

DANCE Achievement Portfolio



Dance IIA

(DA 1920)

**Practice Develops
Confidence**

_____ Student
_____ Dance Teacher
_____ Parent
_____ School and District

Description of Dance IIA

Dance is a universal language, an expressive and vibrant art with the capacity to unify the physical, mental, social, emotional, aesthetic, and spiritual. This intermediate level dance course 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 IB (1910) 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 940) **Dance IIIB** (DA 1950)
Dance Company (DA 1960)

Dance IIA 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.

- Implement goals for improving individual patterns and habits contributing to a safe, healthy body.
- Implement strategies for accepting differences in body types and movement tendencies as part of self.
- Develop knowledge of the body through fundamental conditioning; i.e., strength, endurance, flexibility, coordination, and agility.
- Document personal technical progress.

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

- Perform more complex 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, the use of breath to integrate movements, movement initiation from the center of the body, and movement connectivity.
- Demonstrate movement combinations that incorporate various axial combinations.
- Perform the five basic locomotor steps with increased articulation and rhythmical acuity.
- Perform basic locomotor combinations.
- Perform interesting combinations of various locomotor steps, incorporating upper body axial movements with them.

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 fluctuation, and link of inner intent to outer expression.

- Identify the mastery of performing techniques in self and another.

Standard 2 **ELEMENTS OF DANCE**

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

Objective A: Develop knowledge and skills in space.

- Demonstrate an understanding of spatial pathways, directions, and facings.
- Create a spatial floor pattern.
- Demonstrate knowledge of contrasting spatial planes; i.e., vertical, horizontal, diagonal, lateral.
- Create independent and interdependent shapes with partners.
- Create shapes through an energy improvisation.
- Develop shape relationships with transitions as a solo, with a partner, and in a group.

Objective B: Develop knowledge and skills in time.

- Demonstrate rhythmic phrasing.
- Investigate even and uneven intervals within a metric phrase.
- Demonstrate accent.
- Clap and move in syncopation (accent on offbeat).
- Demonstrate non-metric (breath) rhythm.

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

- Perform the seven basic qualities of motion.
- Perform an improvisation based on two or more qualities of motion.
- Explore the inherent energy qualities found in other curricular areas.
- Create a group composition that clearly defines two contrasting qualities.

Standard 3 **CREATIVE/CHOREOGRAPHIC PROCESSES**

Students will understand choreographic principles, processes, and structures.

- Improvise within a structure to generate movement for choreography.
- Improvise within a structure based on an element of dance.
- Improvise alone and with a group using AB, ABA, and rondo form, with or without music.

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

- Define the compositional elements of continuity, sequence, repetition, variety, unison, contrast, transition, and climax.
- Create and perform a dance study using two compositional principles as a focus.
- Create and perform a dance sequence with a beginning, middle, and end with musical accompaniment.
- Create and rework a dance study in ABA, rondo, canon, or antiphonal form with music.
- Develop recall skills from solo, duet, and group improvisations
- Perform a dance from repertory for accuracy of style, clarity, and structure.

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.

- Demonstrate the process of abstraction; i. e., altering time, space, energy through reordering, repeating, diminishing, inverting the movement.
- Analyze how each alteration may change meaning.
- Create, abstract, perform a movement pattern based on a gesture, response, visual image, or idea.
- Analyze why a choreographer chooses a particular movement to communicate an idea in dance.

Objective B: Demonstrate how dance communicates meaning.

- Identify and demonstrate through composition how elements of continuity, sequence, transition, repetition, variety, and climax communicate meaning in dance.
- Analyze and demonstrate how personal experience influences interpretation of a dance.
- Create a composition that successfully communicates a topic of personal significance.

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

- Perform contemporary pedestrian gestures as a movement language.
- Experience a movement ritual as group expression.
- Analyze the purpose of movement ritual from a historical point of view.
- Identify, study, or perform through video, live dance performance, and/or master classes the broad spectrum of 20th century dance forms.
- Analyze similarities and differences between two dance forms.

Objective D: Demonstrate aesthetic perception.

- Analyze improvisational and compositional experiences.
- Analyze a choreographic work using aesthetic criteria.
- Formulate aesthetic questions for a dance concert critique.
- Analyze, using aesthetic criteria, why a dance work has power to communicate meaning.
- Analyze the similarities and differences in a choreographic work and one of another art form, culture, and/or time period.
- Create a dance portfolio of representative work.

DANCE IIA 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:

