



# **Delaware Standards for Visual and Performing Arts**

## **Grade-Level & Proficiency-Level Expectations**

### **High School**

# **DANCE**

**PERFORMING**

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

**DA:Pr4.1a**

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

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

HS Proficient	HS Accomplished	HS Advanced
DA:Pr4.1.Ia	DA:Pr4.1.IIa	DA:Pr4.1.IIIa
<p>Develop partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of spatial 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>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.</p>	<p>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>I CAN dance with a partner or group and use changes in levels to show the dynamics of relationships.</p>	<p>I CAN expand partner and ensemble skills to greater ranges and skill level and execute complex floor and air sequences with others while maintaining relationships through focus and intentionality.</p>	<p>I CAN modulate and use the broadest range of movement in space for artistic and expressive clarity. I can use inward and outward focus to clarify movement and intent. I can establish and break relationships with other dancers and audience as appropriate to the dance.</p>

**PERFORMING**

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

**DA:Pr4.1b**

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

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

<b>HS Proficient</b>	<b>HS Accomplished</b>	<b>HS Advanced</b>
<b>DA:Pr4.1.Ib</b>	<b>DA:Pr4.1.IIb</b>	<b>DA:Pr4.1.IIIb</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.	Perform dance studies and compositions that use time and tempo in unpredictable ways. Use internal rhythms and kinetics as phrasing tools. Dance “in the moment.”	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.
I CAN integrate breath, metric and kinesthetic phrasing while taking cues from different aspects of accompaniment.	I CAN perform dance studies that use time and tempo in unpredictable ways. I can use internal rhythms and kinetics as phrasing tools to allow me to dance “in the moment.”	I CAN demonstrate time complexity in phrasing with and without musical accompaniment. I can embody several rhythms simultaneously in different body parts.

**PERFORMING**

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

**DA:Pr4.1c**

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

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

<b>HS Proficient</b>	<b>HS Accomplished</b>	<b>HS Advanced</b>
<b>DA:Pr4.1.Ic</b>	<b>DA:Pr4.1.IIc</b>	<b>DA:Pr4.1.IIIc</b>
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.	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.	Modulate dynamics to clearly express intent while performing dance phrases and choreography. Perform movement sequences expressively using a broad dynamic range and employ dynamic skills for establishing relationships with other dancers and projecting to the audience.
I CAN show total body awareness by connecting energy and dynamics through all parts of my body as I dance.	I CAN pay close attention to movement initiations and energy in order to perform smooth transitions between dance phrases.	I CAN perform movement sequences expressively using a broad range of energy types. I can employ dynamic skills for establishing relationships with other dancers and projecting to the audience.

**PERFORMING**

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

**DA:Pr5.1a**

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

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

<b>HS Proficient</b>	<b>HS Accomplished</b>	<b>HS Advanced</b>
<b>DA:Pr5.1.Ia</b>	<b>DA:Pr5.1.IIa</b>	<b>DA:Pr5.1.IIIa</b>
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.	Dance with sensibility toward other dancers while executing complex spatial, rhythmic and dynamic sequences to meet performance goals.	Apply body-mind principles to technical dance skills in complex choreography when performing solo, partnering, or dancing in ensemble works in a variety of dance genres and styles. Self-evaluate performances and discuss and analyze performance ability with others.
I CAN use my dance technique to retain and execute dance choreography correctly.	I CAN be aware of other dancers when using the elements of dance in order to meet my performance goals.	I CAN apply body-mind principles to technical dance skills in complex choreography when performing solo, partnering, or dancing in ensemble works in a variety of dance genres and styles. I can self-evaluate performances and discuss and analyze performance ability with others.

**PERFORMING**

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

**DA:Pr5.1b**

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

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

<b>HS Proficient</b>	<b>HS Accomplished</b>	<b>HS Advanced</b>
<b>DA:Pr5.1.Ib</b>	<b>DA:P5.1.b</b>	<b>DA:Pr5.1.IIIb</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.	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.	Research healthful and safe practices for dancers and modify personal practice based on findings. Discuss how research informs practice.
I CAN make a plan to take care of my instrument (body) and talk about how this plan will help me reach my personal performance goals.	I CAN follow a personal nutrition plan and apply anatomical principles to support health and achieve a fluency of movement.	I CAN research healthful and safe practices for dancers and modify personal practice based on findings. I can discuss how research informs practice.

**PERFORMING**

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

**DA:Pr5.1c**

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

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

<b>HS Proficient</b>	<b>HS Accomplished</b>	<b>HS Advanced</b>
<b>DA:Pr5.1.Ic</b>	<b>DA:Pr5.1.IIc</b>	<b>DA:Pr5.1.IIIc</b>
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.	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.	Initiate, plan, and direct rehearsals with attention to technical details and fulfilling artistic expression. Use a range of rehearsal strategies to achieve performance excellence.
I CAN work with my classmates to make a rehearsal plan to meet a performance goal.	I CAN make a plan to improve my technique and artistry based on performance goals.	I CAN initiate, plan, and direct rehearsals with attention to technical details and fulfilling artistic expression. I can use a range of rehearsal strategies to achieve performance excellence.

**PERFORMING**

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

**DA:Pr6.1a**

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

**Essential Question(s): How does a dancer heighten artistry in a public performance?**

<b>HS Proficient</b>	<b>HS Accomplished</b>	<b>HS Advanced</b>
<b>DA:Pr6.1.Ia</b>	<b>DA:Pr6.1.IIa</b>	<b>DA:Pr6.1.IIIa</b>
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.	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.	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.
I CAN demonstrate leadership qualities and use proper performance etiquette when preparing for a performance. I can document the rehearsal process and apply corrections to future performances.	I CAN demonstrate leadership qualities and model proper performance etiquette when preparing for a performance. I can document the rehearsal process and apply corrections to future performances.	I CAN demonstrate leadership qualities and model proper performance etiquette when preparing for a performance. I can document the rehearsal and performance process in a professional portfolio.



**PERFORMING**

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

**DA:Pr6.1b**

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

**Essential Question(s): How does a dancer heighten artistry in a public performance?**

<b>HS Proficient</b>	<b>HS Accomplished</b>	<b>HS Advanced</b>
<b>DA:Pr6.1.Ib</b>	<b>DA:Pr6.1.IIb</b>	<b>DA:Pr6.1.IIIb</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.	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.	Work collaboratively to produce dance 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.
I CAN evaluate and select a design for production elements of a performance that would best intensify the artistic intent.	I CAN work as a group to produce a dance concert and plan the production elements that would be necessary to fulfill the artistic intent of the dance works.	I CAN work collaboratively to produce dance concerts in a variety of venues. I can design and organize the production elements that would be necessary to fulfill the artistic intent of the dance works in each of the venues.