

# Fine Arts Standards of Learning



# Dance Arts High School

		I	II	III	IV
<b>Creative Process</b>	<p>1</p> <p>Apply creative thinking in the development of original work</p> <p>Demonstrate creative thinking by employing originality, flexibility, and imagination when developing movement sequences.</p>	<p>DI.1</p> <p>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.</p>	<p>DII.1</p> <p>The student will apply creative thinking to dance.</p> <p>a) Demonstrate solo and group improvisations in response to a variety of environments and props.</p> <p>b) Use improvisational skills to extend the length of set movement phrases.</p>	<p>DIII.1</p> <p>The student will apply creative thinking to develop dance works.</p> <p>a) Collaborate to formulate and execute improvisational frameworks.</p> <p>b) Improvise movement phrases to convey personal artistic intent.</p>	<p>DIV.1</p> <p>The student will create and perform an improvisational work based on a personally selected narrative.</p>
	<p>2</p> <p>Understand and apply creative processes for developing ideas</p> <p>Understand and apply creative processes for developing original voice and vision as a dancer.</p>	<p>DI.2</p> <p>The student will apply a creative process to develop and refine dance works.</p> <p>a) Identify systems and methods for recording and documenting dance (e.g., Labanotation, digital recording, written notes).</p> <p>b) Use constructive criticism as a form of feedback.</p> <p>c) Utilize research, feedback, and critique to refine dance works.</p>	<p>DII.2</p> <p>The student will apply a creative process to develop and refine dance works.</p> <p>a) Document personal growth in dance technique.</p> <p>b) Accept and provide constructive criticism as a form of feedback.</p>	<p>DIII.2</p> <p>The student will apply a creative process to develop and refine dance works.</p> <p>a) Develop ideas for choreography and performance through research of dance topics of personal interest.</p> <p>b) Demonstrate self-evaluation and reflective thinking to improve dance technique, choreography, and performance.</p> <p>c) Document the creative process and personal dance works to demonstrate growth over time.</p>	<p>DIV.2</p> <p>The student will apply a creative process for dance.</p> <p>a) Refine personal vision and voice in dance.</p> <p>b) Synthesize research and artistic ideas to create dance compositions.</p> <p>c) Employ a system of documentation to record and preserve choreographed work to demonstrate growth over time.</p>

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<b>Critical Thinking and Communication</b>	3 Analyze, interpret, and evaluate dance arts  Develop critical thinking skills through the analysis, interpretation, and evaluation of the work of self and others.	DI.3 The student will analyze, interpret, and evaluate dance. a) Identify distinguishing features of dance forms belonging to past and present world cultures, styles, periods, and artists. b) Describe and interpret aspects of dance works using dance vocabulary. c) Identify components and purposes of dance critiques.	DII.3 The student will analyze, interpret, and evaluate dance. a) Explain criteria and artistic choices that affect dance quality and choreographic intent. b) Use dance critique to evaluate a performance using dance arts vocabulary.	DIII.3 The student will analyze, interpret, and evaluate dance. a) Compare the criteria that affect quality in contrasting dance styles. b) Analyze and evaluate artistic choices in composition and performance, using dance vocabulary.	DIV.3 The student will analyze, interpret, and evaluate dance. a) Analyze a current trend in dance. b) Evaluate influences of dance performances as seen in contemporary media, including but not limited to film, television, and social media. c) Assess the effectiveness of a dance performance and suggest alternative artistic choices, describing the impact of such changes on the work.
	4 Formulate and justify personal responses to dance arts  Articulate personal responses to dance and understand the value of learning about the diverse responses of others.	DI.4 The student will describe sensory, emotional, and intellectual responses evoked by choreography and production elements within live and recorded dance performances.	DII.4 The student will describe how personal experience, culture, and current events shape personal preferences and responses to dance.	DIII.4 The student will analyze and explain how personal experience and culture can affect the interpretation and evaluation of dance.	DIV.4 The student will explain and defend artistic choices.
	5 Apply collaboration and communication skills for dance arts works and processes  Identify and apply collaboration and communication skills for rehearsal, performance, and production of dance works.	DI.5 The student will identify communication and collaboration skills needed as an audience member and as a dancer in class, rehearsal, and performance.	DII.5 The student will model appropriate communication and collaboration skills in all dance-related settings.	DIII.5 The student will identify appropriate communication skills for audition experiences.	DIV.5 The student will model and refine communication and collaboration skills for all dance processes and performances.

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<b>History, Culture, and Citizenship</b>	6 Understand cultural and historical influences of dance arts Demonstrate understanding of cultural and historical influences of dance arts.	DI.6 The student will examine historical and cultural influences of dance. a) Examine the development of dance, identifying periods and styles of dance. b) Explain how dance reflects history and culture.	DII.6 The student will understand historical and cultural influences of dance. a) Identify a variety of artists who contributed to the development of a dance style. b) The student will investigate cultural influences of a variety of dance styles.	DIII.6 The student will understand historical and cultural perspectives of dance. a) Compare and contrast a variety of dance trends from a variety of time periods and cultures. b) Investigate the use of dance as social commentary. c) Recognize and examine how historical and cultural perspectives shape audience preferences and responses.	DIV.6 The student will analyze and communicate historical and cultural influences on personal work.
	7 Understand dance arts as a form of community engagement Nurture a lifelong engagement with dance as a performer, supporter, advocate, and informed viewer.	DI.7 The student will describe the value of dance to communities.	DII.7 The student will identify ways to engage the school and community in dance performances.	DIII.7 The student will identify and examine opportunities for arts advocacy in the community.	DIV.7 The student will investigate opportunities for lifelong engagement, leadership, and advocacy in dance.
	8 Ethical and legal considerations for dance arts and intellectual property Identify and understand ethical and legal considerations for engaging with and using dance resources and source materials.	DI.8 The student will describe the concept of intellectual property and identify examples of artistic ownership.	DII.8 The student will explain intellectual property as it pertains to dance performance, including grand rights for use of music and artistic ownership of choreography.	DIII.8 The student will examine and explain the process for securing permission to use copyrighted music for dance.	DIV.8 The student will model responsibility and integrity pertaining to technology and intellectual property.

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<b>Innovation in the Arts</b>	<p>9</p> <p>Prepare for college, career, and the 21<sup>st</sup> Century Workplace</p> <p>Connect dance arts content, skills, and processes to career options, college opportunities, and the 21<sup>st</sup> Century workplace.</p>	<p>DI.9</p> <p>The student will investigate various dance-related professions, including those of studio personnel, production personnel, and collaborating artists.</p>	<p>DII.9</p> <p>The student will investigate a personally selected career within the dance profession, focusing on the required workplace skills, education, and preparation.</p>	<p>DIII.9</p> <p>The student will investigate a career that serves the dance profession, such as musician, health professional, dance educator, or dance scholar, focusing on required skills, education, and preparation.</p>	<p>DIV.9</p> <p>The student will analyze and evaluate skills learned in dance class that apply to a variety of opportunities for the workplace, college, and career pathways.</p>
	<p>10</p> <p>Understand and explore the impact of current and emerging technologies on dance arts</p> <p>Understand and explore the impact of current and emerging technologies on dance arts.</p>	<p>DI.10</p> <p>The student will identify and explore technological developments and contemporary media in dance performance and production.</p>	<p>DII.10</p> <p>The student will examine the impact of contemporary media on the creation and documentation of dance.</p>	<p>DIII.10</p> <p>The student will explore new resources and tools to innovate areas of dance performance and production.</p>	<p>DIV.10</p> <p>The student will analyze and use available emerging innovations and technologies in dance works.</p>
	<p>11</p> <p>Cultivate connections to other fine arts and fields of knowledge</p> <p>Cultivate authentic connections between dance skills, content, and processes with other fields of knowledge to develop problem-solving skills.</p>	<p>DI.11</p> <p>The student will incorporate other art forms to enhance dance performance.</p>	<p>DII.11</p> <p>The student will identify and explain ways in which other art forms and technology contribute to dance performance.</p>	<p>DIII.11</p> <p>The student will identify and cultivate cross-curricular connections with dance.</p>	<p>DIV.11</p> <p>The student will analyze and evaluate cross-curricular connections with dance.</p>

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<b>Technique and Application</b>	12 Safety and injury prevention	<p>DI.12 The student will apply best practices for dance safety and injury prevention, including the following:</p> <ul style="list-style-type: none"> <li>a) Identify and use safety procedures in all dance settings and facilities.</li> <li>b) Demonstrate fundamental training practices (e.g., warm-up, cool-down, safe stretching techniques, nutrition, hydration).</li> <li>c) Identify the relationship between incorrect execution of physical skills and dance injuries.</li> <li>d) Identify appropriate dance attire for rehearsal and performance.</li> </ul>	<p>DII.12 The student will apply best practices for dance safety and injury prevention, including the following:</p> <ul style="list-style-type: none"> <li>a) Describe and use safety procedures in all dance settings and facilities.</li> <li>b) Identify the impact of physical structure and health and wellness choices on performance and injury prevention.</li> <li>c) Differentiate between correct and incorrect body alignment while performing complex movement sequences.</li> <li>d) Describe the importance of appropriate nutrition and hydration for dance safety.</li> <li>e) Describe appropriate dance attire for rehearsal and performance.</li> </ul>	<p>DIII.12 The student will apply best practices for dance safety and injury prevention, including the following:</p> <ul style="list-style-type: none"> <li>a) Explain and use safety procedures in all dance settings and facilities.</li> <li>b) Maintain correct static and dynamic alignment while performing complex movement sequences.</li> <li>c) Explain the importance of appropriate nutrition and hydration for dance safety.</li> <li>d) Explain appropriate dance attire for rehearsal and performance.</li> </ul>	<p>DIV.12 The student will model best practices for dance safety and injury prevention.</p> <ul style="list-style-type: none"> <li>a) Evaluate and use safety procedures for all dance settings, facilities, equipment, and costumes.</li> <li>b) Correct alignment and execution prompts while leading movement sequences.</li> <li>c) Design a personal wellness plan to optimize physical capacity to participate in dance activities throughout life.</li> </ul>
	13 Choreography	<p>DI.13 The student will collaboratively create and perform short choreographic studies that manipulate the elements of body, energy, action, space, and time to communicate choreographic intent.</p>	<p>DII.13 The student will choreograph solo, duet, or trio performances.</p> <ul style="list-style-type: none"> <li>a) Manipulate the elements of dance including, but not limited to body, energy, action, space, and time to communicate choreographic intent.</li> <li>b) Demonstrate elements of composition and choreographic devices.</li> <li>c) Use a variety of compositional structures.</li> </ul>	<p>DIII.13 The student will choreograph a small group dance.</p> <ul style="list-style-type: none"> <li>a) Demonstrate manipulation and development of movement phrases.</li> <li>b) Employ a variety of compositional elements.</li> <li>c) Use an identifiable compositional form.</li> </ul>	<p>DIV.13 The student will demonstrate individual artistic voice and vision in a choreographed solo or small group dance.</p> <ul style="list-style-type: none"> <li>a) Demonstrate manipulation and development of movement phrases.</li> <li>b) Employ a variety of compositional elements.</li> <li>c) Use an identifiable compositional form.</li> </ul>

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<b>Technique and Application</b>	14 Movement and kinesthetic awareness	D1.14 The student will identify and develop personal movement skills and kinesthetic awareness. a) Identify and demonstrate correct alignment while performing static and dynamic movement. b) Develop dance technique skills including strength, flexibility, coordination, balance, and endurance, in response to visual and vocal prompts.	DII.14 The student will identify and refine personal movement skills and kinesthetic awareness. a) Differentiate between static and dynamic alignment while performing complex movement sequences. b) Develop dance technique skills through kinesthetic awareness and self-evaluation.	DIII.14 The student will expand dance technique and movement vocabulary through study of partnering skills, including weight-sharing, counter-balance, and lifting principles.	DIV.14 The student will refine personal movement skills and kinesthetic awareness through exploration of a variety of dance styles.
	15 Styles of dance	DI.15 The student will perform extended movement sequences of a variety of dance styles.	DII.15 The student will perform a variety of complex movement phrases that employ a variety of movement elements and stylistic qualities.	DIII.15 The student will construct and perform short movement sequences in a variety of dance styles.	DIV.15 The student will construct and lead movement sequences in a variety of dance styles.
	16 Performance skills	DI.16 The student will demonstrate a range of performance skills including rhythmic and movement accuracy.	DII.16 The student will demonstrate a range of performance skills, including dynamics, rhythmic acuity, musicality, technical execution, and the realization of choreographic intent in performance.	DIII.16 The student will evaluate and identify personal strengths and weaknesses of dance technique and performance.	DIV.16 The student will self-evaluate personal dance performance and implement strategies for improvement.
	17 Dance production	DI.17 The student will collaborate in various production activities (e.g., publicity, house management, costume crew, lighting crew, running crew, strike and cleanup).	DII.17 The student will fulfill the responsibilities of a production role (e.g., those of choreographer, costume designer, stage manager, house manager, public relations), identifying the responsibilities that lead to effective execution of the role.	DIII.17 The student will fulfill a production role (e.g., costume designer, sound designer, lighting designer, stage manager, house manager, public relations manager) that involves leadership and/or design responsibilities.	DIV.17 The student will communicate design concepts, scheduling, and technical details with the production team in order to produce a personally choreographed work for performance.

