

Publisher: Human Kinetics, Inc

Title: *A Sense of Dance, 2E* by Constance Schrader

ISBN: 0-7360-5189-9

NEW MEXICO ARTS CONTENT STANDARDS, BENCHMARKS, & PERFORMANCE STANDARDS
Publisher Alignment Analyses for Primary Tool of Instruction

This correlation table/matrix is a tool to show alignment with New Mexico’s Content Standards, Benchmarks, & Performance Standards and the proposed instructional material considered for adoption. The purpose is to demonstrate how your material can contribute to student achievement as measured against these Content Standards.

Attach a completed copy of this document to each core basal sample you are submitting for review. You will submit 3 copies of each student & teacher edition for each title & other material deemed necessary to provide appropriate instruction, along with these alignment documents at the 2006 June Summer Institute. DO NOT SEND WITH THE RFP.

Dance 9-12

Content Standard 1: Learn and develop the essential skills and technical demands unique to dance, music, theatre/drama, and visual arts.

Benchmark	Performance Standards	Publisher Citation (pages)	% Meets Standard*
A. Perform complex movement sequences from different dance styles or traditions consistently and reliably, with projection and artistic expression.	1. Build a dance vocabulary and technique that will allow students to remember extended movement sequences.	SE- Chapter 2, pages 18-29, 25 “Try This Experiment”, 35, & 36 “What Kind of Folk Dance?”; Chapter 4, pages 58-59; Chapter 8, page 121 “Take a Hike”; Chapter 10, pages 138-140; & Chapter 11, pages 145-150. IG-Chapters 2, 4, 8, 10, & 11, “Key Terms”.	
	2. Create and perform extended movement sequences in a broad dynamic range within the range of all students’ abilities.	SE-Chapter 2, pages, 18-29; Chapter 3, pages 40-44; Chapter 4 , pages 58-63; Chapter 7, pages 102-106; Chapter 8, pages 110-121; Chapter 11, page 152 “Synonyms”; & Chapter 12, page 169 “Judicious Imitation”. IG- Chapters 1, 4, & 9.	

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Content Standard 1: Learn and develop the essential skills and technical demands unique to dance, music, theatre/drama, and visual arts.

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A. Perform complex movement sequences from different dance styles or traditions consistently and reliably, with projection and artistic expression.	3. Identify three styles of music and be able to accurately demonstrate timing and accents in the music.	SE-Chapter 2, pages 17, 21, 30-31, 33-34, & 36 “Many Centers/One Center”; Chapter 5, pages 75-78; Chapter 6, pages 83-92; & Chapter 11, pages 148-149. IG: Chapter 2, “Many Centers/One Center”; Chapters 5 & 6.	
	4. Demonstrate projection while performing dance skills.	SE-Chapter 7, pages 102-107; Chapter 8, page 114. IG- Chapter 1, “Ideas for Facilitating Your Turn to Dance: Good Intentions”; & Chapter 9, “Ideas for Facilitating Your Turn to Dance: Chameleon Dances”.	

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Content Standard 1: Learn and develop the essential skills and technical demands unique to dance, music, theatre/drama, and visual arts.

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B. Explain and apply appropriate skeletal alignment.	1. Understand appropriate skeletal alignment.	SE-Chapter 2, pages 22-24, & 29; Chapter 3, pages 40-43; Chapter 4, pages 52-64; Chapter 9, pages 134-135. IG- Chapter 2, “Modern Try This Experiment”; Chapter 3, Improvisation Assignments 3.1; Chapter 4, Handout 4.1 (with answers), Handout 4.2 (with answers), & Handout 4.3; & Chapter 9, “Improvisation Assignments”.	
	2. Demonstrate body-part articulation, strength, agility, and coordination in locomotor and non-locomotion/axial movement.	SE-Chapter 4, pages 53-58, 61-64, & 65 “Think About It” items 4 and 5; Chapter 8, page 121 “Take a Hike”. IG- Chapter 3, “Improvisation Assignment 3.2”; Chapter 4, “Improvisation Assignments 4.1 & 4.2”, Handout 4.4, & Handout 4.5.	
C. Show technical refinement through self-evaluation and correction.	1. Demonstrate ability to respond to correction and work independently on movement problems.	SE-Chapters 1-14, “Your Turn to Dance” pages 13, 36, 49, 66, 79, 93, 108, 121, 136, 144, 152, 169, 186, & 196. IG-Chapters 1-14, “Ideas for Facilitating Your Turn to Dance”.	

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	<p>2. Establish an unreadable problem-apply it in evaluating their own work, and that of others.</p>	<p>SE-Chapter 7, page 107 “Think About It”; 108 “Your Turn to Dance”; Chapter 10, page 144 “Your Turn to Dance”; Chapter 11, page 152 “Your Turn to Dance”; Chapter 12, page 169 “Your Turn to Dance”; & Chapter 13, page 186 “Your Turn to Dance”.</p> <p>IG-Chapter 1, “Improvisation Assignment 1.1”; Chapter 7, “Ideas for Facilitating Your Turn to Dance” & “Improvisation Assignments 7.1 & 7.2”</p>	
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Content Standard 2: Use dance, music, theatre/drama, and visual arts to express ideas.

Benchmark	Performance Standards	Publisher Citation (pages)	% Meets Standard*
A. Demonstrate how movement choices communicate abstract ideas in dance.	1. Formulate and answer questions about how movement choices communicate abstract ideas in dance.	SE-Chapter 1, pages 4-12; Chapter 2, pages 15-16, 20-22, 26-28, & 30-35; Chapter 3, pages 44-46; Chapter 5, pages 70, 76-77 “Inside Insight”; Chapter 6, pages 88-89; Chapter 8, pages 110-116, & 118 “Try This Experiment”; Chapter 12, page 168 “Think About It”; Chapter 14, page 191. IG-Part IV, Introduction; Handout 12.1; Chapter 14, “Improvisation Assignment 14.2”	
	2. Include all learners to the extent possible.	SE Chapter 8, 117-120; Chapter 11, 145-151. IG- Chapter 9, “Improvisation Assignment 9.1; Chapter 10, “Ideas for Facilitating Your Turn to Dance”; Chapter 12, “Ideas for Facilitating Your Turn to Dance: Just Say “Yes” & “Improvisation Assignment 12.1: Form”.	
B. Communicate through dance a contemporary social theme.	1. Create a dance that effectively communicates a contemporary social theme.	SE- Chapter 12, 155-160, 164-167, 168 “Think About It: 4”. IG- Chapter 9, “Improvisation Assignment 9.2: Resources for Dance”; Chapter 13, “Improvisation Assignment 13.1: Discussion 4”	

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C. Express an idea chosen from literature or current events through dance.	1. Create a dance/dance study based on literature or current events.	SE-Chapter 11, page 152 “In the Garden”; Chapter 12, pages 157: Media, 162-167. IG- Chapter 9, “Ideas for Facilitating Your Turn to Dance: Confounding Dance”; Part IV: Introduction; Chapter 14, “Improvisation Assignment 14.2”; & Chapters 1-13, “Audiovisual Resources”.	
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Content Standard 3: Integrate understanding of visual and performing arts by seeking connections and parallels among arts disciplines as well as all other content areas.

Benchmark	Performance Standards	Publisher Citation (pages)	% Meets Standard*
A. Monitor personal progress, in dance, and discuss how lifestyle choices affect dancers.	1. Reflect upon their own progress and personal growth during their study of dance.	SE-pages 12, 36, 92, 107, 120, 135, 143, 151, 168, 185, & 196, “Think About It”; page 55, “Try This Experiment”; page 63, Figure 4.4; page 64, Figure 4.5; page 120, “Inside Insight”; & page 134, Figure 9.6. IG-Handouts 1.1, 1.2, 1.3, 1.5, & 4.5.	
	2. Effectively communicate how lifestyle choices affect the dancer.	SE- Chapter 3, pages 40-45; Chapter 4, pages 58-64; Chapter 5, pages 70-75; Chapter 8, pages 118-119; Chapter 9, pages 125-135; Chapter 11, pages 145-147 & 151, “Think About It”; & Chapter 12, pages 156-159.	
B. Explore commonalties and differences among dance and other disciplines by creating projects that include dance and other disciplines.	1. Create an interdisciplinary project based on a theme identified by the student, including dance and two other disciplines.	SE-pages 108 & 186, “Your Turn to Dance”; pages 164-166; Chapter 13, pages 171-176, & 186, “Your Turn to Dance: What if?” IG- Chapter 9: Discussion, & “Confounding Dances”	
	2. Clearly identify commonalties and differences between dance and other disciplines with regard to fundamental concepts such as materials, elements, and ways of communicating meaning.	SE-Chapter 12, pages 162-166; Chapter 13, page 178, “Try This Experiment”; page 185, “Think About It”, #5 & #7. IG-Chapter 12, “Improvisation Assignment 12.2 (Pythagoras, Fibonacci).	

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Content Standard 3: Integrate understanding of visual and performing arts by seeking connections and parallels among arts disciplines as well as all other content areas.

Benchmark	Performance Standards	Publisher Citation (pages)	% Meets Standard*
C. Recognize challenges facing professional performers in maintaining healthy lifestyles.	1. Describe healthy lifestyle choices which dancers can make.	SE-Chapter 4, pages 58-64; Chapter 9, page 135, Integrity, & “Think About It, # 1-6. IG-Handouts 1.2, 1.4, 4.3, 4.4, & 4.5	

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Content Standard 4: Demonstrate an understanding of the dynamics of the creative process.

Benchmark	Performance Standards	Publisher Citation (pages)	% Meets Standard*
A. Develop and revise a dance over time.	1. Create a dance and revise it over time, articulating the reasons for their artistic decisions and what was lost and gained by those decisions.	SE-Chapter 12, pages 159-167; Chapter 13, pages 177-184; & Chapter 14, pages 196-197, "Obtaining Useful feedback". IG-Chapter 11, "Ideas for Facilitating Your Turn to Dance: Synonyms"; Chapters 12, 13, & 14.	
B. Discuss and apply the choreographic principles and processes used in a variety of dance styles. Understand the use of improvisation to generate movement for choreography.	1. Use improvisation to generate movement for choreography.	SE-pages 13, 36, 49, 66, 79, 93, 108, 121, 136, 144, 152, 169, 186, 196--Every chapter ends with at least two improvisations in the "Your Turn To Dance" section. Selected "Try This Experiment" within each of the chapters also provide movement explorations and short improvisation sections. IG-Chapters 1-14, "Improvisation Assignments" as well as "Ideas for Facilitating Your Turn to Dance" sections.	
	2. Demonstrate understanding of structure or forms (such as palindrome, theme and variation, rondo, round, contemporary forms selected by the student) through brief dance studies.	SE-Chapter 13, pages 180-182; page 185, "Think About It", #7; & page 186, "Your Turn to Dance". IG-Chapter 13.	

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Content Standard 4: Demonstrate an understanding of the dynamics of the creative process.

Benchmark	Performance Standards	Publisher Citation (pages)	% Meets Standard*
C. Be able to recognize and imitate a choreographic style.	1. Choreograph a dance demonstrating an understanding of choreographic principles, processes, and structures based on a specific choreographic style.	SE- Chapter 10, pages 137-144, Chapter 11, pages 145-152; Chapter 12, page 169, “Your Turn to Dance: Judicious Imitation”; & Chapter 13, pages 174-175. IG-Chapters 2 & 14; & Introduction to Part II.	
	2. Formulate and answer their own aesthetic questions (such as, “What is it that makes a particular dance that dance before it becomes another dance?”)	SE- Chapter 1, pages 10-12; Chapter 2, pages 15-36; Chapter 10, pages 138-140, 144, “Playing With Style”; Chapter 11, pages 145-147, 151, “Think About It: #2 & 3”; Chapter 13, page 196, “Your Turn to Dance”; & Chapter 14, pages 187-196. IG-Introduction to parts III & IV; & Chapter 13.	

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Content Standard 5: Observe, discuss, analyze, and make critical judgments about artistic works.

Benchmark	Performance Standards	Publisher Citation (pages)	% Meets Standard*
A. Recognize and discuss a variety of rhythmic patterns, accents, and phrasing.	1. Include all students to the extent possible.	SE-Chapter 2, pages 15, 35; Chapter 4, page 55, “Try This Experiment”; Chapter 6, pages 84-93; Chapter 7, pages 107-108; Chapter 8, pages 109-118; & Chapter 13, 171-184. IG-Handouts 6.1, “What’s a Phrase?”, and 6.2, “Applying Music Vocabulary”.	
B. Interpret a dance based on personal experience.	1. Include all students to the extent possible.	SE-Chapter 5, page 79, “Your Turn to Dance: Dance of the Daily”; Chapter 9, page 127, “Try This Experiment”; Chapter 10, page 144, “Your Turn to Dance: Experience or Habit”; Chapter 14, page 197, “Your Turn to Dance: Who, What, Why?”.	
C. Compare and contrast how meaning is communicated in dances.		SE-Chapter 3, pages 44-48; Chapter 8, pages 115-119; Chapter 14, page 195, Figure 14.4. IG-Chapter 5, “Improvisation Assignment 5.1: Resources/Group Observations” & “Improvisation Assignment 5.2 : Group Discussion”; Chapter 8, “Conceptual or Challenge Questions”; Chapter 14, “Test/Review Questions”	

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D. Develop a set of aesthetic criteria for evaluating dances.		SE-Chapter 1, pages 3-12; Chapter 2, pages 15-35; Chapter 13, pages 177-185; Chapter 14, pages 187-196 SE- page 185, “Think About It, # 3, & 5. SE-page 195, Figure 14.4, “Some Considerations for Critical Feedback”.	
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Content Standard 6: Show increased awareness of diverse peoples and cultures through visual and performing arts.

Benchmark	Performance Standards	Publisher Citation (pages)	% Meets Standard*
A. Demonstrate understanding in contemporary theatrical forms of dance.	1. Discuss contemporary theatrical forms of dance.	SE-Chapter 1, pages 3-11; Chapter 2, pages 15-36; Chapter 3, pages 44-45, "Inside Insight"; Chapter 10, pages 138-143; Chapter 11, pages 145-149, page 146, "Inside Insight". IG-Chapter 2, "Conceptual/Challenge Questions; Chapters 1-13, "Audiovisual Resources".	
B. Understand the traditions and techniques of classical dance.	1. Discuss the teaching and techniques of classical dance.	SE-Chapter 2, pages 20-25; Chapter 10, pages 137-142; page 143, "Think About It". IG-Chapter 2, "Test/Review Questions".	
C. Demonstrate knowledge of dance and dancers throughout history, including the 20 th century.	1. Analyze historical and cultural images of the body in dance and compare these to images of the body in contemporary media.	SE-Chapter 2, pages 15-35; page 130, "Inside Insight"; page 131, "Inside Insight"; page 135, "Think About It, #4"; & page 143, "Think About It, #2-5". IG- Chapter 2, "Test/Review Questions".	

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Content Standard 7: Demonstrate knowledge about how technology and invention have historically influenced artists and offered new possibilities for expression.

Benchmark	Performance Standards	Publisher Citation (pages)	% Meets Standard*
A. Demonstrate how technology can reinforce, enhance, or alter dance ideas.	1. Demonstrate how technology includes access for all students, either in participation or through observation.	SE-page 197, "Who, What, Why?" IG-Chapters 1-13, "Audiovisual Resources".	
B. Discuss historical and contemporary images of the body and how these images have changed through the influence of contemporary media and technology.		SE-Chapter 1, pages 4-5; page 13, "Crossing Borders"; page 25, "Try This Experiment"; page 36, "Think About It, #6"; page 48, "Think About it, #3-5"; page 157, "Media". IG-Chapter 1, "Conceptual or Challenge Questions"; Part IV, "Supporting Writing or Discussion Ideas".	

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Content Standard 8: Contribute to communities by sharing expertise in dance, music, theatre/drama, and visual arts and by participating in the activities of cultural institutions.

Benchmark	Performance Standards	Publisher Citation (pages)	% Meets Standard*
A. Share dance abilities and knowledge with the community through formal and informal dance presentations.	1. Present a dance to a community audience.	SE-Chapter 12, page 161, "Inside Insight"; Chapter 13, page 183, "Inside Insight"; pages 13, 36, 49, & 136, "Your Turn to Dance".	

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