

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**

| I. TECHNIQUE. Identifying and demonstrating movement elements and skills in performing dance. | |
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| <i>STANDARDS: STUDENTS WILL</i> | <i>PAGE REFERENCES</i> |
| A/B. Demonstrate the following movement skills and explain the underlying principles: skeletal alignment, balance, initiation of movement, articulation of isolated body parts, weight shift, elevation and landing, fall and recovery, contraction and release, and the use of breath to support movement. | SE Ch 1, p7-11; Ch 2, p22-24; and 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; Part I Introduction; Ch 1, handouts 1.1-1.5; handout 4.1 |
| F. Safely maintain personal and general space while moving. | SE Ch 4, p57 and p66; Ch 7, p104-105; Ch 8, p111-117 |
| 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, 175-185 |
| K. Use correct dance terminology when describing dance works. | SE Ch2, p19, 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” p13, p36, p49, p66, p79, p93, p108, p121, p136, p144, p152, p169, p186, p196; 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> |
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| A. Use improvisation to generate movement for choreography . | SE Ch 5, p69, Your Turn to dance p13, p36, p50, p66, p79, p93, p108, p121, p136, p144, p152, p169, p186; Ch12; Ch 13; IG Ch 9 |
| B. Improvise, compose, and perform dance phrases based on a variety of stimuli (e.g., sensory cues, ideas, moods). | SE Ch 5, p74-77; Ch 10, p143-144; Ch 12; Ch 13 IG 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, 106-107; Ch 10, p143-144; Ch 12, p155-167; Ch 13, p175-185; IG Ch 9, Ch 10; Ch 12, Improvisation Assignment 12.1 |
| G. Work alone, with a partner, or in a small group 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. Compare and contrast two choreographic processes and define the choreographic principles being used in each | SE Ch 3, p 44-46; Ch 4, p52-58; Ch 5, p70-77; Ch 9, p133-136; Ch 13, p172-185 |
| J. Translate basic dance notation into movement and use notation to record dance phrases. | SE Ch 10, p142; p143 “Think About It”; Ch 11, p148-150; IG Ch10 |

III. NONVERBAL COMMUNICATION. Understanding dance as a way to create and communicate meaning.

| <i>STANDARDS: STUDENTS WILL</i> | <i>PAGE REFERENCES</i> |
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| A. Formulate and answer questions about how movement choices in dance communicate abstract ideas. | SE Ch1, p9-11; Ch2, p15-36; Ch6, p89-92; Ch10, p138-140, p144; Ch11, p145-147, p151; Ch 13, p196; Ch 14, p187-196; IG Introduction III and IV; Ch 13 |

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| B. Compare and contrast the way that meaning is communicated in two choreographic works. | SE Ch 1, p7; Ch 2, p26-36; Ch 4, p54-55; Ch 10, p143; Ch 12, p156-178 |
| C. Select accompaniment (e.g., sound, music, spoken text) that supports the meaning of a dance they have created. | SE Ch 1, p4, p13; Ch 2, p29-32 Music Visualization; Ch5, p78-90; Ch 6,p83-84; Ch 8, p110 |
| D. Design and/or execute lighting, costuming, props, and/or other scenic elements that contribute to the meaning of a dance they have created. | SE Ch 1, p4-5; Ch 5, p69-73; Ch 13,p71-86; IG Ch 1-14 "Ideas for Facilitating your turn to Dance" |
| E. Create an original dance work that communicates a contemporary social theme. | 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 |
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IV. CRITICAL AND CREATIVE THINKING. Applying and demonstrating critical and creative thinking skills in dance.

| <i>STANDARDS: STUDENTS WILL</i> | <i>PAGE REFERENCES</i> |
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| A. Create a dance and revise it over time, articulating why they made the artistic decisions that they did and what was lost or gained by those decisions. | 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. Compare and contrast two subtly differing dance compositions in terms of space (e.g., shape, pathways), time (e.g., rhythm, tempo), and force/energy/ movement qualities (e.g., weight, flow). | 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. Develop a set of aesthetic criteria and apply them in evaluating their own dance work and that of others. | 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, 171-184 |
| 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> |
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| 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; Ch 11 |
| C. 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 |
| D. Analyze and describe how dance and dancers are portrayed in contemporary media. | SE Ch 3, p38-49; Ch 10, p138-144; Ch 12, p156-169; IG Ch 10, Part IV, Introduction; Ch 12 |
| 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, p26-36; 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> |
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| A. Evaluate their physical strengths and weaknesses with regard to the mastery of dance technique and develop realistic goals and strategies for improvement and/or maintenance. | SE Ch 4, p51-65, p73-77; Ch 7, p117-121; IG Ch 4, handout 4.5 |
| B. Explain strategies for treating and preventing dance injuries. | SE Ch 4, p60; IG handout 1.2 Dimensions of wellness; handout 4.1 Dem Bones |
| 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 handouts 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; Ch2, 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 handout 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> |
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| A. Create an interdisciplinary project (i.e., one that includes dance and two other arts disciplines) based on a theme that they themselves identify. | SE Ch12, p159-167; Ch 13, p177-184; Ch 14, p196-197; IG Ideas for Facilitating Ch 11, Ch 12, Ch 13, Ch 14 |
| B/C. Compare and contrast dance and other disciplines with regard to fundamentals such as materials, elements, processes, 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, 155-167; Ch 13, p171-184 |
| D. Create a dance intended for video and then draw a storyboard that illustrates the various shots, camera angles, and effects that would be used to videotape and edit the dance. | SE Ch 12155-167; Ch 13, 171-184; “Your Turn to Dance” p13, p36, p49, p136 |
| E. Create an interdisciplinary project that demonstrates how technology can be used to reinforce, enhance, or alter the dance idea. | SE Ch 1 p13; Ch 12 p197; IG Ch 1-13 Audio Visual resources |