

South Carolina Correlations for ***A Sense of Dance, Second Edition, 9780736051897***; Publisher: Human Kinetics, Inc. Organized by South Carolina Visual and Performing Arts Curriculum Standards 2003 Grades 9–12 Advanced

I. TECHNIQUE. Identifying and demonstrating movement elements and skills in performing dance.	
<i>STANDARDS: STUDENTS WILL</i>	<i>PAGE REFERENCES</i>
A/B. Demonstrate consistency and reliability of technique and performance skills (e.g., preparation, clarity, musicality, stylistic nuance).	SE Ch 1,, p7-11; Ch 2, p22-24, p29; Ch 3, p40-43; Ch 4 ,p52-64; Ch. 7, p95-107; Ch 8, p113-117; Ch. 9, p134-135
C. Identify and demonstrate complex steps and patterns from at least four dance styles and genres (e.g., ballet, modern, tap, social, folk).	Ch. 2, p18-29; Ch 6, p90; Ch 10, p138-139
D/E. Transfer a complex spatial pattern (e.g., circle, spiral) from the visual to the kinesthetic (e.g., use a spatial pattern found in the surrounding environment to create a similar spatial pattern in a movement sequence, replicate the spatial pattern of a set dance sequence).	SE Ch3, p39-47; Ch 4, p51-58; Ch 5, p71-73; Ch 7, p96-106 ; Ch 9, p126-134 IG Ch 5; Ch 6
F. Safely maintain personal and general space while moving.	SE Ch 4, p57, p66; Ch 7, p104-105; Ch 8, p111-117; IG Part I, Introduction; Ch 1; handouts 1.1-1.5; 4.1
G. Demonstrate rhythmic acuity dancing with and without sound accompaniment.	SE Ch 4, p53-58; Ch 6, p83-93; Ch 7, p52
H. Create and perform combinations and variations with a broad range of movement qualities .	SE Ch 5, p70-73; Ch 6, p88-92; Ch 7, p96-100; Ch 11, p45-152
I. Demonstrate projection while performing dance.	SE Ch 7, p102-107; Ch 8. p114-116; Ch 12, p163-166; IG Ch 1 “Ideas for Facilitating Your Turn to Dance: Good Intentions”
J. Remember and reproduce entire dance works.	SE Ch 11, p148-152; Ch 12, p159-168; Ch 13,p175-185
K. Use correct dance terminology when describing dance works.	SE Ch 2, pp19, 25, 29, 35; Ch 6 p82-88; Ch 11, p152
L. Refine technique through teacher evaluation and correction.	SE Ch 1-14, “Your Turn to Dance” pp13, 36, 49, 66, 79, 93, 108, 121, 136, 144, 152, 169, 186, 196; IG Introduction, p6; Ch1-14, “Ideas for Facilitating Your Turn to Dance”

II. CHOREOGRAPHY. Understanding choreographic principles, processes, and structures.	
<i>STANDARDS: STUDENTS WILL</i>	<i>PAGE REFERENCES</i>
A/B. Create original dance works with coherence and aesthetic unity .	SE Ch 5, p69, Your Turn to dance pp13, 36, 50, 66, 79, 93, 108, 121, 136, 144, 152, 169, 186; Ch12; Ch 13 IG Ch 9; Ch 1-14 "Your Turn to Dance"
C/D/E/F. Choreograph a duet, trio, or larger group dance that demonstrates an understanding of choreographic principles, processes, and structures.	SE Ch 6, p88-93; Ch 7, p106-107; Ch 10, p143-144; Ch 12, p155-167; Ch 13, p175-185; IG Ch 9; Ch 10; Ch 12, Improvisation Assignment 12.1
G. Direct or facilitate a group of dancers during the choreographic process.	SE Ch 12, p155-160, p164-167, p168; Ch 13,p175-185; IG Ch 9, Improvisation Assignment 9.2; Ch 13, 13.1
H. Use partnering skills to generate choreography that incorporates contact (e.g., weight sharing and lifting).	SE Ch 11, p152; Ch 12; Ch 13; IG Ch 9, "Ideas for Facilitating Your Turn to Dance: Confounding Dance"; Part 4 Introduction,; Ch 14 "Improvisation Assign, 14.2; Ch 1-13, "Audiovisual Resources"
I. Analyze and describe how a choreographer manipulated and developed the basic movement content in a dance.	SE Ch 3, p39-48; Ch 4, 52-58; Ch 5, p78-79; Ch 9 p127-134; Ch 13 p175-185
J. Use dance notation as a tool for the documentation and reconstruction of choreography .	SE Ch 10, p142; p143 "Think About It"; Ch 11, p148-150; IG Ch 10
III. NONVERBAL COMMUNICATION. Understanding dance as a way to create and communicate meaning.	
<i>STANDARDS: STUDENTS WILL</i>	<i>PAGE REFERENCES</i>
A/B. Consider a dance from a variety of perspectives and explain ways that this particular dance creates and conveys meaning.	SE Ch 2, p15-36; Ch 5, p75-59; Ch 6, p89-92; Ch 7, p130-137; Ch 10, p148-152
C/D/E. Create original dance works that have coherence and aesthetic unity and that integrate the full spectrum of production elements (e.g., sound, light, costuming) to communicate contemporary social themes.	SE Ch 5, p76-79; Ch 11, p147-152; Ch 12, p164-169; Ch 13, p171-186; IG Ch 1-14 "Ideas for Facilitating Your turn to Dance"; Ch 13, and Audio Visual Resources

IV. CRITICAL AND CREATIVE THINKING. Applying and demonstrating critical and creative thinking skills in dance.

<i>STANDARDS: STUDENTS WILL</i>	<i>PAGE REFERENCES</i>
A. Discuss how critical and creative thinking skills developed in dance are applicable to a variety of careers.	SE Ch 11, p152; Ch 12, p159-167; Ch 13, p176-186; Ch 14, p188-196; IG Ch 11; Ch 12; Ch 13; Ch 14; figure 9.1
B. Analyze and describe choreographers' choices with respect to manipulation of dance elements in a variety of dance styles and genres .	SE Ch 6, p82-89; Ch 7, p96-108; Ch 8 111-119; Ch 9, p127-134; Ch 11 p148-152; Ch 13, p173-184; IG Ch 4, " Try This Experiment"
C. Analyze issues of ethnicity, gender, socioeconomic class, age, and/or physical condition in relation to the evaluation of dances.	SE Ch 7, p96-108; Ch 8, p111-121; Ch 13; p176-186; IG handouts 6.1; 9.1; 9.6
D. Formulate and answer their own aesthetic questions (e.g., "What is it that makes a particular dance unique?" "How much can one change a dance before it becomes a different dance?").	SE Ch 1, p4-12; Ch 2, p15-35; Ch 5, p74-79; Ch 6, p88-89; Ch 7, p98-107; Ch 8, p110-116; Ch 10, p138-143; Ch 13, p171-184
E. Demonstrate appropriate audience behavior while watching and responding to dance performances.	SE CH 3, P48 IG CH 3, HANDOUT 3.1,

V. HISTORY AND CULTURE. Demonstrating and understanding dance in various cultures and historical periods.

<i>STANDARDS: STUDENTS WILL</i>	<i>PAGE REFERENCES</i>
A/B. Perform a variety of Western and non-Western dance forms and describe their traditions.	SE Ch 2, p15-35; Ch 10, p140-143; IG Part II, Introduction; Ch 5; handout 4.1; Ch 11
C/D. Create a time line illustrating important dance events, placing them in social, historical, cultural, and political contexts.	SE Ch 2, p15-35; Ch 1-14 Inside Insight IG Part IV, Introduction; handout 12.1
E. Perform complex steps from two contemporary theatrical forms of dance and describe similarities and differences in these two dance forms.	SE Ch 2, p16-22, p 26-36; Ch 12, p156-169; Ch 13, p176-186; IG Ch 2; Ch 12; Ch 13
F. Analyze and describe the contributions of a variety of dance artists (e.g., performers, teachers, choreographers) to the art of theatrical dance.	SE Ch 2, p21-22, p27; Ch 7, p100; Ch 8, p119; Ch 9, p131; Ch 10, p141-143
G. Perform entire repertory etudes and/or masterworks (with all copyright restrictions observed).	SE Ch 12, p155-168; Ch 13, p171-186; IG Ch 12; Ch 13

VI. HEALTHFUL LIVING. Making connections between dance and healthful living.

<i>STANDARDS: STUDENTS WILL</i>	<i>PAGE REFERENCES</i>
A. Describe the progress toward healthful living that their study of dance has helped them to make.	SE Ch 4,p 51-65, p73-77; Ch 7, p117-121; IG Ch 4, handout 4.5
B. Describe challenges facing professional performers in maintaining healthy lifestyles.	SE Ch 1, p9-11; Ch 4 58-65; IG handout 1.2 Dimensions of Wellness; Part I, Introduction; Ch 1
C. Create an extended warm-up sequence and teach it to their peers; discuss the relationship between the warm-up and the dance activity that follows it.	IG handout 1.4 "A Dancer Prepares", 4.4 "Focus on Warming Up", 4.5 "Strength, Flexibility, and Endurance in Training and Performance"
D. Compare and contrast historical and cultural images of the body in dance with those that appear in contemporary media.	SE Ch 1, p13; Ch 2, p17; Ch 6, p99-101; Ch 10 p138-143; Ch 11, p149-151
E. Identify the benefits of dancing as part of a healthy lifestyle for people of all ages.	SE Ch 4, p51-65; Ch 9, p135; Ch 11, p145-152; IG handouts 1.2, 1.4; 4.3, 4.4, 4.5

VII. CONNECTIONS. Making connections between dance and other disciplines.

<i>STANDARDS: STUDENTS WILL</i>	<i>PAGE REFERENCES</i>
A. Compare a choreographic work to another artwork from the same culture and historical period in terms of how the two works reflect the particular artistic, cultural, and historical context.	SE Ch2, p16-19, 26-36; Ch 12, 159-167; Ch 13,p177-184
B/C. Compare and contrast dance and other disciplines with regard to fundamentals such as materials, elements, and ways of communicating meaning.	SE Ch 4, p51-58; Ch 5 p75-79; Ch 6, p81-92; Ch 7 p95-106; Ch 8 p109-119; Ch 12, p155-167; Ch 13, p171-184
D/E. Create an interdisciplinary project using media technologies (e.g., video, computer) that presents dance in a new or enhanced form (e.g., video dance, video/computer-aided live performance, animation).	SE Ch 1, p13; Ch 12,p155-167; Ch 13, p171-184; "Your Turn to Dance" p13, p36, p49, p136; IG Ch 1-13 Audio Visual resources