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Dance High School Proficient Level Learning Targets

Note that the Performance Indicators used for this grade level are from the [sample Visual Art Proficiency-Based Graduation Requirements with Performance Indicators](#) which was created using the [National Core Arts Standards](#).

Create (Cr)	
Cr1- Generate and conceptualize artistic ideas and work.	
<u>Performance Indicator:</u> Experiment with elements of dance and a variety of stimuli to create work (choreographed or improvised) by exploring personal movement preferences and strengths to challenge skills. (DA:Cr1.1.HSIa)	<u>Learning Targets:</u> I can experiment with elements of dance and a variety of stimuli to create work and generate ideas. I can use multiple strategies to create movement.
<u>Performance Indicator:</u> Analyze the process and the relationship between the stimuli and the movement. (DA:Cr1.1.HSIb)	<u>Learning Target:</u> I can show and explain the relationships and reasoning of movement choices in the creating <u>process</u> .
Cr2- Organize and develop artistic ideas and work.	
<u>Performance Indicator:</u> Collaborate to design a dance using elements and dance structures to support an idea. (DA:Cr2.1.HSIa)	<u>Learning Targets:</u> I can work collaboratively to develop a dance. I can demonstrate effective use of basic choreographic skill(s). I can justify choreographic choices.
<u>Performance Indicator:</u> Develop an artistic statement for an original dance. (DA:Cr2.1.HSIb)	<u>Learning Target:</u> I can use evidence (genre specific dance terminology and choreographic skills) to reflect on my work.
Cr3- Refine and complete artistic work	
<u>Performance Indicator:</u> Analyze and evaluate the impact of choices made in the choreography revision process and include feedback from others. (DA:Cr3.1.HSIa)	<u>Learning Targets:</u> I can refine choreography based on feedback and personal reflection. I can show evidence of the revision process.
<u>Performance Indicator:</u> Document a section of the dance (writing, symbols, or technologies). (DA:Cr3.1.HSIb)	<u>Learning Target:</u> I can accurately document choreography using a method of my choice (writing, symbols or use of technology).

Perform (Pr)

Pr4- Select, analyze and interpret artistic work for presentation.

Performance Indicator:

Space: Develop partner and ensemble skills that show understanding of spatial designs and relationships (i.e., lifts, balances, formations, transitions, etc.). (DA:Pr4.1.HSIa)

Learning Target:

I can develop my partnering and ensemble skills using spatial elements in my artistic work (lifts, weight sharing, and relationships with partners).

Performance Indicator:

Time: Use syncopation and accents in movements, rhythmic cues, varied tempos, and apply breathwork in dance phrases. (DA:Pr4.1.HSIb)

Learning Target:

I can perform in time with rhythmic cues and show musical dynamics in my movements alone and in an ensemble.

Performance Indicator:

Energy: Develops body awareness by connecting energy and dynamics to movements and applying them through all parts of the body. (DA:Pr4.1.HSIc)

Learning Target:

I can perform work with body awareness, clear energy qualities, and apply dynamics in my movement phrasing.

Pr5- Develop and refine artistic techniques and work for presentation.

Performance Indicator:

Embody technical dance skills (i.e., functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to retain and execute dance choreography. (DA:Pr5.1.HSIa)

Learning Target:

I can properly execute technical dance skills such as:

- functional alignment
- coordination
- balance
- core support
- clarity of movement
- weight shifts
- flexibility/range of motion

for presentation.

Performance Indicator:

Develop a plan for healthful practices in dance activities and everyday life including nutrition and injury prevention. (DA:Pr5.1.HSIb)

Learning Targets:

I can show understanding of how dance promotes healthy living such as:

- nutrition
- warm-up/cool down
- injury prevention

I can cooperate to maintain an environment of safety, confidence, and respect.

Performance Indicator:

Performance Preparation: Analyze/evaluate performances (i.e., video recordings, discussion blogs, rubrics/learning scales, etc.) and articulate performance goals. (DA:Pr5.1.HSIc)

Learning Target:

I can analyze/evaluate my performances and set performance goals based on my evaluation outcomes.

Perform (Pr) (cont.)

Pr6- Convey meaning through the presentation of artistic work.

Performance Indicator:

Rehearsal Process, Performance, and Post-Performance Evaluation: Demonstrate and document performance etiquette practices (i.e., commitment, dependability, responsibility, cooperation) and apply corrections to future performances using proper dance and production terminology. (DA:Pr6.1.HSI)

Learning Targets:

I can demonstrate and document performance and studio etiquette (such as commitment, dependability, responsibility, cooperation, etc.).

I can apply corrections to future performances using proper dance and production terminology.

Respond (Re)

Re7- Perceive and analyze artistic work.

Performance Indicator:

Use dance terminology to analyze recurring patterns of movement. (DA:Re7.1.HSIa)

Learning Target:

I can critique dance using terminology, dance structure, and elements to communicate ideas.

Performance Indicator:

Use dance terminology to analyze the elements of dance to communicate ideas. (DA:Re7.1.HSIb)

Learning Target:

I can critique dance using terminology, dance structure, and elements to communicate ideas.

Re8- Interpret intent and meaning in artistic work.

Performance Indicator:

Compare different dances using dance terminology, discuss artistic ideas, and explain how relationships occur within the elements of dance and dance technique. (DA:Re8.1.HSI)

Learning Target:

I can explain the artist intent of work using evidence (such as dance terminology, technique, and choreographic skills) when comparing dances.

Re9- Apply criteria to evaluate artistic work.

Performance Indicator:

Analyze the artistic idea of a dance using evidence (i.e., dance terminology, technical skills, and the elements). (DA:Re9.1.HSI)

Learning Target:

I can critique dance to support an artistic idea/intent using specific examples (such as dance terminology, technical skills, choreographic skills, and feedback/critique methods).

Connect (Cn)

Cn10- Synthesize and relate knowledge and personal experiences to make art.

Performance Indicator:

a. Analyze a dance to determine ideas expressed by the choreographer (i.e., explain perspectives presented, how ideas could impact own interpretation, etc.) and provide evidence to support one's analysis. (DA:Cn10.1.HSIa)

Learning Target:

I can analyze how artistic ideas impact performance and the understanding of a dance piece using evidence.

Performance Indicator:

Compare the process used in the choreography to that of other creative, academic, or scientific processes when creating a solo/group dance that answers a question or problem (i.e., dance in relation to other disciplines, integrated themes, historical/current events, socio-political issues, etc.). (DA:Cn10.1.HSIb)

Learning Target:

I can create dance that answers a dance related question or problem and makes a connection about the process of creating work to another discipline, learning experience, or life event.

Cn11- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Performance Indicator:

Analyze and make connections between dances from selected genres, styles, or historical time periods. (DA:Cn11.1.HSI)

Learning Target:

I can make connections between dance and societal, cultural, and historical contexts/events to deepen my understanding.