

# High School 1

## DEVELOP AND CREATE ARTISTIC IDEAS AND WORK. HS1.D.1

- 1 Examine a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance study. Refine the movement process. HS1.D.1.1
- 2 Experiment with the elements of dance to examine personal movement preferences and strengths. HS1.D.1.2
- 3 Collaborate to design a dance using choreographic devices and dance structures to support and clarify the artistic intent. Explain how the dance structures clarify the artistic intent. HS1.D.1.3
- 4 Develop an artistic statement for an original dance study using dance terminology. HS1.D.1.4
- 5 Clarify the artistic intent of a dance by manipulating choreographic variations and dance structures based on established artistic criteria and feedback from others. Analyze and evaluate impact of choices made in the revision process. HS1.D.1.5

## DEVELOP AND REFINE ARTISTIC TECHNIQUES. HS1.D.2

- 1 Expand knowledge of movement vocabulary and dance genres to add focus/intent in complex movement phrases. Work in relationship to other dancers, objects, or environments. Utilize energy and dynamics in the work. HS1.D.2.1
- 2 Utilize different rhythm patterns and respond with movement, taking rhythm cues from different aspects of accompaniment or digital media. HS1.D.2.2
- 3 Develop total body awareness so that movement phrases demonstrate variances of energy and dynamics. HS1.D.2.3
- 4 Embody technical dance skills (for example, functional alignment, coordination, balance, kinesthetic awareness, clarity of movement, weight shifts, flexibility/range of motion) to retain and execute dance choreography. HS1.D.2.4

## PERFORM AND/OR PRESENT ARTISTIC WORK. HS1.D.3

- 1 Develop a plan for healthful practices in dance activities including nutrition and injury prevention. Discuss implementation of the plan and how it supports personal performance goals. HS1.D.3.1
- 2 Develop and synthesize energy and dynamics to movements by applying them in and through all parts of the body. HS1.D.3.2

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**3 Demonstrate leadership qualities 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 and production terminology.** [HS1.D.3.3](#)

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**4 Create 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.** [HS1.D.3.4](#)

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**RESPOND TO ARTISTIC WORK.** [HS1.D.4](#)

**1 Analyze dance works to gain understanding of artistic intent.** [HS1.D.4.1](#)

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**2 Analyze and discuss how the elements of dance, execution of dance movement principles, and context contribute to artistic expression. Use dance terminology.** [HS1.D.4.2](#)

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**3 Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer may impact one's own interpretation. Provide evidence to support one's analysis.** [HS1.D.4.3](#)

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**RELATE ARTISTIC IDEAS AND WORKS WITH SOCIETAL, CULTURAL, AND/OR HISTORICAL CONTEXTS TO DEEPEN COMPREHENSION.**

[HS1.D.5](#)

**1 Analyze and compare the movement patterns and their relationships in a variety of genres, styles, or cultural movement practices and explain how their differences impact communication and intent within a cultural context.** [HS1.D.5.1](#)

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**2 Analyze and discuss dances from selected genres, styles, cultural dance forms, and/or historical time periods. Formulate reasons for the similarities and differences between them in relation to the ideas and perspectives of the peoples from which the dances originate.** [HS1.D.5.2](#)