

DANCE Achievement Portfolio



Dance IA

(DA 1900)

**Practice Develops
Confidence**

_____ Student
_____ Dance Teacher
_____ Parent
_____ School and District

Description of Dance IA

Dance is a universal language, an expressive and vibrant art with the capacity to unify the physical, mental, social, emotional, aesthetic, and spiritual. This beginning level dance course which builds dance knowledge and skills in technique, improvisation, choreography, artistic expression, performance, history, culture, life skills, and connections to other curricular areas. No prerequisite course is required.

Explanation of Standards

The Utah Dance Core Curriculum embodies the universal principles and language of dance as an art form, and encourages awareness of body movement and its creative potential for communicating meaning and self-expression. By creating, performing, and responding to dance, students address dance education goals which are divided into four dance standards: Technique, Elements of Dance, Creative/Choreographic Processes, and Meaning. These four divisions or standards organize the curriculum into manageable and related units and guide the student through a rich experience with dance. Each standard is broken into objectives, each objective into indicators. A scoring box is placed to the left of each objective. The student scores his or her achievement within each objective using a number ranging from 0 to 10. A legend is provided wherein the student and teacher tally both the average score from the objective boxes and the total number of indicators the class has studied.

Technology requirements for this class include audio and visual recording/playback equipment and percussion instruments.

Listed below are all of the courses presented in the Dance Core Curriculum. There may be additional, elective courses available in some schools.

Dance IA (DA 1900) **Dance IB** (DA 1910) **Dance IIA** (DA 1920)
Dance IIB (DA 1930) **Dance IIIA** (DA 1940) **Dance IIIB** (DA 1950)
Dance Company (DA 1960)

Dance IA Student Achievement Portfolio

Standard 1 **TECHNIQUE**

Students will demonstrate technical proficiency and knowledge of the body.

Objective A: Value dance as contributing to healthy human development.

- Identify basic physical needs to maintain a healthy, safe body for dance; i.e., warming the body, proper nutrition, adequate hydration, sleep, conditioning, injury prevention.
- Develop knowledge of the body through fundamental conditioning; i.e., strength, endurance, flexibility, coordination, agility.
- Summarize effects of fundamental conditioning on the body.
- Implement individual plan to improve dance-related skills.
- Record experiences regarding the value of dance as positive means of self-expression.

Objective B: Develop knowledge and skills of axial movements and basic locomotor steps.

- Perform basic axial sequences demonstrating dynamic alignment and dynamic balance; articulation of the spine, integration of the spine with the periphery, articulation of peripheral body parts promoting mobility, and stability and use of breath to integrate movement patterns.
- Perform the five basic locomotor steps (walk, run, hop, jump, leap) and the basic locomotor combinations (skip, gallop, slide).

Objective C: Develop an awareness of performing techniques.

- Demonstrate basic concepts of performing techniques; i.e., kinesthetic awareness, concentration/focus, clarity of rhythmic acuity, spatial intent, full exploration of energy.

- Identify performing techniques in another dancer.
- Demonstrate appropriate rehearsal and class behavior.

Standard 2 **ELEMENTS OF DANCE**

Students will demonstrate knowledge and skills in the elements of dance.

Objective A: Develop knowledge and skills in space.

- Perform directional spatial concepts; i.e., forward, sideways, backward, diagonal.
- Improvise on established pathways.
- Demonstrate contrasting levels.
- Demonstrate inward and outward focus.
- Investigate positive and negative space.
- Create symmetrical and asymmetrical shapes.

Objective B: Develop knowledge and skills in time.

- Demonstrate stasis and activity.
- Demonstrate tempo by contrasting fast and slow.
- Identify and perform various primary accents for metric phrases.
- Accurately move in 4/4 metric time.

Objective C: Develop knowledge and skills in energy and motion.

- Demonstrate the forces of strength/flow.
- Demonstrate the forces of weight.
- Identify the basic qualities of motion.
- Demonstrate the ability to improvise using three qualities of motion.

Standard 3 **CREATIVE/CHOREOGRAPHIC PROCESSES**

Students will understand choreographic principles, processes, and structures.

Objective A: Improvise within a structure.

- Perform a structured improvisation based on a choreographic principle.
- Perform a structured improvisation based on one of the elements of dance.
- Perform a structured improvisation based on an idea or activity.
- Improvise within a structure using another curricular area as a springboard.

Objective B: Demonstrate choreographic principles, processes, and structures.

- Create, perform, and evaluate a sequence or dance study with a beginning, middle, and end.
- Create, perform, and evaluate a dance study, with a beginning, middle, and end, in a small group demonstrating the compositional principles of unison, contrast, and transition.
- Create and perform a movement sequence based upon a dance element.
- Demonstrate partner skills using the element of shape in a visually interesting way.
- Demonstrate the ability to work cooperatively in small groups during choreographic process.

Standard 4 MEANING

Students will gain an understanding of dance as a means to create and communicate meaning.

Objective A: Develop knowledge and skills in the creative process of abstraction.

- Define the process of abstraction.
- Demonstrate the difference between pantomiming and abstracting a single movement gesture.
- Perform the process of abstraction in a simple pantomimic gesture by altering time, space, and energy.
- Create a movement sequence based on the abstraction of a single gesture.

- Analyze how possible meaning changes when elements of dance are altered.

Objective B: Demonstrate how dance communicates meaning.

- Recognize how music and sound affect the meaning of a dance.
- Examine how movement created purely from dance elements may communicate meaning.
- Create a dance study based on exploration and development of an element that successfully communicates an idea or emotion.
- Create a phrase or composition that successfully communicates an idea without pantomime; e.g., isolation/inclusion.

Objective C: Identify the various purposes served by dance throughout time and in world cultures.

- Explore contemporary pedestrian gestures as movement language.
- Identify the movement ritual of greeting from a historical point of view; e.g., indigenous (tribal meeting-call and response).
- Research, learn, and compare greeting dances from various historical periods.
- Explore the cultural and historical context of a dance from another country.

Objective D: Demonstrate aesthetic perception.

- Respond to improvisational and compositional experiences from perspectives of participant and observer.
- Evaluate dance using aesthetic criteria; i.e., the formal properties of dance, the production aspects, the technical and performance level of dancers.
- Analyze dance as a powerful means of expression.
- Create a dance portfolio that documents written, creative, and performance work.

DANCE IA LEGEND

Each box to the left of the objective contains a number that represents a level of achievement from this list:

Distinguished	10
Independent	9
Fluent	8
Developing	7
Novice	0-6

This is the average of the numbers recorded in the boxes to the left of the objectives:

This is the percentage of indicators the class completed:

