

DANCE Achievement Portfolio



Dance IB

(DA 1910)

**Practice Develops
Confidence**

_____ Student
_____ Dance Teacher
_____ Parent
_____ School and District

Description of Dance IB

Dance is a universal language, an expressive and vibrant art with the capacity to unify the physical, mental, social, emotional, aesthetic, and spiritual. This is a 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. *The prerequisite for this course is Dance IA (1900) or by audition.*

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 IB 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.
- Analyze the effect eating disorders, drugs and alcohol have on a dancer.
- Develop knowledge of the body through fundamental conditioning; i.e., strength, endurance, flexibility, coordination, and agility.
- Implement practices to improve technical weaknesses and build on technical strengths.
- Evaluate the results of the individualized improvement plan.
- 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 of longer duration 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 the use of breath to integrate movement patterns.
- Perform basic locomotor combinations (skip, gallop, slide) and interesting combinations of various locomotor steps.

Objective C: Develop an awareness of performing techniques.

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

- Identify the mastery of 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 with clarity.
- Create a diagramed floor pattern in a small group.
- Demonstrate contrasting levels using shapes, axial, and locomotor movements.
- Create a movement phrase based on focus.
- Demonstrate spatial planes.
- Create unusual shapes using spatial concepts.

Objective B: Develop knowledge and skills in time.

- Demonstrate stasis and activity with clarity.
- Demonstrate tempo by contrasting fast and slow.
- Demonstrate acceleration and deceleration.
- Accurately move in 3/4, 4/4, and 6/8 metric time.
- Identify and perform primary and secondary accents.
- Create random accents within a 3/4 or 4/4 meter.
- Demonstrate non-metric rhythm (breath).

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

- Demonstrate the forces of energy.
- Identify the basic qualities of motion.
- Perform the basic qualities of motion.
- Perform a phrase using three contrasting qualities.

Standard 3 **CREATIVE/CHOREOGRAPHIC PROCESSES**

Students will understand choreographic principles, processes, and structures.

Objective A: Improvise within a structure.

- Improvise with mirroring.
- Improvise in groups with following and flocking movement patterns.
- Perform an improvisation based on contrasting energies.
- Perform an improvisation based on an idea or activity.

Objective B: Demonstrate basic principles of choreographic processes and structure.

- Create and perform a sequence/dance study in AB, ABA, rondo, canon, echo, or antiphonal form.
- Define the compositional elements of unison, contrast, and transition.
- Create, perform, and evaluate a dance study in a small group with a beginning, middle, and end demonstrating unison, contrast, and transition.
- Create and perform a visually interesting duet based on an element of dance.
- Demonstrate the ability to work cooperatively in a small group sharing choreographic ideas equally.

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.

- Perform the process of abstraction in a simple pantomimic gesture by altering time, space, and energy.
- Create a movement pattern through the process of abstraction based on a single gesture, analyzing the changes in meaning each alteration may create.
- Create a simple pattern of gestures through the process of abstraction based on a person or portrait.

Objective B: Demonstrate how dance communicates meaning.

- Experience how music and sound affect the meaning of a dance.
- Demonstrate how movement created purely from a dance element may communicate meaning.
- Create a dance study based on an element of dance that communicates an idea or emotion.
- Create a phrase that successfully communicates an idea.

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

- Identify the purpose of movement ritual as a form of individual self-expression.
- Identify the movement ritual of greeting from a historical point of view; e.g., medieval or renaissance (folk dance - weaving and circling).
- Accurately describe the role of dance in at least two different historical periods.
- Perform and discover the historical/cultural context of a folk dance from a different culture or a social dance from a different time period.

Objective D: Demonstrate aesthetic perception.

- Respond to improvisational and compositional experiences using the elements and principles of dance.
- 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 IB 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:

