

DANCE Achievement Portfolio



Dance IIIA

(DA 1940)

**Practice Develops
Confidence**

_____ Student
_____ Dance Teacher
_____ Parent
_____ School and District

Description of Dance IIIA

Dance is a universal language, an expressive and vibrant art with the capacity to unify the physical, mental, social, emotional, aesthetic, and spiritual. This advanced 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 IIB (1930) 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 IIIA 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 safe and healthy dance practices in class and rehearsals.
- Determine how individual differences affect personal conditioning needs and individual movement choices.
- Develop knowledge of the body through fundamental conditioning; i.e., strength, endurance, flexibility, coordination, and agility.
- Implement an individual conditioning plan.
- Document technical progress on videotape and in writing.

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

- Perform complex axial sequences which incorporate rotation, 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.
- Demonstrate locomotor combinations that incorporate various axial combinations.
- Create and perform interesting, student-directed locomotor combinations incorporating axial movements.
- Demonstrate locomotor combinations that incorporate airborne leaping and jumping, falls or rolls to the ground, turns with various base points.

Objective C: Develop an awareness of performing techniques.

- Demonstrate basic concepts of performing techniques with increased nuance; 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 planes and pathways.
- Demonstrate three ranges of motion.
- Perform contrasting ranges of motion with clarity and intent.
- Perform graining (body focus).
- Demonstrate layers of space; i.e., inner, personal, public.

Objective B: Develop knowledge and skills in time.

- Improvise and create new rhythmic possibilities.
- Perform breath rhythm (non-metric).
- Demonstrate an advanced level of rhythmic acuity and musicality.
- Demonstrate diagrammed syncopation.
- Demonstrate resultant rhythm.

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

- Perform the seven basic qualities of motion with contrast and nuance.
- Identify the element of energy in choreography.
- Demonstrate how energy affects movement.
- Analyze personal preferred movement quality.

Standard 3 **CREATIVE/CHOREOGRAPHIC PROCESSES**

Students will understand choreographic principles, processes, and structures.

Objective A: Improvise within a structure.

- Create a gestalt through improvisation.
- Create a structure through gestalt.

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

- Use a chance method as a means of finding creative, fresh materials for choreography.
- Create a solo study based on a compositional principle or element.
- Create a duet study based on choreographic structure.
- Expand a successful duet into a group dance.
- Research the creative process of a recognized choreographer.
- Perform a dance from repertory for accuracy of style, form, nuance, technique, and expression.

- Compare the creative processes used by a professional in another discipline.
- Create a composition based on the study of another discipline.

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

- Explore the purpose of movement ritual as self-expression – individually and in groups.
- Explore the purpose and function of movement ritual in own community, present and past.
- Identify, study, or perform through video, live dance performance, and/or master classes the broad spectrum of 20th century dance forms.
- Create a time line illustrating the important dance events in the 20th century and place them in their social, historical, cultural, and political contexts.

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.

- Create a movement phrase through the process of abstraction developed from a gesture, pedestrian movement, or idea.
- Analyze and discuss how abstraction was used to create or communicate meaning in a recorded or live performance work.
- Identify and discuss symbolism in dance.
- Create a dance phrase using symbolism.
- Create a study based on a character or idea through the process of abstraction.

Objective D: Demonstrate aesthetic perception.

- Respond to improvisational and compositional experiences from a variety of perspectives.
- Evaluate own and others’ work using aesthetic questions.
- Examine ways a dance creates and conveys meaning by considering the dance from a variety of perspectives.
- Articulate understanding of a choreographer’s intent.
- Create a dance portfolio documenting representative creative and performance work.

Objective B: Demonstrate how dance communicates meaning.

- Demonstrate how the compositional elements of sequence, repetition, variety, continuity, transitions, contrast, harmony, balance, proportion, unity, and climax may affect what a dance communicates.
- Create a solo or group composition based on a contemporary social theme.

DANCE IIIA 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:

