

Dance Curriculum Map-Berkeley County Schools
Dance Levels I-IV

Dance I	Dance II	Dance III	Dance IV
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Communication

1. Students will use dance as a way to create and communicate meaning.			
Interpreting Meaning			
1.01 observe and explain how personal experience can influence the individual interpretation of a movement. 1.02 recognize and communicate <i>abstract</i> ideas through movement. 1.03 identify and conclude the distinguishing moment when movement becomes dance (when movement takes on purpose and intent it becomes dance).	1.01 articulate understanding of how personal experience influences the interpretation of a dance	N/A	N/A
Communicating Meaning			
1.01 observe and explain how personal experience can influence the individual interpretation of a movement. 1.02 recognize and communicate <i>abstract</i> ideas through movement. 1.04 <i>improvise</i> a movement <i>phrase</i> that communicates a <i>relevant social theme</i> .	1.02 use <i>improvisation</i> to prepare a movement <i>phrase</i> that communicates <i>abstract</i> ideas. 1.03 collaborate to create a dance that communicates a <i>relevant social theme</i> .	1.01 research and incorporate other viewpoints when creating dance to convey meaning. 1.02 create and perform (in class) an individual dance conveying a personal experience, belief or theme.	1.01 create and perform (for a public audience) an individual dance conveying a personal experience, belief or theme.

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Movements, Elements, and Skills

2. Students will develop and practice movement elements in performing dance.			
Identification of Movement, Elements, and Skills			
2.01 identify and practice <i>locomotor</i> and <i>nonlocomotor/axial</i> movements with an awareness of <i>alignment</i> . 2.02 identify and practice steps and patterns from several different dance styles/traditions. 2.03 understand <i>rhythm</i> and <i>timing</i> as it relates to movement. 2.04 recognize and demonstrate the various <i>dance concepts</i> .	2.02 identify and demonstrate longer and more complex steps and patterns from several dance styles/traditions. 2.05 articulate the importance of <i>projection</i> while performing dance skills.	2.01 understand <i>clarity</i> and <i>stylistic nuance</i> .	N/A
Practice of Movements, Elements, and Skills			
2.01 identify and practice <i>locomotor</i> and <i>nonlocomotor/axial</i> movements with an awareness of <i>alignment</i> . 2.02 identify and practice steps and patterns from several different dance styles/traditions. 2.04 recognize and demonstrate the various <i>dance concepts</i> . 2.05 practice extended movement sequences.	2.01 demonstrate correct <i>alignment</i> . 2.02 identify and demonstrate longer and more complex steps and patterns from several dance styles/traditions. 2.03 demonstrate <i>rhythm</i> and <i>timing</i> during movement. 2.04 modify the <i>dance concepts</i> to reconstruct a <i>dance phrase</i> . 2.06 demonstrate the ability to remember extended movement sequences.	2.02 perform, consistently, <i>rhythm</i> and <i>timing</i> during a movement <i>phrase</i> or dance. 2.03 model <i>projection</i> while performing.	2.01 perform dance skills, demonstrating reliability, consistency, <i>clarity</i> and <i>stylistic nuance</i> .
Evaluation of Technique			
N/A	N/A	2.04 assess technique/skills through self-evaluation.	2.02 refine technique/skills through self-evaluation and correction

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Healthful Living

3. Students will relate dance to physical health.			
Understanding Health Concepts and History			
3.01 understand and apply <i>health related concepts</i> to dance. 3.03 identify lifestyle choices and their affect on the dancer.	3.02 describe how specific lifestyle choices affect the dancer. 3.03 research historical and cultural images of the body as it relates to dance.	3.02 research and discuss the challenges facing performers in maintaining healthy lifestyles. 3.03 analyze historical and cultural images of the body in dance and compare these to the images of the body in contemporary media.	3.02 research and analyze the challenges facing professional performer's in maintaining a healthy lifestyle.
Assessing Health			
3.02 examine personal physical health and identify strengths and weaknesses to formulate goals	3.01 assess personal physical health goals in order to revise and refine.	N/A	N/A
Application of Health Concepts			
3.01 understand and apply <i>health related concepts</i> to dance. 3.02 examine personal physical health and identify strengths and weaknesses to formulate goals	N/A	3.01 devise a plan to incorporate their personal health goals throughout life.	3.01 devise a plan to assist in preparation for a career in dance.

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Cultures and Historical Periods

4. Students will examine and demonstrate dance from various cultures and historical periods.			
Understanding the Culture and History of Dance			
<p>4.01 perform and report on the history of culturally diverse dances.</p> <p>4.02 identify the four <i>dance forms</i> and give examples of each.</p> <p>4.03 research and answer questions about dance and dancers prior to the twentieth century.</p> <p>4.04 discuss dance and dancers as perceived in contemporary media when compared to other time periods and cultures.</p>	<p>4.01 perform and differentiate between two or more culturally diverse dances.</p> <p>4.02 examine and discuss the traditions and techniques of recreational and aerobic forms of dance.</p> <p>4.03 answer questions about dance and dancers within the twentieth century.</p> <p>4.04 research and analyze how dance and dancers are perceived in contemporary media when compared to other time periods and cultures.</p>	<p>4.01 compare and contrast the role and significance of dance in two different historical/cultural/political contexts.</p> <p>4.02 examine and discuss the traditions and techniques of <i>creative and concert forms</i> of dance</p>	<p>4.02 research and create a time line illustrating important dance events placing them in their cultural/historical/political contexts.</p>
Demonstration of Historical and Cultural Dances			
<p>4.01 perform and report on the history of culturally diverse dances.</p>	<p>4.01 perform and differentiate between two or more culturally diverse dances.</p>	<p>4.03 perform a dance that displays the traditions and techniques of a specific culture or historical period.</p>	<p>4.01 perform techniques of various <i>dance forms</i>.</p> <p>4.03 perform dances illustrating different historical/cultural/political contexts.</p>

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Critical and Creative Thinking Skills

5. Students will employ critical and creative thinking skills in dance.			
Dance Creation			
5.01 create a series of dance <i>phrases</i> and revise them over time.	5.01 create a dance and revise it over time, explaining the revisions and their impact on the final product.	N/A	5.02 analyze the style of a choreographer or cultural form and create a dance in that style.
Aesthetic Analysis of Dance			
5.01 create a series of dance <i>phrases</i> and revise them over time. 5.02 establish a set of <i>aesthetic criteria</i> and apply it in evaluating student work. 5.03 answer <i>aesthetic questions</i> in a group setting.	5.01 create a dance and revise it over time, explaining the revisions and their impact on the final product. 5.02 apply <i>aesthetic criteria</i> to evaluate the student's own work and the work of others in a positive and constructive manner. 5.03 formulate and answer <i>aesthetic questions</i> based on a performance	5.02 research and analyze the styles of several choreographers or dance companies.	N/A
Dance Revision			
5.01 create a series of dance <i>phrases</i> and revise them over time. 5.02 establish a set of <i>aesthetic criteria</i> and apply it in evaluating student work.	5.01 create a dance and revise it over time, explaining the revisions and their impact on the final product.	N/A	N/A
Exploring Dance as a Career			
N/A	N/A	5.01 discuss and research how skills developed in dance are applicable to a variety of careers (e.g., sports, modeling, secretary, therapist).	5.01 transfer how skills developed in dance to enhance present and future personal goals.
Social Implications of Dance			
N/A	N/A	5.03 research and discuss issues of ethnicity, gender, social/economic class, age and/or physical condition in relation to dance.	5.03 analyze issues of ethnicity, gender, social/economic class, age, and/or physical condition in relation to dance and determine how these issues affect the art.

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Choreography

6. Students will understand and apply choreographic principles, processes, and structures.			
Understanding Choreography			
6.01 identify, define and practice <i>elements of choreography</i> . 6.02 identify, define and practice choreographic <i>forms</i> through the creation of a movement <i>phrase</i> .	N/A	6.02 research and analyze the creative process of choreographers (e.g., video biographies, interviews).	N/A
Creating Choreography			
6.01 identify, define and practice <i>elements of choreography</i> . 6.02 identify, define and practice choreographic <i>forms</i> through the creation of a movement <i>phrase</i> . 6.03 examine <i>improvisation</i> as a method for generating movement for choreography	6.01 create and perform a dance <i>phrase</i> containing three to five <i>elements of choreography</i> . 6.02 create and perform a dance <i>phrase</i> using at least two choreographic <i>forms</i> . 6.03 employ <i>improvisation</i> to generate movement for choreography.	6.01 apply choreographic principles in creating a small group dance with coherence and aesthetic unity.	6.01 create and perform, in small groups, a dance with coherence and aesthetic unity.
Reflecting on the Creative Process			
N/A	N/A	N/A	6.02 summarize their own creative process used in choreographing a dance <i>phrase</i> .

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Connections with Other Disciplines

7. Students will connect dance to other disciplines.			
Comparing Other Disciplines to Dance			
7.03 identify and discuss commonalities and differences between dance and other disciplines with regard to fundamental concepts such as materials, elements and ways of communicating meaning.	N/A	7.01 research one choreographic work and one other artwork from the same culture and time period and examine how those works reflect the artistic/cultural/historical context of the time period.	7.01 compare and contrast one choreographic work to one other artwork from the same culture and time period in terms of how those works reflect the artistic/cultural/historical context of that same period.
Creating Interdisciplinary Dances			
7.01 create a group interdisciplinary project based on a theme identified by the group.	7.01 create an interdisciplinary project based on a theme identified by the student, including dance and two other disciplines.	7.02 research an interdisciplinary project using media technologies that present dance in a new or enhanced form.	7.02 create an interdisciplinary project using media technologies that present dance in a new or enhanced form.
Integrating Technology and Dance			
7.02 discuss how technology can be used to reinforce, enhance or alter the dance idea.	7.02 demonstrate how technology can be used to reinforce, enhance or alter the dance idea in an interdisciplinary project.	7.02 research an interdisciplinary project using media technologies that present dance in a new or enhanced form.	7.02 create an interdisciplinary project using media technologies that present dance in a new or enhanced form.