

# Dance: Dance Production

## Levels I-II

### Creating

- 1 Demonstrate an understanding of dance as a form of communication. [DHSDP.CR.1](#)
  - a Recognize how the use of choreographic structure is used to communicate meaning in a dance. [DHSDP.CR.1.A](#)
  - b Identify and demonstrate the use of theme through movement. [DHSDP.CR.1.B](#)
  - c Demonstrate the use of props as an extension of theme. [DHSDP.CR.1.D](#)
- 2 Generate and conceptualize artistic ideas and work specifically pertaining to a dance production. [DHSDP.CR.2](#)
  - a Synthesize content generated from stimulus material (e.g. lighting, costumes, music, set design, multimedia). [DHSDP.CR.2.A](#)
- 3 Demonstrate an understanding of the required elements in producing a dance concert. [DHSDP.CR.3](#)
  - a Apply knowledge of production, marketing, and artistic elements. [DHSDP.CR.3.A](#)
  - b Evaluate and revise elements throughout production process. [DHSDP.CR.3.B](#)
  - c Critique and justify the use of specific elements with a logical argument. [DHSDP.CR.3.C](#)

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## Performing

- 1 Identify and demonstrate movement elements, skills, and terminology in dance. **DHSDP.PR.1**
  - a Execute an advanced technique based warm up such as ballet, modern, jazz, tap, and world dance related to strength, muscular endurance, and flexibility. **DHSDP.PR.1.A**
  - b Execute advanced principles of dance technique with precision for classroom and performance. **DHSDP.PR.1.B**
  - c Execute focus, control, and coordination in performing complex combinations through the integration of dance elements. **DHSDP.PR.1.C**
  - d Refine the ability to transfer weight, change direction, and maintain balance in a dynamic movement context without losing focus. **DHSDP.PR.1.D**
  - e Synthesize knowledge of dance vocabulary from codified techniques. **DHSDP.PR.1.E**
- 2 Understand and model dance etiquette as a classroom participant, performer, and observer. **DHSDP.PR.2**
  - a Demonstrate attentiveness, focus, concentration, initiative, and self-discipline when participating in the dance learning environment. **DHSDP.PR.2.A**
  - b Demonstrate concentration and focus, and help to maintain a respectful performance environment for others. **DHSDP.PR.2.B**
  - c Exhibit ability to perform with focus and concentration, and attend rehearsals and classes in preparation for performances. **DHSDP.PR.2.C**
  - d Exhibit leadership skills in modeling appropriate behaviors and skills as an audience member and dance observer. **DHSDP.PR.2.D**
- 3 Understand and apply music concepts to dance. **DHSDP.PR.3**
  - a Synthesize musical concepts with self-initiation in instructed and created dance movements and phrases. **DHSDP.PR.3.A**
  - b Demonstrate initiative in phrasing movements artistically, aesthetically, and musically. **DHSDP.PR.3.B**

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## Responding

- 1 Demonstrate critical and creative thinking in all aspects of dance. [DHSDP.RE.1](#)
  - a Critique movement qualities and choreography using the elements of dance (e.g. spatial design, variety, contrast, clear structure). [DHSDP.RE.1.A](#)
  - b Observe, critique, analyze, and respond to the quality of dance performances and compositions using specified criteria and appropriate dance terminology. [DHSDP.RE.1.B](#)
  - c Compare and contrast multiple choreographed works. [DHSDP.RE.1.C](#)
  - d Describe and demonstrate aesthetic qualities particular to various styles of dance. [DHSDP.RE.1.D](#)
  - e Propose ways to revise choreography according to established assessment criteria. [DHSDP.RE.1.E](#)
  - f Engage in self-reflection and self-assessment as a creator and performer. [DHSDP.RE.1.F](#)
  - g Defend and/or justify the similarities and differences between observing live and recorded dance performances. [DHSDP.RE.1.G](#)

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## Connecting

- 1 Demonstrate an understanding of dance as it relates to other areas of knowledge. [DHSDP.CN.1](#)
  - a Understand and demonstrate how media and technology can reinforce, enhance, and/or alter a specified dance concept and performance setting. [DHSDP.CN.1.A](#)
  - b Utilize technological tools to educate and advocate current trends in the global dance environment. [DHSDP.CN.1.B](#)
  - c Understand how technology can reinforce, enhance, and/or alter the dance concept and performance setting. [DHSDP.CN.1.C](#)