

**ISPS Dance Grade 6-12  
Standards and Benchmarks**

(Revised Sept. 2009)

# High School Dance 01 (Basic)

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## Strands

1. Theory/Knowledge of Elements
2. Creative Work
3. Critical Thinking/Analysis

## Strand 1 – Theory/Knowledge of Elements

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### **Standard1: Movement Elements:**

***Students will understand the role of movement elements and skills in dance.***

### **Benchmarks - By the end of Dance 01, students will:**

- 1 – 1b Use appropriate technique in dance
- 1 – 5b Understand the importance of using various complex time elements
- 1 – 8a Understand why it is important to project in dance
- 1 – 9a Know complex steps and patterns from various dance styles
- 1 – 10a Understand the principles governing combinations and variations in a broad dynamic range
- 1 – 11a Use style appropriate dance vocabulary to describe action and movement elements in a range of dance styles
- 1 – 12 Refine technique through teacher evaluation and correction

### **Standard 5: Dance, History and Culture:**

***Students will understand the historical development of dance and the dance practices of different cultures.***

### **Benchmarks - By the end of Dance 01, students will:**

- 5 – 7 Know the similarities and differences among two contemporary theatrical forms of dance
- 5 – 8 Understand how dance and dancers are portrayed in contemporary media
- 5 – 9 Know the traditions and techniques of one classical dance form

### **Standard 6: Personal Wellness:**

***Students understand the connection between dance and personal wellness***

### **Benchmarks - By the end of Dance 01, students will:**

# ISPS Dance Grade 6-12 Standards and Benchmarks

(Revised Sept. 2009)

- 6 – 4a Know how lifestyle choices affect dancers
- 6 – 5 Understand the significance of historical and cultural images of the body in dance

## Strand 2 – Creative Work

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### **Standard 2: Choreography:**

***Students understand choreographic principles, processes and structures***

#### **Benchmarks - By the end of Dance 01, students will:**

- 2 – 2b Understand the use of improvisation to generate movement
- 2 – 3b Understand the importance of structures and forms of movement
- 2 – 8 Understand the basic elements of contact improvisation

### **Standard 3: Dance and Meaning:**

***Students understand dance as a way to create and communicate meaning***

#### **Benchmarks - By the end of Dance 01, students will:**

- 3 – 4a Formulate and answer questions about the movement choices used to relate abstract ideas and themes in dance
- 3 – 5 Understand how interpretation of dance can be influenced by personal experience

## Strand 3 – Analysis/Critical Thinking

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### **Standard 4: Dance and Thinking Skills**

***Students apply critical and creative thinking skills in dance.***

#### **Benchmarks - By the end of Dance 01, students will:**

- 4 – 4a Establish a set of aesthetic criteria for evaluating dance
- 4 – 5 Establish a set of analytical criteria for analyzing the components of a dance

### **Standard 7: Dance and other disciplines**

***Students understand the connections between dance and other disciplines***

#### **Benchmarks - By the end of Dance 01, students will:**

- 7 – 1b Know how dance is similar to and different from other arts disciplines
- 7 – 3 Know how technology may be used to reinforce, enhance or alter dance

**ISPS Dance Grade 6-12  
Standards and Benchmarks**

(Revised Sept. 2009)

# **High School – Dance 02 (Proficient)**

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## **Strands**

1. Theory/Knowledge of Elements
2. Creative Work
3. Critical Thinking/Analysis

## **Strand 1 – Theory/Knowledge of Elements**

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### **Standard1: Movement Elements:**

***Students will understand the role of movement elements and skills in dance.***

### **Benchmarks - By the end of Dance 02, students will:**

- 1 – 1c Demonstrate a proficient level of consistency and reliability in performing technical skills
- 1 – 5c Demonstrate rhythmic acuity
- 1 – 8b Perform dance sequences with a proficient level of projection
- 1 – 9b Memorize and demonstrate more complex steps and patterns from different dance styles
- 1 – 10a Demonstrate proficiency in performing combinations and variations in a broad dynamic range
- 1 – 11b Use style appropriate dance vocabulary to describe more complex action and movement elements in a range of dance styles
- 1 – 12b Refine technique through peer evaluation and correction

### **Standard 5: Dance, History and Culture:**

***Students will understand the historical development of dance and the dance practices of different cultures.***

### **Benchmarks - By the end of Dance 02, students will:**

- 5 – 7a Know the similarities and differences among three contemporary theatrical forms of dance
- 5 – 8a Understand how dance and dancers are portrayed in a particular time period
- 5 – 9a Know the traditions and techniques of two classical dance forms

# ISPS Dance Grade 6-12 Standards and Benchmarks

(Revised Sept. 2009)

## **Standard 6: Personal Wellness:**

*Students understand the connection between dance and personal wellness*

### **Benchmarks - By the end of Dance 02, students will:**

- 6 – 4b Make three lifestyle changes and a plan to implement them
- 6 – 5a Understand the challenges facing professional dancers in maintaining a healthy body image

## **Strand 2 – Creative Work**

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### **Standard 2: Choreography:**

*Students understand choreographic principles, processes and structures*

### **Benchmarks - By the end of Dance 02, students will:**

- 2 – 2c Proficiently choreograph and perform a dance using improvisation
- 2 – 3c Choreograph dances using specific structures and forms of movement in two styles of dance
- 2 – 8a Choreograph and perform short dances using contact improvisation proficiently

### **Standard 3: Dance and Meaning:**

*Students understand dance as a way to create and communicate meaning*

### **Benchmarks - By the end of Dance 02, students will:**

- 3 – 5a Choreograph two dances influenced differently by personal experience

## **Strand 3 – Analysis/Critical Thinking**

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### **Standard 4: Dance and Thinking Skills**

*Students apply critical and creative thinking skills in dance.*

### **Benchmarks - By the end of Dance 02, students will:**

- 4 – 4b Evaluate dances of differing styles using an established a set of aesthetic criteria
- 4 – 5a Analyze dances of two choreographers using an established set of analytical criteria

# ISPS Dance Grade 6-12 Standards and Benchmarks

(Revised Sept. 2009)

## **Standard 7: Dance and other disciplines**

***Students understand the connections between dance and other disciplines***

### **Benchmarks - By the end of Dance 02, students will:**

7 – 1c Create an interdisciplinary project based on dance and one other disciplines

7 – 3a Choreograph a dance with out the use of technology and adapt the choreography using technology to present the dance in a new, different or enhanced form

**ISPS Dance Grade 6-12  
Standards and Benchmarks**

(Revised Sept. 2009)

# **High School – Dance 03 (Advanced)**

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## **Strands**

1. Theory
2. Creation
3. Analysis

## **Strand 1 – Theory/Knowledge of Elements**

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### **Standard1: Movement Elements:**

***Students will understand the role of movement elements and skills in dance.***

### **Benchmarks - By the end of Dance 03, students will:**

- 1 – 1d Demonstrate a high level of consistency and reliability in performing technical skills
- 1 – 5d Demonstrate a high level of rhythmic awareness/musicality
- 1 – 8c Perform complex dance sequences with a high level of projection and sense of performance
- 1 – 9c Memorize and perform more complex steps and patterns with clarity and stylistic nuance
- 1 – 10a Create and perform combinations and variations in a broad dynamic range
- 1 – 12c Refine technique through self evaluation and correction

### **Standard 5: Dance, History and Culture:**

***Students will understand the historical development of dance and the dance practices of different cultures.***

### **Benchmarks - By the end of Dance 03, students will:**

- 5 – 7b Know and perform the similarities and differences among a variety of contemporary theatrical forms of dance
- 5 – 8b Compare and contrast the role and significance of dance in two different social/historical/cultural/political contexts
- 5 – 9a Know and perform at a high level the techniques of two classical dance forms

### **Standard 6: Personal Wellness:**

***Students understand the connection between dance and personal wellness***

# ISPS Dance Grade 6-12 Standards and Benchmarks

(Revised Sept. 2009)

## **Benchmarks - By the end of Dance 03, students will:**

- 6 – 4c Reflect on the progress of lifestyle changes and their effect on performance components
- 6 – 5b Set goals and steps to improve body image

## **Strand 2 – Creative Work**

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### **Standard 2: Choreography:**

*Students understand choreographic principles, processes and structures*

#### **Benchmarks - By the end of Dance 03, students will:**

- 2 – 2d Choreograph and perform at a high level complex dances using improvisation
- 2 – 3d Choreograph and perform with a high level of skill a classical and contemporary dance showing a high level of choreographic principles, processes and structures
- 2 – 8b Choreograph and perform at a high level full length dances using contact improvisation

### **Standard 3: Dance and Meaning:**

*Students understand dance as a way to create and communicate meaning*

#### **Benchmarks - By the end of Dance 03, students will:**

- 3 – 5b Compare and contrast how meaning is communicated in two of their own choreographic works

## **Strand 3 – Analysis/Critical Thinking**

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### **Standard 4: Dance and Thinking Skills**

*Students apply critical and creative thinking skills in dance.*

#### **Benchmarks - By the end of Dance 03, students will:**

- 4 – 4c Create a dance and revise over time articulating the reasons for artistic decisions and what was lost and gained by those decisions
- 4 – 5b Analyze the style of three choreographers using an established set of analytical criteria and create dances in each of these styles

# ISPS Dance Grade 6-12 Standards and Benchmarks

(Revised Sept. 2009)

## **Standard 7: Dance and other disciplines**

***Students understand the connections between dance and other disciplines***

### **Benchmarks - By the end of Dance 03, students will:**

7 – 1d Create an interdisciplinary project based on dance and two other disciplines

7 – 3a Create an interdisciplinary project using technology to present the dance in a new, different or enhanced form