Students are expected to know content and apply skills from previous grades.

**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.

**Goal 1.1: Discuss the historical and cultural contexts of dance and perform examples.**

**Objective(s): By the end of Grade 12, the student will be able to:**
- **9-12.D.1.1.1** Choreograph and perform a dance that illustrates a significant historical event, culture, or concept.
- **9-12.D.1.1.2** Discuss how dance has a history, purpose, and function in cultures.

**Goal 1.2: Explain the interrelationships among the visual and performing arts disciplines.**

**Objective(s): By the end of Grade 12, the student will be able to:**
- **9-12.D.1.2.1** Create functional scenery, properties, lighting, sound, and costumes that enhance a dance performance.
- **9-12.D.1.2.2** Create an original dance that is inspired by visual arts, music, theatre, or literary works.

**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.
Goal 2.1: Conduct analyses in dance.

Objective(s): By the end of Grade 12, the student will be able to:
9-12.D.2.1.1 Write a critique of a dance performance, examining how dance creates and communicates meaning.
9-12.D.2.1.2 Develop and use dance vocabulary to discuss a variety of dance disciplines.
9-12.D.2.1.3 Discuss the aesthetics of dance.

Goal 2.2: Formulate and express opinions about dance performances.

Objective(s): By the end of Grade 12, the student will be able to:
9-12.D.2.2.1 Apply specific criteria for making informed critical evaluations of the quality and effectiveness of performance, costumes, lighting, choreography, or other aspects of a dance.
9-12.D.2.2.2 Explain how lighting, music, and costuming can contribute to the meaning and/or success of a dance performance.

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.

Goal 3.1: Identify and practice concepts essential to dance.

Objective(s): By the end of Grade 12, the student will be able to:
9-12.D.3.1.1 Practice lengthy and complex movement combinations in at least two different genres.
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).
9-12.D.3.1.3 Perform new movement with an ever-increasing mastery of body alignment, balance, and control.

Goal 3.2: Communicate in dance through application of artistic concepts, knowledge, and skills.

Objective(s): By the end of Grade 12, the student will be able to:
9-12.D.3.2.1 Perform a dance using contrast in energy and tempo.
9-12.D.3.2.2 Illustrate the characteristics of a particular dance discipline through a performance that incorporates several skills.
9-12.D.3.2.3 Create a dance incorporating characteristics of a particular dance discipline.
9-12.D.3.2.4 Select and/or make costumes that support the intent of a dance.

Goal 3.3: Communicate in dance through creative expression.

Objective(s): By the end of Grade 12, the student will be able to:

9-12.D.3.3.1 Create a dance based on a theme.
9-12.D.3.3.2 Choreograph a dance for a duet or a small ensemble.
9-12.D.3.3.3 Improvise a dance in silence or with an alternative accompaniment (e.g., spoken word, sound effects).
9-12.D.3.3.4 Memorize, practice, refine, and perform a dance created by someone else, interpreting its meaning and mood.
9-12.D.3.3.5 Create choreography, articulating reasons for artistic decisions.