - 1. identify and use safety procedures in all dance settings; and
 - 2. exercise care with use of theatre facilities, equipment, and costumes.
- DI.10 The student will collaboratively participate in various production-support activities (e.g., publicity, fund-raising, house management, costume crew, lighting crew, running crew, strike and cleanup).

Dance History and Cultural Context

- DI.11 The student will identify periods and styles of dance and artists who contributed to the development of dance as a concert art form prior to 1900.
- DI.12 The student will identify distinguishing features of various dance forms belonging to past and present world cultures, styles, periods, and artists.
- DI.13 The student will explain how dance reflects and records history and culture.

- DI.14 The student will identify various dance-related professions, including those of studio personnel, production personnel, and collaborating artists.
- DI.15 The student will identify systems and methods for recording and documenting dance (e.g., Labanotation, digital recording, written notes).
- DI.16 The student will demonstrate skill in communicating information by researching and reporting on dance organizations and resources in the community and across the commonwealth.
- DI.17 The student will describe the concept of copyright and identify examples of artistic ownership.
- DI.18 The student will demonstrate appropriate behavior as an audience member and as a dancer in class, rehearsal, and performance.

Analysis, Evaluation, and Critique

- DI.19 The student will describe and interpret dance works for technical, choreographic, performance, and production elements, using dance arts vocabulary.
- DI.20 The student will view and compare dance to other art forms and analyze similarities, differences, and the expression of common themes.
- DI.21 The student will read and respond to a variety of dance critiques.

Aesthetics

- DI.22 The student will identify and articulate preferences that form the basis for making personal aesthetic judgments about dance.
- DI.23 The student will describe sensory, emotional, and intellectual responses evoked by choreography and production elements within live and recorded dance performances.
- DI.24 The student will identify aesthetic characteristics within various dance styles.

Dance II

The standards for Dance II help students integrate and build upon the concepts learned and skills acquired in Dance I. Students develop additional performance and production skills while increasing their range of physical skills through disciplined study of dance technique. Dance improvisation and composition studies expand students' creativity and choreographic craftsmanship. Students develop communicative, interpretive, and evaluative skills by responding to and analyzing a variety of dance experiences. Through historical and cultural studies, students expand their appreciation of the dance arts as a richly expressive, vital contribution to society. While differentiating between aesthetics and criticism, students begin to understand the role of personal experience in the development of artistic choices. Students have the opportunity to explore a career within the dance profession and develop an understanding of the education, preparation, and professional etiquette required of that career.

Performance, Creation, and Production

- DII.1 The student will differentiate between correct and incorrect alignment of spine and limbs while performing complex movement sequences.
- DII.2 The student will develop dance technique skills through kinesthetic awareness and self-evaluation.
- DII.3 The student will perform a variety of complex movement phrases that employ a range of movement elements and stylistic qualities.
- DII.4 The student will identify the impact of physical structure and health and wellness choices on performance and injury prevention.
- DII.5 The student will participate in solo and group improvisations in response to a variety of environments and props.
- DII.6 The student will use improvisational skills to extend the length of set movement phrases.
- DII.7 The student will choreograph solos, duets, or trios that
 1. manipulate the elements of space, shape, time, rhythm, energy, and effort to communicate choreographic intent;
 2. demonstrate the elements of composition, including unity, variety, intent, development, climax, and resolution; and
 3. use a variety of compositional forms, including chance, rondo, and theme-and-variation.
- DII.8 The student will demonstrate the use of constructive criticism practices in the delivery of feedback to peers regarding the effectiveness of compositional choices.
- DII.9 The student will demonstrate a range of performance skills, including dynamics, musicality, movement execution, and the realization of choreographic intent, in performance.
- DII.10 The student will
 1. identify and use safety procedures in all dance settings; and
 2. exercise care with use of theatre facilities, equipment, and costumes.
- DII.11 The student will fulfill the responsibilities of a production-support role (e.g., those of choreographer, costume designer, stage manager, house manager, public relations), identifying the responsibilities and behaviors that lead to effective execution of the role.

Dance History and Cultural Context

- DII.12 The student will identify periods and styles of dance and artists who contributed to the development of dance as a concert art form from 1900 to 1970.
- DII.13 The student will investigate and report on issues of diversity in dance.
- DII.14 The student will research a personally selected career within the dance profession, focusing on the required education and preparation.
- DII.15 The student will examine the impact of contemporary media on the creation and documentation of dance.
- DII.16 The student will demonstrate skills in communicating information by researching and reporting on dance organizations and resources in the nation and across the world.
- DII.17 The student will explain copyright law as it pertains to dance performance, including grand rights for use of music and artistic ownership of choreography.
- DII.18 The student will model proper behavior in all dance-related settings.

Analysis, Evaluation, and Critique

- DII.19 The student will explain criteria that affect dance quality and the realization of choreographic intent, including
 1. development of movement phrases;
 2. elements of composition and compositional form;
 3. technical skill of the performers; and
 4. production elements.
- DII.20 The student will identify and explain ways in which other art forms and technology contribute to dance performance.
- DII.21 The student will describe effective and ineffective artistic choices in composition and performance, using dance arts vocabulary.
- DII.22 The student will write a dance critique, referencing criteria that affect the quality of the performance and using dance arts vocabulary.

Aesthetics

- DII.23 The student will describe how personal experience, culture, and current events shape personal aesthetic preferences.
- DII.24 The student will explain aesthetic responses to live and recorded dance performances, using dance arts vocabulary.
- DII.25 The student will explain ways in which aesthetic responses to works of dance differ from evaluation and critique.

Dance III

The standards for Dance III help students extend technical and performance skills, apply choreographic concepts, and understand dance as an art form through self-evaluation and reflective-thinking processes. Physical technique skills are expanded to include the study of partnering. Dance improvisation and composition explore small group forms and processes. Students develop leadership skills by assuming greater responsibility for defined roles in production preparations. Communicative, interpretive, and evaluative skills are refined as students analyze ways dance changes in response to cultural trends and contemporary media. While developing awareness of the diversity that exists within the art form, students identify a personal aesthetic and criteria for evaluating the dance arts.

Performance, Creation, and Production

- DIII.1 The student will maintain correct alignment of spine and limbs while performing complex movement sequences.
- DIII.2 The student will expand dance technique and movement vocabulary through study of partnering skills, including weight-sharing, counter-balance, and lifting principles.
- DIII.3 The student will construct and perform short movement sequences in a variety of dance styles (e.g., ballet, modern dance, jazz).
- DIII.4 The student will evaluate and identify personal strengths and weaknesses in relation to the demands of dance technique and performance.
- DIII.5 The student will formulate improvisational frameworks in collaboration with peers.
- DIII.6 The student will choreograph a small group dance that
 - 1. demonstrates manipulation and development of movement phrases;
 - 2. employs a variety of compositional elements; and
 - 3. uses an identifiable compositional form.
- DIII.7 The student will incorporate constructive criticism when creating choreography.
- DIII.8 The student will self-evaluate personal dance performance and create goals for improvement.
- DIII.9 The student will
 - 1. identify and use safety procedures in all dance settings; and
 - 2. exercise care with use of theatre facilities, equipment, and costumes.
- DIII.10 The student will fulfill a production-support role (e.g., costume designer, stage manager, house manager, public relations manager) that involves leadership and/or design responsibilities.

Dance History and Cultural Context

- DIII.11 The student will identify periods and styles of dance and artists who contributed to the development of dance as a concert art form from 1970 to the present.
- DIII.12 The student will investigate and report on the use of dance as social commentary.
- DIII.13 The student will research a career that serves the dance profession, such as musician, health professional, dance educator, or dance scholar, focusing on required education and preparation.
- DIII.14 The student will create and use a system for documenting personal choreography of short movement sequences.
- DIII.15 The student will explain the process for securing permission to use copyrighted music for dance.

DIII.16 The student will participate in audition experiences, demonstrating appropriate audition etiquette and preparation.

Analysis, Evaluation, and Critique

DIII.17 The student will compare the criteria that affect quality in two contrasting dance styles.

DIII.18 The student will identify how personal experience can affect the interpretation and evaluation of dance.

DIII.19 The student will analyze and evaluate artistic choices in composition and performance, using dance arts vocabulary.

Aesthetics

DIII.20 The student will analyze and articulate a personal dance aesthetic and the criteria upon which that aesthetic is based, using dance arts vocabulary.

DIII.21 The student will identify how the aesthetics of a culture influence the dance arts of that culture.

Dance IV

The standards for Dance IV help students develop independent thinking, personal responsibility, and leadership while continuing to refine dance skills in performance and choreography. Students synthesize technique and composition skills in the creation of movement sequences for the classroom. Advanced level composition and production skills are applied in the development and documentation of a fully produced work for the dance concert stage. Communicative, analytical, and evaluative skills are employed as students examine and respond to contemporary issues in the dance field, articulate personal aesthetics, and defend their artistic choices and perspectives. Students develop personal portfolios to represent their creative work and career preparation.

Performance, Creation, and Production

- DIV.1 The student will use correct alignment and execution prompts while leading movement sequences.
- DIV.2 The student will refine personal movement skills and kinesthetic awareness through exploration of a variety of dance styles (e.g., ballet, modern dance, jazz).
- DIV.3 The student will construct and lead movement sequences in a variety of dance styles.
- DIV.4 The student will design a personal plan to optimize physical capacity to participate in dance activities throughout life.
- DIV.5 The student will create and perform an improvisational work based on a personally selected narrative.
- DIV.6 The student will choreograph a solo or small group dance that
 - 1. demonstrates manipulation and development of movement phrases;
 - 2. employs a variety of compositional elements; and
 - 3. uses an identifiable compositional form.
- DIV.7 The student will refine personal choreography for performance in response to constructive criticism and defend artistic choices.
- DIV.8 The student will self-evaluate personal dance performance and implement strategies for improvement.
- DIV.9 The student will
 - 1. identify and use safety procedures in all dance settings; and
 - 2. exercise care with use of theatre facilities, equipment, and costumes.
- DIV.10 The student will communicate design concepts, scheduling, and technical details with the production team in order to produce a personally choreographed work for performance.

Dance History and Cultural Context

- DIV.11 The student will select and research a current dance artist, identifying training and professional background, stylistic hallmarks, and key works of repertoire.
- DIV.12 The student will investigate and report on the impact of dance performances as seen in contemporary media (e.g., film, television, social media).
- DIV.13 The student will create a plan that outlines specific goals for education and professional development in pursuit of a chosen dance-related career.
- DIV.14 The student will create a professional résumé to be included in a personal portfolio.

- DIV.15 The student will employ a system of documentation to record and preserve a personally choreographed work.
- DIV.16 The student will explain the ethical considerations involved in using copyrighted materials for dance.

Analysis, Evaluation, and Critique

- DIV.17 The student will develop and articulate personal criteria for evaluating dance performances.
- DIV.18 The student will assess the effectiveness of a dance performance and suggest alternative artistic choices, describing the impact of such changes on the work.
- DIV.19 The student will write a critique of a personally choreographed work for inclusion in a personal portfolio.

Aesthetics

- DIV.20 The student will write an aesthetic statement to be included in a personal portfolio, citing sources that have contributed to and/or inspired personal perspectives.
- DIV.21 The student will investigate and describe how a dance can be viewed from a variety of aesthetic stances (e.g., romanticism, classicism, postmodernism).