

Dance Pre High School Creating Process Component: Explore

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.

Essential Question: Where do choreographers get ideas for dances?

Performance Standards		Instructional Examples
Proficient	<p>DA:Cr1.1.I</p> <p>a. Explore a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement.</p> <p>b. Experiment with the elements of dance to explore personal movement preferences and strengths, and select movements that challenge skills and build on strengths in an original dance study or dance.</p>	<ul style="list-style-type: none"> • Explore ways space can be used to communicate specific choreographic intentions. • Explore diverse rhythms and time signatures, precluding predictability. • Use movements in contrast to each other to create dynamic tension. • Explore how dynamic choices can be used to communicate specific choreographic ideas. • Explore different types of accompaniment with a sophisticated musical sense. • Explore methods of creating movement studies <ul style="list-style-type: none"> ○ Tension and resolution. ○ Concept of fugue. ○ Integrates musical, structural, and developmental patterns with visual, dynamic, intellectual and aesthetic elements of dance. ○ Projects one-dimensional visual ideas into three-dimensional space while integrating visual, dynamic, and musical elements to enhance the intent of the choreography.
Accomplished	<p>DA:Cr1.1.II</p> <p>a. Synthesize content generated from stimulus materials to choreograph dance studies or dances using original or codified movement.</p> <p>b. Apply personal movement preferences and strengths with the movement vocabulary of several dance styles or genres to choreograph an original dance study or dance that communicates an artistic intent. Compare personal choices to those made by well-known choreographers.</p>	

Advanced	<p>DA:Cr1.III</p> <p>a. Synthesize content generated from stimulus material. Experiment and take risks to discover a personal voice to communicate artistic intent.</p> <p>b. Expand personal movement preferences and strengths to discover unexpected solutions that communicate the artistic intent of an original dance. Analyze the unexpected solutions and explain why they were effective in expanding artistic intent.</p>	<ul style="list-style-type: none"> • Utilize improvisation to explore different architectural and geometric forms individually and in groups. • Develop movements based on concepts from other disciplines <ul style="list-style-type: none"> ○ Music ○ Theatre ○ Visual art • Explore ways that movement can expand understanding of works based on language including prose and poetry.
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Creating – Dance High School (DA:Cr2.1)

Process Component: Plan

Anchor Standard 2: Organize and develop artistic ideas and work.

Enduring Understanding: The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.

Essential Question: What influences choice-making in creating choreography?

Performance Standards		Instructional Examples
Proficient	<p>DA:Cr2.1.I</p> <p>a. Collaborate to design a dance using choreographic devices and dance structures to support an artistic intent. Explain how the dance structures clarify the artistic intent.</p> <p>b. Develop an artistic statement for an original dance study or dance. Discuss how the use of movement elements, choreographic devices, and dance structures serve to communicate the artistic statement.</p>	<ul style="list-style-type: none"> • Working in groups explore how spatial design can be used for specific choreographic intentions. • Use diverse rhythms and time signatures, precluding predictability to enhance artistic intent. • Explore elements of contrast applied to range of movement, tempi, and shape.

<p>Accomplished</p>	<p>DA:Cr2.1.II</p> <p>a. Work individually and collaboratively to design and implement a variety of choreographic devices and dance structures to develop original dances. Analyze how the structure and final composition informs the artistic intent.</p> <p>b. Develop an artistic statement that reflects a personal aesthetic for an original dance study or dance. Select and demonstrate movements that support the artistic statement.</p>	<ul style="list-style-type: none"> • Explore using a personal experience as the starting point for a movement study. • Compare using a theme based on literature or an historical event to using personal experience. • Observe and discuss how choreographers manipulate and develop basic movement content in a dance. • Create movement studies based on different artistic ideas. • Show studies and discuss how meaning is understood through <ul style="list-style-type: none"> ○ Personal choices, ○ Cultural influences, and ○ Artistic perspectives
<p>Advanced</p>	<p>DA:Cr2.1.III</p> <p>a. Demonstrate fluency and personal voice in designing and choreographing original dances. Justify choreographic choices and explain how they are used to intensify artistic intent.</p> <p>b. Construct as artistic statement that communicates a personal, cultural, and artistic perspective.</p>	

<p>Creating – Dance High School (DA:Cr3.1) Process Component: Revise</p>		
<p>Anchor Standard 3: Refine and complete artistic work.</p>		
<p>Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning.</p>		
<p>Essential Question: How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?</p>		
<p>Performance Standards</p>		<p>Instructional Examples</p>
<p>Proficient</p>	<p>DA:Cr3.1.I</p> <p>a. Clarify the artistic intent of a dance by manipulating choreographic devices and</p>	<ul style="list-style-type: none"> • Determine line of experimentation narrative or abstraction in movement.

	<p>dance structures based on established artistic criteria and feedback from others. Analyze and evaluate impact of choices made in the revision process.</p> <p>b. Compare recognized systems to document a section of a dance using writing, symbols, or media technologies.</p>	
<p>Accomplished</p>	<p>DA:Cr3.1.II</p> <p>a. Clarify the artistic intent of a dance by refining choreographic devises and dance structures, collaboratively or independently using established artistic criteria, self-reflection, and the feedback from others. Analyze and evaluate impact of choices made in the revision process.</p> <p>b. Develop a strategy to record a dance using recognized systems of dance documentation (for example, writing a form of notation symbols or using media technologies).</p>	<ul style="list-style-type: none"> • Develop movement studies using both narrative and abstraction focus. • Show studies in class. • Video studies for self evaluation. • Determine the extent to which the intended message was effectively communicated. <ul style="list-style-type: none"> ○ Explore various elements of choreographic structure to enhance communication. • Participate in managed peer review. • Explore how scenic design and stage effects can enhance the meaning of a dance. • Explore recording versions of the study so that changes can be reviewed and evaluated. • Journal about the development process. • Articulate reasoning for artistic decisions. • Share thoughts about effectiveness of a dancer’s ability to communicate ideas, meanings, and emotions through dance.
<p>Advanced</p>	<p>DA:Cr3.1.III</p> <p>a. Clarify the artistic intent of a dance by manipulating and refining choreographic devises, dance structures, and artistic criteria using self-reflection and feedback from others. Document choices made in the revision process and justify how the refinements support artistic intent.</p> <p>b. Document a dance using recognized systems of dance documentation (for example, writing, a form of notation symbols, or using media technologies).</p>	<ul style="list-style-type: none"> • Explore production elements (lighting, costumes, sound, props, sets) • Evaluate production elements based on strengthening choreographic message. • Explore was to evaluate and respond to own artistic choices, the collaborative choices of peers, and suggested constructive alternatives.

Performing – Dance High School (DA:Pr4.1)
Process Component: Express

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

Enduring Understanding: Space, time, and energy are basic elements of dance.

Essential Question: How do dancers work with space, time and energy to communicate artistic expression?

Performance Standards		Instructional Examples
Proficient	<p>DA:Pr4.1.I</p> <p>a. Develop partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of special design and relationship. Use space intentionally during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography.</p> <p>b. Use syncopation and accent movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing.</p> <p>c. Connect energy and dynamics to movements by applying them in and through all parts of the body. Develop total body awareness so that movement phrases demonstrate variances of energy and dynamics.</p>	<ul style="list-style-type: none"> • Explore locomotor and non-locomotor movements emphasizing strength, flexibility, agility, and coordination. <ul style="list-style-type: none"> ○ Explore in various forms <ul style="list-style-type: none"> ▪ Solo ▪ duet ▪ small ensemble ▪ large ensemble • Video experiments to review and evaluate results of experiments. • Determine which forms are most effective for conveying the artistic meaning of the piece. • Explore increasingly complex combinations of locomotor and nonlocomotor movements, emphasizing the elements of space, time, and force. • Explore when complexity enhances artistic ideas and when it obscures the movement intention. • Explore range of dynamics in balance, initiation of movement, isolation of body parts, weight shift, elevation and landing, and fall and recovery. • Observe how different dynamics change the meaning of movements. • Explore patterns, repetition and variation of stationary and locomotor movements.
Accomplished	<p>DA:Pr4.1.II</p> <p>a. Dance alone and with others with special intention. Expand partner and ensemble skills to greater ranges and skill level. Execute complex floor and air sequences with others</p>	

	<p>while maintaining relationships through focus and intentionality.</p> <p>b. Perform dance studies and compositions that use time and tempo in unpredictable ways. Use intentional rhythms and kinetics as phrasing tools. Dance “in the moment”.</p> <p>c. Initiate movement phrases by applying energy and dynamics. Vary energy and dynamics over the length of a phrase and transition smoothly out of the phrase and into the next phrase, paying close attention to its movement initiation and energy.</p>	<ul style="list-style-type: none"> • Explore manipulating phrasing <ul style="list-style-type: none"> ○ Reversing ○ Inverting ○ Retrograding • Explore complimenting and contrasting musicality. • Explore meaning conveyed by stylistic nuance. • Explore combining a broad range of dynamic qualities on different dancers at the same time. • Explore incorporating a broad range of dynamic qualities at different times throughout the piece.
Advanced	<p>DA:Pr4.1.III</p> <p>a. Modulate and use the broadest range of movement in space for artistic and expressive clarity. Use inward and outward focus to clarify movement and intent. Establish and break relationships with other dancers and audience as appropriate to the dance.</p> <p>b. Modulate time factors for artistic interest and expressive acuity. Demonstrate time complexity in phrasing with and without musical accompaniment. Use multiple and complex rhythms (for example, contrapuntal and/or polyrhythmic) at the same time. Work with and against rhythm of accompaniment or sound environments.</p> <p>c. Connect energy and dynamics to movements by applying them in and through all parts of the body. Develop total body awareness so that movement phrases demonstrate variances of energy and dynamics.</p>	

Performing – Dance High School (DA:Pr5.1)

Process Component: Embody

Anchor Standard 5: Develop and refine artistic technique and work for presentation.

Enduring Understanding: Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.

Essential Question: What must a dancer do to prepare the mind and body for artistic expression?

Performance Standards		Instructional Examples
Proficient	<p>DA:Pr5.1.I</p> <p>a. Embody technical dance skills (for example, functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to retain and execute dance choreography.</p> <p>b. Develop a plan for healthful practices in dance activities and everyday life including nutrition and injury prevention. Discuss implementation of the plan and how it supports personal performance goals.</p> <p>c. Collaborate with peers to establish and implement a rehearsal plan to meet performance goals. Use a variety of strategies to analyze and evaluate performances of self and others (for example, use video recordings of practice to analyze the difference between the way movements look and how they feel to match performance with visual affect). Articulate performance goals and justify reasons for selecting particular practice strategies.</p>	<ul style="list-style-type: none"> • Demonstrate basic proficiency in movement skills <ul style="list-style-type: none"> ○ Alignment, ○ Balance, ○ Initiation of movement, ○ Isolation of body parts, ○ Weight shift, ○ Elevation and jumping, ○ Safe landing from jumps, ○ Fall and recovery. • Demonstrate understanding of use of space in dance <ul style="list-style-type: none"> ○ Facings ○ Downstage ○ Upstage • Demonstrate basic dance warm-up exercises with an understanding of their necessity and intention for physical strength, flexibility, agility, and endurance. • Develop a basic movement warm-up for self including specific exercises to build skills in areas that need improvement.

<p style="text-align: center;">Accomplished</p>	<p>DA:Pr5.1.II</p> <p>a. Dance with sensibility toward other dancers while executing complex special, rhythmic, and dynamic sequences to meet performance goals.</p> <p>b. Apply anatomical principles and healthful practices to a range of technical dance skills for achieving fluency of movement. Follow a personal nutrition plan that supports health for everyday life.</p> <p>c. Plan and execute collaborative and independent practice and rehearsal processes with attention to technique and artistry informed by personal performance goals. Reflect on personal achievements.</p>	<ul style="list-style-type: none"> • Understand how dance can be a means of maintaining personal fitness and wellness. • Develop a personal fitness and wellness program. • Articulate the reasons for developing a healthy lifestyle and a personal plan for healthy living. • Demonstrate respect for the body as a whole and the body as an instrument of expression and communication. • Understand and articulate why and how dance is the product of intentional and physical actions.
<p style="text-align: center;">Advanced</p>	<p>DA:Pr5.1.III</p> <p>a. Apply body-mind principles to technical dance skills in complex choreography when performing solo, partnering, or dancing in ensemble work in a variety of dance genres and styles. Self-evaluate performances and discuss and analyze performance ability with others.</p> <p>b. Research healthful and safe practices for dancers and modify personal practice based on findings. Discuss how research informs practice.</p> <p>c. Initiate, plan, and direct rehearsals with attention to technical details and fulfilling artistic expression. Use a range of rehearsal strategies to achieve performance excellence.</p>	

**Performing – Dance High School (DA:Pr6.1)
Process Component: Present**

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Enduring Understanding Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.

Essential Question: How does a dancer heighten artistry in a public performance?

Performance Standards		Instructional Examples
Proficient	<p>DA:Pr6.1.I</p> <p>a. Demonstrate leadership qualities (for example, commitment, dependability, responsibility, and cooperation) when preparing for performances. Demonstrate performance etiquette and performance practices during class, rehearsal, and performance. Post-performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies using dance terminology and production terminology.</p> <p>b. Evaluate possible designs for the production elements of a performance and select and execute the ideas that would intensify and heighten the artistic intent of the dances.</p>	<ul style="list-style-type: none"> • Understand the value of technical skill in communicating ideas through movement. • Understand and be able to assess the impact different performance spaces can have on audience’s enjoyment and understanding of dances. • Based on assessment work with team to create viable alternatives in spacing and production elements. • Tour different performance spaces. • • Understand accurately use terminology for traditional and alternative performance spaces. • Understand and value the importance of all backstage/technical roles to the dance

<p style="text-align: center;">Accomplished</p>	<p>DA:Pr6.1.II</p> <p>a. Demonstrate leadership qualities (for example, commitment, dependability, responsibility, and cooperation) when preparing for performances. Model performance etiquette and performance practices during class, rehearsal, and performance. Implement performance strategies to enhance projection. Post-performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies using dance terminology and production terminology.</p> <p>b. Work collaboratively to produce a dance concert on a stage or in an alternative performance venue and plan the production elements that would be necessary to fulfill the artistic intent of the dance works.</p>	<p>performance.</p> <ul style="list-style-type: none"> • Understand the value of teamwork when moving a production from studio to stage. • Throughout process of creating performance, document and evaluate choices and reasons for technical and/or artistic decisions. • Explore performing the same dance work in a variety of performance spaces. • Document the process and results of performances in different spaces. • Articulate which types of dance are best suited for the performance spaces explored.
<p style="text-align: center;">Advanced</p>	<p>DA:Pr6.1.III</p> <p>a. Demonstrate leadership qualities (for example, commitment, dependability, responsibility, and cooperation) when preparing for performances. Model performance etiquette and performance practices during class, rehearsal, and performance. Enhance performance using a broad repertoire of strategies for dynamic projection. Develop a professional portfolio (resume, head shot, etc.) that documents the rehearsal and performance process with fluency in professional dance terminology and production terminology.</p> <p>b. Work collaboratively to produce dance</p>	

	concerts in a variety of venues and design and organize the production elements that would be necessary to fulfill the artistic intent of the dance works in each of the venues.	
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Responding – Dance High School (DA:Re7.1) Process Component: Analyze		
Anchor Standard 7: Perceive and analyze artistic work.		
Enduring Understanding: Dance is perceived and analyzed to comprehend its meaning.		
Essential Question: How is a dance understood?		
Performance Standards		Instructional Examples
Proficient	DA:Re7.1.I a. Analyzing recurring patterns of movement and their relationships in dance in context of artistic intent . b. Analyze the use of elements of dance in a variety of genres, styles, or cultural movement practices within its cultural context to communicate intent. Use genre-specific dance terminology .	<ul style="list-style-type: none"> • Explore physically how different movements and movement qualities make the observer feel physically and emotionally. • Analyze whether the observed movement produces the same physical and emotional sensations. • Explore how different types of music make the observer feel when observing a movement phrase. • Explore repeating the same movement phrase to different types of movement and document the results. • Observe and identify different movement qualities,
Accomplished	DA:Re7.1.II a. Analyze dance works and provide examples of recurring patterns of movement and their relationships that create structure and meaning in dance.	

	<p>b. Analyze and compare the movement patterns and their relationships in a variety of genres, styles, and cultural movement practices and explain how their differences impact communication and intent within a cultural context. Use genre-specific dance terminology.</p>	<p>rhythms, and tempi.</p> <ul style="list-style-type: none"> • Discuss affinities for the above. • Observe and discuss variety and contrast in movement phrases from several genres. • Observe and discuss unison movement. • Record visual and/or emotional impact created in observers by above elements. • Discuss the role of dance in community or ancestral roots. • Discuss the historical context of dance within different communities and cultures.
Advanced	<p>DA:Re7.1.III</p> <p>a. Analyze dance works from a variety of dance genre and styles and explain how recurring patterns of movement and their relationships create well-structured and meaningful choreography.</p> <p>b. Explain how dance communicates aesthetic and cultural values in a variety of genres, styles, or cultural movement practices. Use genre-specific dance terminology.</p>	

<p>Responding – Dance High School (DA:Re8.1) Process Component: Interpret</p>	
<p>Anchor Standard 8: Interpret intent and meaning in artistic work.</p>	
<p>Enduring Understanding: Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.</p>	
<p>Essential Question: How is dance interpreted?</p>	
<p>Performance Standards</p>	<p>Instructional Examples</p>

<p>Proficient</p>	<p>DA:Re8.1.I a. Select and compare different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, use of body, dance technique, and context enhance meaning and support intent using genre-specific dance terminology.</p>	<ul style="list-style-type: none"> • Utilizing Internet resources gather five different types of dances. • Discuss and compare the different dances using correct dance terminology. • Discuss the use of elements of dance, movement vocabulary and music in observed dances. • Discuss and demonstrate how the above are used in specific dances to enhance artistic expression. • Identify similarities and differences. • Discuss how personal experience influences understanding of gesture, timing and costuming choices. • Articulate the societal influence on choreographic choices based on the time period in which a dance was choreographed. • Discuss the cultural influences that may influence how a dance is received.
<p>Accomplished</p>	<p>DA:Re8.1.II a. Analyze and discuss how the elements of dance, execution of dance movement principles, and context contribute to artistic expression. Use genre-specific dance terminology.</p>	
<p>Advanced</p>	<p>DA:Re8.1.III a. Analyze and interpret how the elements of dance, execution of dance movement principle, and context contribute to artistic expression across different genres, styles, or cultural movement practices. Use genre-specific dance terminology.</p>	

Responding – Dance High School (DA:Re9.1)
Process Component: Critique

Anchor Standard 9: Apply criteria to evaluate artistic work.

Enduring Understanding: Criteria for evaluating dance vary across genres, styles, and cultures.

Essential Question: What criteria are used to evaluate dance?

Performance Standards		Instructional Examples
Proficient	DA:Re9.1.I a. Analyze the artistic expression of a dance. Discuss insights using evaluative criteria and dance terminology .	<ul style="list-style-type: none">• Understand and articulate how one’s personal identity, cultural background, and environment influences appreciation of various dance styles.• Investigate different styles and cultures to better understand the dances created from them.• Explore the impact of social media on the transmission of dance styles around the world.• Identify and discuss personal bias.• Discuss and develop aesthetic criteria using elements of dance to evaluate choreographic works<ul style="list-style-type: none">○ Movement qualities,○ Rhythm and tempo,○ Originality,○ Visual and/or emotional impact,○ Variety and contrast
Accomplished	DA:Re9.1.II a. Compare and contrast two or more dances using evaluative criteria to critique artistic expression . Consider societal values and a range of perspectives. Use genre-specific dance terminology .	
Advanced	DA:Re9.1.III a. Define personal artistic preferences to critique dance. Consider societal and personal values and a range of artistic expression . Discuss perspectives with peers and justify views.	

Connecting – Dance High School (DA:Cn10.1)
Process Component: Plan

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.

Essential Question: How does dance deepen our understanding of ourselves, other knowledge, and events around us?

Performance Standards		Instructional Examples
Proficient	<p>DA:Cn10.1.I</p> <p>a. Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer may impact one’s own interpretation. Provide evidence to support one’s analysis.</p> <p>b. Collaboratively identify a dance related question or problem. Conduct research through interview, research database, text, media, or movement. Analyze and apply information gathered by creating a group dance that answers the question posed. Discuss how the dance communicates new perspectives or realizations. Compare orally and in writing the process used in choreography to that of other creative, academic, or scientific procedures.</p>	<ul style="list-style-type: none"> • Discuss the ways movement can be used to explore and communicate ideas, emotions, and concepts. • Identify examples that this is similar to or different from explorations in other disciplines. • Explore using movement to express accepted ideas from other fields. • Explore creating and solving movement problems. • Develop interdisciplinary projects that includes dance and two other disciplines • Explore language including prose and poetry as a source for movement. • Evaluate narrative, abstract and surreal methodologies of translating ideas into movement. • Explore different environments, and various architectural and geometric forms through

<p style="text-align: center;">Accomplished</p>	<p>DA:Cn10.1.II</p> <p>a. Analyze a dance that is related to content learned in other subjects and research its context. Synthesize information learned and share new ideas about its impact on one’s perspective.</p> <p>b. Use established research methods and techniques to investigate a topic. Collaborate with others to identify questions and solve movement problems that pertain to the topic. Create and perform a piece of choreography. Discuss orally or in writing the insights related to knowledge gained through the research process, the synergy of collaboration, and the transfer of learning from this project to other learning situations.</p>	<p>movement.</p> <ul style="list-style-type: none"> • Observe a variety of dances created by choreographers who use different methodologies. • Explore these methodologies. • Explore the use of technology in dance. • Discuss what technology adds or detracts from dance. • Research dance and business. • Research dance in performing arts and education.
<p style="text-align: center;">Advanced</p>	<p>DA:Cn10.1.III</p> <p>a. Review original choreography developed over time with respect to its content and context and its relationship to personal perspectives. Reflect on and analyze the variables that contributed to changes in one’s personal growth.</p> <p>b. Investigate various dance related careers through a variety of research methods and techniques. Select those careers of most interest. Develop and implement a Capstone Project that reflects a possible career choice.</p>	

Process Component: Relate

Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Enduring Understanding: Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.

Essential Question: How does knowing about societal, cultural, historical and community experiences expand dance literacy?

Performance Standards		Instructional Examples
Proficient	<p>DA:Cn11.1.I</p> <p>a. Analyze and discuss dances from selected genres or styles and/or historical time periods and formulate reasons for the similarities and differences between them in relation to the ideas and perspectives of the peoples from which the dances originate.</p>	<ul style="list-style-type: none"> Explore and analyze the relevance of dance in students' current social and cultural environment. Explore and analyze the relevance of dance to people in other cultures. Explore changes in purposes, uses, meanings of dance in Western and non-Western cultures in various historical periods. Physically explore movements from dances from other time periods and cultures. Discuss ideas of fusion in music, dance, cuisine, and culture. Observe personal likes and dislikes. Identify and articulate similarities and differences in dances from different cultures.
Accomplished	<p>DA:Cn11.1.II</p> <p>a. Analyze dances from several genres or styles, historical time periods, and/or world dance forms. Discuss how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the peoples from which the dances originated.</p>	
Advanced	<p>DA:Cn11.1.III</p> <p>a. Analyze dances from several genres or styles, historical time periods, and/or world dance forms. Discuss how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the peoples from which the dances originate and how the analysis has expanded one's dance</p>	

	literacy.	
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