

Title of Material: A Sense of Dance, Second Edition _____

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Correlation to Standards: _____

POSSIBLE 21 Content Knowledge & Skills

(Number of Yes checks divided by 21 = percentage)

Recommended Approval ____ yes ____ no

Core _____

Resource Only _____

Humanities – Dance

Idaho Content Standards 1, 2 and 3

for

Grades 9-12



Idaho Content Standards Humanities: Dance - Grades 9 - 12

Standard 1: Historical and Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

Students in grades 9-12 discuss the role of dance in history and culture and create a dance that reflects a specific historical influence. Students create technical support for dance using other art forms. Students choreograph a dance inspired by another art form.

Goals	Objectives	Yes	No
Goal 1.1: Discuss the historical and cultural contexts of dance and perform examples.	9-12.D.1.1.1 Discuss how dance has a history, purpose, and function in cultures.	Indicate Page No. 16-19, 20-22, 26-28, 29-32	
	9-12.D.1.1.2 Choreograph a dance that illustrates a significant historical event, discovery, or concept.	Indicate Page No. 15-36 Instructor Guide: Ch. 2	
Goal 1.2: Explain the interrelationships among the visual and performing arts disciplines.	9-12.D.1.2.1 Create functional scenery, properties, lighting, sound, and costumes that enhance a dance performance.	Indicate Page No.	x
	9-12.D.1.2.2 Create an original dance that is inspired by visual arts, music, theatre, or literary works.	Indicate Page No 66, 108, 152, 160-166, 171, 173, 186 Instructor Guide: Ch. 9	

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.

Students in grades 9-12 critique dance performances based on meaning, technical support, aesthetics, political and cultural issues, and intent of choreographer. Students apply specific criteria for making informed critical evaluations of performances.

Goals:	Objectives	Yes	No
Goal 2.1: Conduct analyses in dance.	9-12.D.2.1.1 Develop and use dance vocabulary to discuss a variety of dance disciplines.	Indicate Page No. 29-35, 108, 143, 164-166, 171, 172, 196-197	
	9-12.D.2.1.2 Write a critique of a dance performance, examining how dance creates and communicates meaning.)	Indicate Page No. 12, 36, 49, 65, 78, 92, 107, 120, 135, 143, 151, 168, 185, & 196	

Idaho Content Standards Humanities: Dance - Grades 9 - 12

Standard 2: Critical Thinking

Goals	Objectives	Yes	No
<p>Goal 2.2: Formulate and express opinions about dance performances.</p>	<p>9-12.D.2.2.1 Discuss how dance can reveal human thought about global issues.</p>	<p>Indicate Page No.</p>	<p align="center">X</p>
	<p>9-12.D.2.2.2 Critique a dance performance on the merit of how well it communicates its meaning.</p>	<p>Indicate Page No. 21-22, 33, 44-45, 169, 175-176, 180-182, 185, 186 Instructor Guide: Ch. 12 (Improv assignments), Ch. 13</p>	
	<p>9-12.D.2.2.3 Create a dance, articulating reasons for artistic decisions.</p>	<p>Indicate Page No. 36, 136, 160, 181-184, 186, Instructor Guide: Ch. 12-14</p>	
	<p>9-12.D.2.2.4 Apply specific criteria for making informed critical evaluations of the quality and effectiveness of performance, choreography, and other aspects of a dance presentation.</p>	<p>Indicate Page No. 9, 18-19, 20-35, 36, 40-43, 52-64, 134-135, 169 Instructor Guide: Ch. 2, 3, 4, 9</p>	
	<p>9-12.D.2.2.5 Examine how a dance may elicit interpretations different from those intended by the choreographer and/or dancer.</p>	<p>Indicate Page No. 3-6, 9-11, 104-106, 107, 117-119, 120, 149-151, 194-197</p>	

Idaho Content Standards Humanities: Dance - Grades 9 - 12

Standard 3: Performance

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation. Students in grades 9-12 practice lengthy and complex movement combinations, performing with contrasting movement qualities. Students identify characteristics of dance styles and perform them. Students choreograph movement phrases and complete dance works.

Goals	Objectives	Yes	No
Goal 3.1: Identify and practice concepts essential to dance.	9-12.D.3.1.1 Practice lengthy and complex movement combinations in at least two different disciplines.	Indicate Page No. 36, 66, 86-88, 91, 143. Instructor Guide: Chapter 2, "Facilitating Your Turn to Dance: Many Centers"; "Improvisation Assignments" 5.1, 5.2, & 6.1; Handouts 6.1 & 6.2: Further Applications	
	9-12.D.3.1.2 Perform contrasting movement qualities within a dance phrase (e.g., rise and fall, tension and release, glide and dart).	Indicate Page No. 177-178	
	9-12.D.3.1.3 Perform new movement with an ever-increasing mastery of body alignment.	Indicate Page No. 40, 41, 43 Instructor Guide: Handout 4.3, "Moving in Good Alignment"	

Idaho Content Standards Humanities: Dance - Grades 9 - 12

Standard 3: Performance

Goals	Objectives	Yes	No
Goal 3.2: Communicate in dance through application of artistic concepts, knowledge and skills.	9-12.D.3.2.1 Study a piece of choreography and interpret it.	Indicate Page No. 21, 22, 33, 39-48, 52-58, 78-79, 127-134, 169, 175-185	
	9-12.D.3.2.2 Identify the characteristics of a particular dance discipline.	Indicate Page No. 16-36 Instructor Guide: Ch. 2	
	9-12.D.3.2.3 Create a dance incorporating characteristics of a particular dance discipline.	Indicate Page No. 16-36 Instructor Guide: Ch. 2	
Goal 3.3: Communicate in dance through creative expression.	9-12.D.3.3.1 Create a movement phrase, using contrast in energy and tempo.	Indicate Page No. 11, 13, 21, 109-120, 141 Instructor Guide: "Improvisation Assignment 8.1"; Ch. 10, "Facilitating Your Turn To Dance"	
	9-12.D.3.3.2 Choreograph a dance based on a theme.	Indicate Page No. 76-79, 147-152, 164- 169, 171-186 Instructor Guide: Chs. 1-14 "Ideas for Facilitating Your turn to Dance"	
	9-12.D.3.3.3 Improvise a dance in silence or with an alternative accompaniment (e.g., spoken word, sound effects).	Indicate Page No. 11, 13, 21, 109-120, 141. Instructor Guide: "Improvisation Assignment 8.1"; Ch. 10, "Facilitating Your Turn To Dance"	
	9-112.D.3.3.4 Discuss the aesthetics of dance.	Indicate Page No. 4-12, 15-35, 74-79, 88- 89, 98-107, 110-116, 138-143, 171-184	