



### **End of Course Assessment:**

The student will be required to provide samples of work for this course within a standards-based portfolio as well as complete the following:

#### ***Graded Anchor Assignments***

The student will complete **four anchor assignments** for this course. Each assignment will correlate with a Dance standard. The student will be given the assignments upon enrollment into the course.

#### ***Activity Log***

The student will present an activity log indicating that he/she has completed the required amount of activity hours for this course. **The activities must align with course requirements.**

**I ask that the activity logs be sent to me monthly (uploaded into Moodle) along with the anchor assignment due for that month. The final activity log will be required the final week of the semester and must contain the entire 90 hours of activity.**

### **Course Evaluation:**

**Anchor assignments and Activity Log – 40% of overall grade**

**Parent – 60% of overall grade**

### **I-DEA Student Honor Code:**

With any form of valid proof of dishonesty with regard to student work or testing, the instructor may elect from a range of actions. Academic dishonesty could lead to a zero grade for the assignment or even failure for the entire course following consultation between the instructor, Secondary Supervisor, and Director.

All students must adhere to the **Honor Code:**

***“On my honor, I will maintain the highest possible standards of honesty, integrity and personal responsibility. This means I will not lie, cheat or steal, and as a member of this academic community, I am committed to creating an environment of respect and mutual trust.”***

# National Dance Standards

## **Content Standard 1**

Identifying and demonstrating movement elements and skills in performing dance

### **Achievement Standard**

*Proficient:*

- Students demonstrate appropriate skeletal alignment, body-part articulation, strength, flexibility, agility, and coordination in locomotor and nonlocomotor/axial movements
- Students identify and demonstrate longer and more complex steps and patterns from two different dance styles/traditions
- Students demonstrate rhythmic acuity
- Students create and perform combinations and variations in a broad dynamic range
- Students demonstrate projection while performing dance skills
- Students demonstrate the ability to remember extended movement sequences

*Advanced:*

- Students demonstrate a high level of consistency and reliability in performing technical skills
- Students perform technical skills with artistic expression, demonstrating clarity, musicality, and stylistic nuance
- Students refine technique through self-evaluation and correction

## **Content Standard 2**

Understanding choreographic principles, processes, and structures

### **Achievement Standard**

*Proficient:*

- Students use improvisation to generate movement for choreography
- Students demonstrate understanding of structures or forms (such as palindrome, theme and variation, rondo, round, contemporary forms selected by the student) through brief dance studies
- Students choreograph a duet demonstrating an understanding of choreographic principles, processes, and structures

*Advanced:*

- Students demonstrate further development and refinement of the proficient skills to create a small group dance with coherence and aesthetic unity
- Students accurately describe how a choreographer manipulated and developed the basic movement content in a dance

## **Content Standard 3**

Understanding dance as a way to create and communicate meaning

### **Achievement Standard**

*Proficient:*

- Students formulate and answer questions about how movement choices communicate abstract ideas in dance
- Students demonstrate understanding of how personal experience influences the interpretation of a dance
- Students create a dance that effectively communicates a contemporary social theme

*Advanced:*

- Students examine ways that a dance creates and conveys meaning by considering the dance from a variety of perspectives
- Students compare and contrast how meaning is communicated in two of their own choreographic works

## **Content Standard 4**

Applying and demonstrating critical and creative thinking skills in dance

### **Achievement Standard**

*Proficient:*

- Students create a dance and revise it over time, articulating the reasons for their artistic decisions and what was lost and gained by those decisions
- Students establish a set of aesthetic criteria and apply it in evaluating their own work and that of others
- Students formulate and answer their own aesthetic questions (such as, What is it that makes a particular dance that dance? How much can one change that dance before it becomes a different dance?)

*Advanced:*

- Students discuss how skills developed in dance are applicable to a variety of careers
- Students analyze the style of a choreographer or cultural form; then create a dance in that style (choreographers that could be analyzed include George Balanchine, Alvin Ailey, Laura Dean; cultural forms include bharata natyam, classical ballet)
- Students analyze issues of ethnicity, gender, social/economic class, age and/or physical condition in relation to dance

## **Content Standard 5**

Demonstrating and understanding dance in various cultures and historical periods

### **Achievement Standard**

*Proficient:*

- Students perform and describe similarities and differences between two contemporary theatrical forms of dance
- Students perform or discuss the traditions and technique of a classical dance form (e.g., Balinese, ballet)
- Students create and answer twenty-five questions about dance and dancers prior to the twentieth century
- Students analyze how dance and dancers are portrayed in contemporary media

*Advanced:*

- Students create a time line illustrating important dance events in the twentieth century, placing them in their social/historical/cultural/political contexts
- Students compare and contrast the role and significance of dance in two different social/historical/cultural/political contexts

## **Content Standard 6**

Making connections between dance and healthful living

### **Achievement Standard**

*Proficient:*

- Students reflect upon their own progress and personal growth during their study of dance

- Students effectively communicate how lifestyle choices affect the dancer
- Students analyze historical and cultural images of the body in dance and compare these to images of the body in contemporary media

*Advanced:*

- Students discuss challenges facing professional performers in maintaining healthy lifestyles

## **Content Standard 7**

Making connections between dance and other disciplines

### **Achievement Standard**

*Proficient:*

- Students create an interdisciplinary project based on a theme identified by the student, including dance and two other disciplines
- Students clearly identify commonalities and differences between dance and other disciplines with regard to fundamental concepts such as materials, elements, and ways of communicating meaning
- Students demonstrate/discuss how technology can be used to reinforce, enhance, or alter the dance idea in an interdisciplinary project

*Advanced:*

- Students compare one choreographic work to one other artwork from the same culture and time period in terms of how those works reflect the artistic/cultural/historical context
- Students create an interdisciplinary project using media technologies (such as video, computer) that presents dance in a new or enhanced form (such as video dance, video/computer-aided live performance, or animation)