

ISPS Dance Grade 9-12 Standards and Benchmarks

High School – Dance

Course Description:

High School Dance Curriculum is designed to instill a love of dance, awaken the student's dance potential and give students an awareness of Dance world wide. Depending on the prior dance experience of each group of students, Dance Courses a, b or c will be used, sometimes a combination of two courses may be required.

High School – Dance a

This course emphasizes the Elementary movements of one or two world dance forms and the scientific and safety principles related to dance. Students will learn a movement vocabulary to create dance compositions, express themselves through movement, and investigate the historical and cultural development of dance. They will also learn about creative influences on dancers and choreographers, and the role of criticism in the art of dance.

Essential Questions:

- What is dance?
- Who dances?
- Why dance?
- What influences dance/ Does dance influence?

Strands

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

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Strand 1 – Theory/Knowledge of Elements

Standard 1 - Students will

- apply safety principles in the dance environment and in the execution of movement skills;
- describe how dance contributes to physical well-being;
- define good hygiene and healthy eating habits;
- explain the historical and cultural significance of one or more world dance forms;
- demonstrate basic movement actions in one or two world dance forms studied, and identify the terminology associated with each.

Benchmarks - By the end of HS Dance a, students will:

(Health and Safety)

- 1 – 1 Explain the implications of eating disorders and define a healthy awareness of body image
- 1 – 2 Demonstrate an understanding of dance as a means to physical well-being (e.g., cardiovascular endurance, flexibility, strength)
- 1 – 4 Demonstrate an understanding of safe practices in regard to self and others in the classroom and in performance settings

(History and Culture)

- 1 – 5 Describe, using their own observations, a broad spectrum of dance (e.g., ballet, jazz dance, contemporary, ballroom/latin)
- 1 – 6 Outline the cultural significance of one world dance form (e.g., modern, jazz, Afro-Caribbean, South Asian)
- 1 – 8 Identify basic commonalities among various dance forms (e.g., steps, patterns, choreography)
- 1 – 10 Describe aspects of dance in their own surroundings and of the artistic heritage of Trinidadian peoples (e.g., south asian stick dancing)

(Technique)

- 1 – 11 Identify elementary movement terminology pertaining to the world dance form(s) studied (e.g., turnout, step-hop, port de bras, salutation, arabesque, jazz throw, contact)
- 1 – 12 Identify and describe the main characteristics of one or more world dance forms studied
- 1 – 12 Demonstrate basic body positions, movement skills, simple movement patterns, and combinations in at least one world dance form studied (e.g., modern, tap, Latin, contemporary)

Strand 2 – Creative Work

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Standard 2 - Students will

- identify and explore in basic ways the elements of movement (e.g., flow, space, time), and combine them into sequences;
- improvise to vary established patterns and develop an idea or theme or motif;
- demonstrate an understanding of fundamental presentation and performance skills;
- perform in appropriate settings;
- demonstrate knowledge of appropriate conventions relating to classroom presentations, and conventions affecting performers and audience members.

Benchmarks - By the end of High School Dance a, students will:

(Elements of Dance Movement)

- 2 – 1 Demonstrate elements of dance (e.g., Actions, Dynamics and Space) alone and in combination
- 2 – 2 Apply movements as stimuli to develop movement vocabulary (e.g., everyday movements in work and play, major choreographers' ideas)
- 2 – 3 Explore movement through structured improvisation (e.g., lead and follow, mirroring, contact improvisation)
- 2 – 4 Explore improvised movement based on a variety of other stimuli (e.g., objects, pictures, music)

(Composition)

- 2 – 5 Create dance sequences using explored elements;
- 2 – 6 Create dance compositions using at least three forms or structures (e.g., canon, rondo, themes, motifs);
- 2 – 7 Compose an original dance using various other stimuli (e.g., body percussion, literature, objects, voice);
- 2 – 8 Use computer technology as a compositional tool (e.g., videocam hooked up to computer, animation software)

(Presentation and Performance)

- 2 – 9 Describe and demonstrate appropriate dress (e.g., proper footwear) and behaviour (e.g., punctuality) in dance class, rehearsal, presentation, and performance
- 2 – 10 Demonstrate an understanding of the importance of focus, concentration, and repetition in reproducing movement accurately;
- 2 – 11 Identify and describe parts of the stage and basic stagecraft (e.g., current lighting, sound, and recording technologies);
- 2 – 12 Present and perform dance in different group forms (e.g., trios, small and large groups).

Strand 3 – Analysis/Critical Thinking

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Standard 3- Students will

- observe and identify a broad spectrum of dance through DVD & Video;
- describe dance works, using the elementary language of dance criticism;
- reflect on their own work and that of others;
- exhibit basic library research skills, using current information technologies;
- explain how skills developed in dance can be applied in a variety of careers.

Benchmarks - By the end of High School Dance a, students will:

(Appreciation and Criticism)

- 3 – 1 Develop criteria for discussing a broad spectrum of observed dance (e.g., ballet, jazz, tap, swing, contemporary);
- 3 – 2 Demonstrate the difference between learning steps and creating a dance work;
- 3 – 3 Demonstrate an understanding of concentration, effective projection, and clarity in communication;

(Exploration and Research)

- 3 – 5 Use library facilities and information technology to complete assignments;
- 3 – 6 Use CD-ROMs, the Internet, and other sources, to collect and review information on various topics and themes (e.g., eating disorders, dance and gender, movement in ritual).

(Self and Community)

- 3 – 7 Identify ways dance is used in the community (e.g., liturgical, performance settings, recreation, therapy);
- 3 – 8 Understand and demonstrate appropriate behaviour at dance performances;
- 3 – 9 Describe the distinctive characteristics of presenting dance in small and large groups;
- 3 – 10 Explain how physical, intellectual, and artistic skills and knowledge developed in dance can be applied in a variety of careers (e.g., self-discipline, confidence with movement).

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High School – Dance b

Course Description:

This course requires students to develop their dance skills and learn the theoretical basis for working with anatomical structure in executing dance movements. Student learning will include the processes that form the basis for creating dance; the historical development of dance; students' own aesthetic appreciation of dance as they participate in dance class, rehearsals, and performances; and the specialized vocabulary of dance criticism.

Essential Questions:

- What is dance?
- Who dances?
- Why dance?
- What influences dance/ Does dance influence?

Strands

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

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Strand 1 – Theory/Knowledge of Elements

Standard 1 - Students will

- understand the relationship between human anatomy and dance movements;
- identify and explain the historical and cultural significance of one or more world dance forms;
- observe, identify, and describe a broad spectrum of dance;
- understand how technique assists in the development of self-discipline and contributes to artistic scope;
- demonstrate the technique of one or more dance forms studied.

Benchmarks - By the end of High School Dance b, students will:

(Health and Safety)

- 1 – 1 Describe good hygiene, healthy eating habits, and the principles of safety in all aspects of dance
- 1 – 2 Identify and describe the skeletal and muscular system in relation to movement
- 1 – 3 Demonstrate an understanding of the connection between dance and a healthy body image
- 1 – 4 Describe the beneficial effects of dance on health, self-esteem, and self-image

(History and Culture)

- 1 – 5 Observe and describe a broad spectrum of dance (e.g., musical theatre, ballroom, South Asian)
- 1 – 6 Describe ways in which dance is part of the culture within their local community, Trinidad, and worldwide, with particular emphasis on dance in Trinidad vsTobago (e.g., different folk dance style and history)

(Technique)

- 1 – 7 Identify more complex movement terminology pertaining to the world dance form(s) studied (e.g., ball change, chassé, syncopation, relevé turn, falls and lifts)
- 1 - 8 Demonstrate more complex movement skills, patterns, combinations, body positions, locomotor and non-locomotor movements in one or more world dance forms studied
- 1 – 9 Demonstrate an understanding of how technique functions as a tool in developing artistic scope
- 1 – 10 Explain the role of coordination, flexibility, strength, and proper breathing in dance

Strand 2 – Creative Work

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Standard 2 - Students will

- apply the elements of dance and various stimuli to create movement sequences;
- use improvisation to vary established movement patterns;
- devise different approaches to compositional forms;
- demonstrate the ability to practise and polish dance pieces for effective performance;
- demonstrate a higher level of the skills that lead to effective rehearsals and performances.

Benchmarks - By the end of High School Dance b, students will:

(Elements of Dance Movement)

- 2 – 1 Apply the elements of dance (e.g., flow, space, time) to create movement sequences
- 2 – 2 Use movement as a stimulus (e.g., body actions, energy, space, time, structural relationships and resulting actions)
- 2 – 3 Observe and demonstrate improvised movement patterns, combinations, studies, and group dances

(Composition)

- 2 – 4 Develop compositional forms and structures (e.g., motif, binary, canon, narrative)
- 2 – 5 Create increasingly long and complex dance compositions, exploring themes, ideas, and topics
- 2 – 6 Create increasingly long and complex dance compositions, using computer technology
- 2 – 7 Compose original dance pieces, using other sources of stimuli (e.g., body percussion, images, sounds, voice)

(Presentation and Performance)

- 2 – 9 Demonstrate appropriate dance class discipline and procedures specific to each world dance form studied
- 2 – 10 Demonstrate an ability to prepare for rehearsal, polish pieces, practice movement memory, and refine technique
- 2 – 11 Demonstrate cooperation and leadership in performing the compositions of others (e.g., students, teachers, guests)
- 2 – 12 Demonstrate an understanding of the need for and methods of projecting oneself during presentation and performance (e.g., use of appropriate movements to communicate clearly in a classroom or a large hall)

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Strand 3 – Analysis/Critical Thinking

Standard 3- Students will

- define and describe the criteria for analysing dance;
- compare and contrast a broad spectrum of dance styles;
- develop and use criteria for self- and peer evaluation (e.g., elements and principles);
- describe and demonstrate how technology can be used as a tool in the field of dance;
- investigate and report on various dance careers and other related career opportunities.

Benchmarks - By the end of High School Dance b, students will:

(Appreciation and Criticism)

- 3 – 1 Define the criteria for analyzing dance
- 3 – 2 Analyze improvisations, movement phrases, and more formal compositions created in class
- 3 – 3 Reflect and report – in oral and written form – on their own compositions and those of others (their peers, dancers in other cultures)

(Exploration and Research)

- 3 – 5 Solve a variety of creative problems through movement (e.g., combining phrases, matching compositional pattern to musical patterns)
- 3 – 6 Use computer technology and software to explore aspects of dance (e.g., digitizing movement-related effects)
- 3 – 7 Use CD-ROMs, the Internet, and/or other telecommunications technologies to compare and contrast topics and themes in dance (e.g., “Dance and Gender”, “Dance in Films”, “Social Dance in Latin America”)

(Self and Community)

- 3 – 7 Identify how dance is integrated into other presentation media (e.g., ceremonies, multimedia productions, musicals)
- 3 – 8 Explore and describe ways in which problem-solving skills in dance are transferable to other settings, disciplines, and work-related environments (e.g., perseverance and capacity to accept constructive criticism)
- 3 – 9 Analyze their own dance works presented in small groups (e.g., duets, trios, quartets).

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High School – Dance c

Course Description:

This course emphasizes the development of technical proficiency and the creation and presentation of complex compositions. Students will acquire increasingly difficult technical skills; assume leadership as dancers, choreographers, and production personnel; analyse and evaluate dance performances; and study historical and cultural aspects of dance.

Essential Questions:

- What is dance?
- Who dances?
- Why dance?
- What influences dance/ Does dance influence?

Strands

1. Theory
2. Creation
3. Analysis

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Strand 1 – Theory

Standard 1 - Students will

- describe various dance forms found in Trinidad and around the world, using appropriate terminology;
- demonstrate an in-depth knowledge of the principles of hygiene, nutrition, and safety in relation to dance and to a healthy lifestyle.

Benchmarks - By the end of High School Dance c, students will:

(Aesthetics, History, and Culture)

- 1 – 1 Identify and describe the elements, principles, and techniques used in a variety of dance forms from around the world
- 1 – 2 Describe the historical and cultural significance of a broad spectrum of dance forms
- 1 – 3 Describe societal and artistic changes affecting current dance forms in Trinidad & Tobago and in other parts of the world
- 1 – 4 Describe the significant contributions of various Trinidadian dance artists to dance in Trinidad & Tobago

(Health and Safety)

- 1 – 5 Explain the importance of maintaining good hygiene and healthy eating habits, as well as of observing safety principles, with regard to dance and to a healthy lifestyle
- 1 – 6 Research and describe common dance injuries and describe appropriate care and preventive measures for each
- 1 – 7 Demonstrate an understanding of the role of muscles, tendons, and the skeletal system in dance movements

Strand 2 – Creation

Standard 2 - Students will

- demonstrate increased technical proficiency in one or more forms of dance;
- demonstrate proficiency in choreography and composition through the presentation of dance works;
- rehearse and perform increasingly complex dances in various settings and for a variety of purposes;
- demonstrate an understanding of stagecraft and management skills required for dance production.

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Benchmarks - By the end of High School Dance c, students will:

(Technique)

- 2 – 1 Demonstrate skill in executing complex movements (locomotor and non-locomotor movements, combinations of movements) and body positions in one or more world dance forms
- 2 – 2 Demonstrate increased technical proficiency in dance, showing accuracy, coordination, dynamic range, endurance, flexibility, musicality, rhythmic sense, strength, and technical precision
- 2 – 3 Use technique effectively in various ways to extend artistic scope

(Composition)

- 2 – 4 Use improvisation, compositional forms, and various approaches to choreography appropriately when creating dance works
- 2 – 5 Create complex dance compositions through experimentation
- 2 – 6 Create dance compositions incorporating abstract themes and topics – and works for small groups
- 2 – 7 Translate the language of dance into a basic notation system for recording and documenting choreography
- 2 – 8 Use technology effectively when creating dance works

(Presentation and Performance)

- 2 – 10 Demonstrate appropriate leadership roles and attitudes in class, rehearsal, and performance
- 2 – 11 Demonstrate an understanding of the relationship between aspects of presentation/ performance and aspects of production (e.g., the relationship between the selecting of costume colours and the selecting of lighting colours)
- 2 – 12 Present dance works, workshops, and presentations to the community

(Production)

- 2 – 13 Demonstrate an understanding of increasingly complex technical skills of stagecraft and production management used in dance productions (e.g., skills in the use of light, sound, special effects; skills in stage management)
- 2 – 14 Use technology effectively in their productions of dance works
- 2 – 15 Demonstrate the essential leadership skills and appropriate attitudes and behaviour of members of a production crew (e.g., the stage manager, artistic director, sound designer, publicist)

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Strand 3 – Analysis

Standard 3- Students will

- analyze, interpret, and evaluate – orally and in writing – the formal structure and meaning of a broad spectrum of dance forms, including their own works;
- analyze the significance and function of a wide variety of dance forms;
- describe career opportunities in dance and relevant postsecondary program requirements.

Benchmarks - By the end of High School Dance c, students will:

(Appreciation and Criticism)

- 3 – 1 Analyze, interpret, and evaluate a broad range of choreographic works, using a set of aesthetic principles
- 3 – 2 Explain their artistic decisions in relation to their own compositions
- 3 – 3 Use technology (e.g., videotape, CD-ROM stop action) appropriately as an analytical tool in the field of dance
- 3 – 4 Analyze and evaluate dance works, using a variety of theoretical approaches
- 3 – 5 Describe and analyze cultural aspects of works studied
- 3 – 6 Analyze the significance and function of a variety of dance forms in Trinidad & Tobago and from around the world
- 3 – 7 Explain how dance characteristics and forms are used in the media, the community, and cultural events (e.g., in advertising and in dramatic performances)

(Career Preparation)

- 3 – 8 Describe the links between dance education and career options (e.g., in small business, medicine, law, the entertainment industry)
- 3 – 9 Research and describe postsecondary educational and career possibilities related to dance
- 3 – 10 Create a personal performance portfolio in dance and appropriate audition materials for college, university, and career-related options (Optional)