

DANCE Achievement Portfolio



Dance IV

(DA 1960)

**Practice Develops
Confidence**

_____ Student
_____ Dance Teacher
_____ Parent
_____ School and District

Description of Dance IV

Dance is a universal language, an expressive and vibrant art with the capacity to unify the physical, mental, social, emotional, aesthetic, and spiritual. This level IV 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 III (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 IV (DA 1960)

Dance IV 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.

- Document progress on select technical and performance goals.
- Implement an individual conditioning program that addresses differences in strength, flexibility, muscular endurance, coordination, and agility.
- Implement strategies for injury prevention in class, rehearsals, and performance.
- Describe immediate injury care.
- Discuss methods of enhancing dancers' abilities in choreography.

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

- Perform complex axial movements of greater length with rhythmical, spatial, and qualitative challenges demonstrating dynamic alignment and dynamic balance; articulation of the torso, articulation of peripheral body parts promoting mobility and stability, integration of the spine with the periphery, use of breath to integrate movement, movement initiation from the center of the body, and movement connectivity.
- Perform complex variations of basic locomotor and combination steps which incorporate spatial, rhythmical, and qualitative challenges.
- Perform complex combinations of various locomotor steps with axial movement.
- 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; 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.

- Analyze personal performing techniques from internal and external (video) methods.
- 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 and shape awareness in performance.
- Choreograph and perform a dance exploring interesting spatial relationships of groups.
- Choreograph and perform an individual study using three shapes, three focal points, and three ranges of motion.

Objective B: Develop knowledge and skills in time.

- Demonstrate movement sequences with tempo, rhythmic and musical acuity.
- Demonstrate syncopation.
- Perform unmetered rhythm.

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

- Perform movement with qualitative nuance.
- Perform choreography with enhanced energy awareness.
- Use the qualities of motion as a basis for choreography.

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

Objective A: Improvise as part of the process to create dance for public performance.

- Improvise a solo based upon an element of dance.

- Use all improvisational skills to aid choreography; e.g., use of spontaneity and imagination, discovery and development of thematic material, staying within gestalt.

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

- Analyze the relationship between music, sound, and choreography.
- Create and perform studies in various choreographic forms.
- Choreograph and perform in different dances utilizing previous knowledge and experience.
- Compare the creative processes used by a noted choreographer and an artist in another form.

Objective C: Demonstrate performance and choreographic skills.

- Demonstrate ensemble performance skills.
- Create a 3-5 minute group dance with coherence and aesthetic unity.
- Participate in the process of presenting a concert.

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.

- Analyze how a choreographer uses abstraction to create or communicate meaning.
- Choreograph a solo based on a person, character, or picture through the process of abstraction.

Objective B: Demonstrate how dance communicates meaning.

- Explore through dance elements and compositional principles the most effective way to develop an idea through movement.

- Choreograph a dance that successfully communicates a topic of personal significance or a contemporary social theme.
- Create an interdisciplinary project based on a theme, idea, concept, social issue, or object.

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

- Observe a video or live performance of a choreographic work based on a world culture past or present; e.g., “The Green Table” by Kurt Jooss, “Shakers” by Doris Humphrey, “Dambala” by Charles Moore.
- Accurately describe various purposes dance has served in world cultures past and present.
- Create and perform three different movement phrases derived from the study of theatrical, cultural, historical, social, or political context.
- Develop one of the above movement phrases into a solo or group work.

Objective D: Demonstrate aesthetic perception.

- Respond to improvisational and compositional experiences from objective and subjective viewpoints.
- Create a dance and revise it over time, articulating in discussion or writing the reasons for the artistic decisions.
- Evaluate works of peers in a supportive and constructive way.
- Analyze a professional or university concert of works using aesthetic criteria; i.e., the elements and principles of dance, production aspects, dancers’ performances, and the choreographic intent or communicative power of the works.
- Create a portfolio of creative and written work.

DANCE IV 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:

