

Dance Variety Supplements:

For students who are not involved in Guided Instruction Dance Activities, one of the following supplements or another technique book from a library or other purchase is recommended:

History of Dance: An Interactive Arts Approach

ISBN# 9780736060356

Frank Hatchett's Jazz Dance

ISBN# 9780736000253

Social Dance, 2nd Edition, Steps to Success

ISBN# 9780736045056

Multicultural Folk Dance Treasure Chest, Vol. 1 & 2, DVD with CD

ISBN# 9780736071451

Beginning Ballet Book/Software Package

ISBN# 9780736032698

Christy Lane's Complete guide to Line Dancing: Video

ISBN# 9781889127279

Christy Lane's Line Dancing: Music CD

ISBN# 9781889127286

Christy Lane's Complete Book of Line Dancing

ISBN# 9780736000673

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 (**90 hours = 1 credit**). **The activities must align with course requirements.**

Course Evaluation:

Anchor assignments including 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.”

**IDAHO CONTENT STANDARDS
GRADE 9-12
DANCE**

Students are expected to know content and apply skills from previous grades.

Standard 1: Historical and Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

Students in grades 9-12 discuss the role of dance in history and culture and create a dance that reflects a specific historical influence. Students create technical support for dance using other art forms. Students choreograph a dance inspired by another art form.

Goal 1.1: Discuss the historical and cultural contexts of dance and perform examples.

Objective(s): By the end of Grade 12, the student will be able to:

9-12.D.1.1.1 Choreograph and perform a dance that illustrates a significant historical event, culture, or concept.

9-12.D.1.1.2 Discuss how dance has a history, purpose, and function in cultures.

Goal 1.2: Explain the interrelationships among the visual and performing arts disciplines.

Objective(s): By the end of Grade 12, the student will be able to:

- 9-12.D.1.2.1 Create functional scenery, properties, lighting, sound, and costumes that enhance a dance performance.
- 9-12.D.1.2.2 Create an original dance that is inspired by visual arts, music, theatre, or literary works.

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.

Students in grades 9-12 critique dance performances based on meaning, technical support, aesthetics, political and cultural issues, and intent of choreographer. Students apply specific criteria for making informed critical evaluations of performances.

Goal 2.1: Conduct analyses in dance.

Objective(s): By the end of Grade 12, the student will be able to:

- 9-12.D.2.1.1 Write a critique of a dance performance, examining how dance creates and communicates meaning.
- 9-12.D.2.1.2 Develop and use dance vocabulary to discuss a variety of dance disciplines
- 9-12.D.2.1.3 Discuss the aesthetics of dance.

Goal 2.2: Formulate and express opinions about dance performances.

Objective(s): By the end of Grade 12, the student will be able to:

- 9-12.D.2.2.1 Apply specific criteria for making informed critical evaluations of the quality and effectiveness of performance, costumes, lighting, choreography, or other aspects of a dance.
- 9-12.D.2.2.2 Explain how lighting, music, and costuming can contribute to the meaning and/or success of a dance performance.

Standard 3: Performance

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.

Students in grades 9-12 practice lengthy and complex movement combinations, performing with contrasting movement qualities. Students identify characteristics of dance styles and perform them. Students choreograph movement phrases and complete dance works.

Goal 3.1: Identify and practice concepts essential to dance.

Objective(s): By the end of Grade 12, the student will be able to:

- 9-12.D.3.1.1 Practice lengthy and complex movement combinations in at least two different genres.
- 9-12.D.3.1.2 Perform contrasting movement qualities within a dance phrase (e.g., rise and fall, tension and release, glide and dart).
- 9-12.D.3.1.3 Perform new movement with an ever-increasing mastery of body alignment, balance, and control.

Goal 3.2: Communicate in dance through application of artistic concepts, knowledge, and skills.

Objective(s): By the end of Grade 12, the student will be able to:

- 9-12.D.3.2.1 Perform a dance using contrast in energy and tempo.
- 9-12.D.3.2.2 Illustrate the characteristics of a particular dance discipline through a performance that incorporates several skills.
- 9-12.D.3.2.3 Create a dance incorporating characteristics of a particular dance discipline.
- 9-12.D.3.2.4 Select and/or make costumes that support the intent of a dance.

Goal 3.3: Communicate in dance through creative expression.

Objective(s): By the end of Grade 12, the student will be able to:

- 9-12.D.3.3.1 Create a dance based on a theme.
- 9-12.D.3.3.2 Choreograph a dance for a duet or a small ensemble.
- 9-12.D.3.3.3 Improvise a dance in silence or with an alternative accompaniment (e.g., spoken word, sound effects).
- 9-12.D.3.3.4 Memorize, practice, refine, and perform a dance created by someone else, interpreting its meaning and mood.
- 9-12.D.3.3.5 Create choreography, articulating reasons for artistic decisions.

