

DANCE Achievement Portfolio



Dance IIB

(DA 1930)

**Practice Develops
Confidence**

_____ Student
_____ Dance Teacher
_____ Parent
_____ School and District

Description of Dance IIB

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 IIA (1920) 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 IIB 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.
- Develop knowledge of the body through fundamental conditioning; i.e., strength, endurance, flexibility, coordination, and agility.
- Implement a preventive conditioning plan based on one area of tightness, weakness, or misalignment.
- Record personal technical goals and document progress.
- Create a dance that shares personal feelings about dance and self.

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

- Perform axial sequences of greater length and complexity in multiple planes 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, use of breath to integrate movements, movement initiation from the center of the body, and movement connectivity.
- Perform locomotor steps and combinations of greater complexity and duration with increased articulation and rhythmical acuity.
- Perform interesting combinations of various locomotor steps, incorporating upper body axial movements with them.
- Create and perform student-directed locomotor combinations by varying above combinations.

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 spatial pathways, directions, and facings.
- Improvise spatial relationships.
- Demonstrate contrasting spatial planes; i.e., vertical, horizontal, diagonal, lateral.
- Demonstrate knowledge of focus.
- Demonstrate knowledge of graining (body focus).
- Create shape relationships with transitions as a solo, with a partner, and in a group.
- Create a duet shape composition with motional possibilities.

Objective B: Develop knowledge and skills in time.

- Demonstrate rhythmic phrasing with increased acuity.
- Investigate even and uneven intervals within a metric phrase.
- Demonstrate accent.
- Demonstrate syncopation.
- Perform breath and rhapsodic rhythm.

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

- Perform the seven basic qualities of motion.
- Perform an improvisation with a partner 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.

Objective A: Improvise within a structure.

- Improvise alone and in a group using AB, ABA, or rondo form with music.
- Improvise with a variety of accompaniments in large and small groups.
- Improvise using chance methods.
- Improvise using a treading or pulsing base.
- Demonstrate recall skills from individual and group improvisations.

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

- Create and perform a theme.
- Create variations on a theme using choreographic principles.
- Create and perform a dance study or sequence with a beginning, middle, and end with musical accompaniment.
- Analyze the results of performing a dance study to a different musical selection.
- Create, perform, and rework a dance study in ABA, rondo, canon, or antiphonal form with music.
- Create a study using compositional principles of balance, harmony, unison, contrast, transition, continuity, sequence, repetition, variety, and climax.
- 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 movement abstraction; i. e., altering time, space, energy through reordering, repeating, diminishing, inverting the movement.
- Create and perform a composition through the process of abstraction based on an element of dance; e.g., spatial relationships, words.
- Discuss how meaning may be derived from a pure movement base.
- Analyze the power of this choreographic method.

- Create, perform, and develop a movement pattern through the process of abstraction based on a social issue or contemporary event.
- Analyze how a classic or contemporary modern dance work uses abstraction to create meaning.

Objective B: Demonstrate how dance communicates meaning.

- Create and perform a composition that effectively communicates a contemporary social theme, issue, or event.
- Create and perform a composition that communicates an idea or emotion.

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.

- Respond to improvisational and compositional experiences from subjective, and objective points of view.
- Analyze a choreographic work using aesthetic criteria.
- Create an aesthetic study of a character in a recorded dance.
- Analyze the choreographer's success or failure in communicating an idea, statement, mood, emotion, or concept.
- Create a dance portfolio of representative work.

DANCE IIB 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:

