

**DUSD HS Dance
Company**

Creating Anchor Standard #1- Generate and conceptualize artistic ideas and work Anchor Standard #2- Organize and Develop artistic ideas and work Anchor Standard #3- Refine and complete artistic work		
Standard #	Standard	Learning Objectives (What specifically does this look like for our students in Dysart?)
DA.CR.2.HS1b	*Choreograph a dance study that expresses and communicates an idea or feeling. Discuss the effect of the movement choices.	Students will choreograph a dance based on a theme or idea or can express a message, feeling, or idea and be able to discuss how the movement enhances the piece.
DA.CR.2.HS2b	*Choreograph a dance study that uses ideas and themes as motivation. Justify how the movement supports the artistic intent.	Students will choreograph a dance based on a theme or idea or can express a message, feeling, or idea and will be able to articulate the reasoning behind the movement.
DA.CR.2.HS3	Choreograph a dance based on a selected theme. Articulate the artistic intent and consider how the meaning drawn by the audience may differ.	Students will choreograph a dance based on a theme or idea or can express a message, feeling, or idea and will be able to reflect on how different audiences can react to the piece.
DA.CR.1.8b	b. Construct and solve multiple movement problems to develop choreographic content.	Students will collaborate on choreographic phrases and intention to construct a performance piece by focusing on problem solving to develop movement phrases .
DA.CR.1.HS1b	b. Identify individual movement preferences and explore ways to expand movement po	Students will collaborate on choreographic phrases and intention to construct a performance piece by exploring different movement phrases.
DA.CR.1.HS1c	c. Explore a variety of stimuli for inspiring movement to develop an original dance sequence or dance study. Analyze the process and the relationship between the stimuli and the movement.	Students will create original choreography based on different stimuli (feeling, story, song choice, theme, etc) to perform and be able to analyze process of finding the stimuli and the movement that was used.
DA.CR.1.8c	c. Create movement from a variety of stimuli (for example music/sound, observed dance, literary forms, natural phenomena, current news or social events, personal experience) that expands movement vocabulary and develops artistic expression. Use movement to create an original dance study	Students will create original choreography based on different stimuli (feeling, story, song choice, theme, etc) to create an original piece while expanding the choreographers artistic voice.

Performing/ Presenting/ Producing Anchor Standard #4- Analyze, interpret , and select artistic work for presentation. Anchor Standard #5- Develop and refine artistic work for presentation. Anchor Standard #6- Convey meaning through the presentation of artistic work.		
Standard #	Standard	Learning Objectives (What specifically does this look like for our students in Dysart?)
DA.PR.5.HS1a DA.PR.4.HS1c	a. Embody technical dance skills (for example, functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to execute complex dance movements, sequences, and choreography in a variety of genres and style c. Connect energy/effort and dynamics to movements by applying them in and through all parts of the body. Develop total body awareness so that movement sequences demonstrate variances of energy/effort and dynamics	The student will demonstrate proper body alignment during warm ups, stretching, across the floor, center combos, and full pieces.
DA.PR.4.HS2a	a. Dance alone and with others with spatial intention. Expand partner and ensemble skills to greater ranges and skill level. Execute complex floor and air sequences with others while maintaining relationships through focus and intentionality.	Students will execute movement phrases with spatial intention.
DA.PR.4.HS1a	Develop partner and ensemble skills that enable contrasting level changes while maintaining a sense of spatial awareness. Develop spatial clarity while performing sequences and transitions between sequences. Establish and break relationships with others as appropriate to the choreography.	Students will perform sequences and transitions with spatial awareness.

DA.PR.6.HS2a	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.	Students will demonstrate leadership when preparing for dance concerts and model exemplary behavior during class, rehearsal and performance.
DA.PR.6.HS2b	b. Work collaboratively to produce a dance 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.	Students will produce a dance in an alternative performance venue, such as a gymnasium for school assembly and plan production elements accordingly.

Responding Anchor Standard #7- Perceive and analyze artistic work. Anchor Standard #8- Interpret intent and meaning in artistic work. Anchor Standard #9- Apply criteria to evaluate artistic work.		
Standard #	Standard	Learning Objectives (What specifically does this look like for our students in Dysart?)
DA.RE.7.8b	b. Explain and compare how the elements of dance are used in a variety of genres, styles, or cultural movement practices to communicate intent. Use genrespecific dance terminology.	Students will be able to reflect on the different elements of dances that are used in cultures, genres, and styles.
DA.RE.8.HS1a	a. Compare different dances and discuss their intent and artistic expression. Provide evidence on how the relationships among the components of dance enhance meaning and support the intent using genre-specific dance terminology.	Students will be able to compare dances (whether it be genre, style, meaning, feeling, etc) and use proper dance terminology to explain the relationship between the dances.
DA.RE.9.HS1a	a. Analyze the artistic expression of a dance. Discuss insights using evaluative criteria and dance terminology.	Students will be able to reflect on the artistic expression of a dance after viewing a video or live performance.

Connecting Anchor Standard #10- Synthesize and relate knowledge and personal experiences to make art. Anchor Standard #11- Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.		
Standard #	Standard	Learning Objectives (What specifically does this look like for our students in Dysart?)
DA.CN.10.HS1a	a. Analyze a dance to determine the ideas expressed by the choreographer. Compare one's own interpretation with other interpretations. Provide evidence to support one's analysis.	Students will be able to critique a performance and compare to other students interpretation of the same piece. Open dialogue using proper dance terminology will be used.
DA.CN.10.HS1b	b. Research an aspect of the cultural, social or historical development of a dance genre or style, and/or the dance elements. Discuss how these findings reinforced or changed personal and collective views and understandings. Apply the findings to a project. Document the process of investigation and application.	Students will be able to research different facets of dance to gain knowledge as to how dance has progressed throughout time.
DA.CN.11.HS1a	a. Develop the dance literacy skills of dance observation, writing and critique, understanding history and culture, implementing processes of evaluation, recognizing meaning and values of dance experiences, engaging in dialogue, contributing knowledge, and utilizing technology and symbol systems in one's learning	Students will be able to critique a performance and articulate their findings based on research from history, genres, dance knowledge, terminology.