DANCE Achievement Portfolio
Dance IIIB
(DA 1950)

Practice Develops Confidence

_____ Student
_____ Dance Teacher
_____ Parent
_____ School and District

Description of Dance IIIB

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 IIIA (1940) 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)

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

- Develop knowledge of the body through fundamental conditioning; i.e., strength, endurance, flexibility, coordination, and agility.
- Implement an individual conditioning program.
- Identify classifications of dance injuries such as acute (sudden onset) vs. chronic (gradual onset or recurring).
- Analyze possible causes of such injuries; e.g. overuse, improper technique, inadequate warm-up, unsound movement choices.
- Document technical progress on videotape and in writing.

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

- Perform complex sequences integrated with demonstrating locomotor movement and 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 complex variations of locomotor and combination steps which incorporate spatial and rhythmical challenges.
- Create and perform student-directed locomotor combinations which also incorporate axial movements.

☐ **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.

- Refine performing techniques through self-evaluation and correction.
- 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.**
- Exhibit advanced level skills in performing movement in and through space.
- Demonstrate graining (body focus).
- Perform sequences and/or improvisations based on spatial volumes.
- Demonstrate layers of space.
- Exhibit advanced level skills in creating and performing shape studies and improvisations.

☐ **Objective B: Develop knowledge and skills in time.**
- Demonstrate advanced level skills in tempo.
- Demonstrate breath rhythm (non-metric).
- Perform 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.
- Recognize energy as it relates to choreography.
- Explore how energy affects movement.
- Create and perform with clarity a solo based on a quality of energy.

Standard 3 **CREATIVE/CHOREOGRAPHIC PROCESSES**
Students will understand choreographic principles, processes, and structures.

☐ **Objective A: Improvise within a structure.**
- Create a structure through gestalt.
- Identify through videotape the gestalt in an improvisation.

Objective B: Demonstrate choreographic principles, processes, and structures.
- Create and perform a dance study using unison and echo form.
- Create a dance in montage, fugue, or antiphonal form.
- Create a theme and develop variations from compositional principles previously studied.
- Evaluate the choreographic structures and discuss possibilities, options, and development.

Objective C: Demonstrate performance and choreographic skills.
- Perform repertory accurately as to style, form, nuance, and technique.
- Direct a short section of a repertory piece.
- Experience working with a guest, faculty, or student choreographer.
- Use a chance method as a solution for finding fresh, creative movement.
- Demonstrate further development and refinement of proficient skills to create small group dance with coherence and aesthetic unity.

Standard 4 **MEANING**
Students will gain an understanding of dance as a means to create and communicate meaning.

Objective A: Define and demonstrate the creative process of abstraction.
- Describe the process of abstraction.
- Create a movement phrase developed from a gesture, pedestrian movement, visual image, emotion, or statement, using the process of abstraction.
- Analyze how abstraction was used to create or communicate meaning in a recorded or live performance work.

Objective B: Demonstrate how dance communicates meaning.
- Analyze how dance conveys meaning by considering a work from a variety of perspectives.
- Compare and contrast how meaning is communicated in two compositions or choreographic works.
- Demonstrate how the compositional principles may affect what a dance communicates.
- Explore the most effective way to develop an idea through movement using the compositional principles and dance elements studied.
- Choreograph a dance that successfully communicates a topic of personal significance or a contemporary social theme.
- Compare art forms and evaluate their effectiveness in communicating a story or idea.
- Create an interdisciplinary project based on dance and another art form.

Objective C: Identify the various purposes served by dance throughout time and in world cultures.
- Identify the purpose of movement ritual as self-expression – individually and in groups.
- Identify and describe the purpose and function of movement ritual in own community, present and past.
- Explore similarities and differences among dance forms of other cultures.
- Explore similarities and differences between two dance periods.

Objective D: Demonstrate aesthetic perception.
- Respond to improvisational and compositional experiences with new solutions.
- Revise a composition using principles, concepts, and elements of dance.
- Formulate and answer questions based on aesthetic criteria.
- Compare aesthetic criteria in dance and other art forms.
- Create a dance portfolio of representative work.

http://www.usoe.k12.ut.us/curr/FineArt

The space below is for written communication between student, teacher, and parent.

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