

DANCE (9-12)

VENDOR: _____ INSTRUCTIONAL MATERIALS: _____

SUBJECT: _____ COPYRIGHT DATE (S): _____

ISBN #: _____

COMMENTS: _____

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SPECIFIC LOCATION	A = Adequate	(IMR Committee)
OF CONTENT WITHIN	M = Minimal	RESPONSES
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Dance is a means of communication and self-expression different from the written or spoken word, or from visual and auditory symbol systems. Dance is a *PERFORMING ART* ideally taught sequentially with each level reinforcing and building upon skills taught at the previous levels. Dance education is a study of “the art of dance” as well as the techniques involved in the various disciplines. As students learn and share dances from their own communities and other cultures, they gain skills and knowledge that will prepare them to participate in an increasingly diverse society, as performers and observers, with a better appreciation of the “art of dance.” Instructional materials should provide students with the opportunities to identify, explore, rehearse, create, and perform through the levels of novice, partial-mastery, mastery, and distinguished.

A. ORIGINS

- _____ 1. Explore the historical development of dance in all disciplines:
 - a) tap
 - b) jazz
 - c) modern
 - d) ballet
- _____ 2. Identify significant contributors to dance: e.g., choreographers, companies, etc.
- _____ 3. Explore the dance traditions of various cultures and time periods.

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B. LANGUAGE

- _____ 1. Explore and provide activities to enhance understanding of the language relevant to each discipline.
- a) tap
 - b) jazz
 - c) modern
 - d) ballet
- _____ 2. Explore the crossover of language within the various disciplines: (e.g. pas de bourree, arabesque)
- _____ 3. Present dance as a means of communication through movement exercises and activities.

C. TECHNIQUES

- _____ 1. Identify and provide exercises for appropriate body alignment, strength, flexibility, agility, and coordination in locomotor and non-locomotor/axial movement.
- _____ 2. Explore the process and progression for the performance of the required elements in each of the disciplines:
- a) tap (e.g. recreation of sound such as “brush”)
 - b) jazz (e.g. Giordano Technique)
 - c) modern (e.g. use of stretching techniques)
 - d) ballet (e.g. use of “turnout”)
- _____ 3. Develop an awareness of rhythmic acuity, musicality, and projection in performing dance.

D. DISCIPLINES

- _____ 1. Offer extensive and varied activities to practice the various dance disciplines:
- a. tap
 - b. jazz
 - c. modern
 - d. ballet
 - e. cultural dance forms
- _____ 2. Identify and discuss commonalities and differences between dance and other content areas with regard to fundamental concepts, elements, and ways of communicating meaning.

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E. CHOREOGRAPHY

- _____ 1. Provide opportunities for critical and creative thinking through the principles, processes, and structures of choreography.
- _____ 2. Emphasize the importance of communication and musicality in relationship to movement.
- _____ 3. Use improvisation as a creative process in choreography.
- _____ 4. Address and provide exercises for the purpose of demonstrating the individual elements of choreography.

F. LIFE SKILLS

- _____ 1. Promote goals and activities relevant to health, nutrition, and injury prevention.
- _____ 2. Identify and explore careers, organizations and associations related to dance.
- _____ 3. Explore the impact of dance on social and recreational lifestyles.
- _____ 4. Provide examples of how to create and maintain a professional portfolio and resume.
- _____ 5. Emphasize appropriate audience etiquette.

G. MULTI-MEDIA

- _____ 1. Offer appropriate multimedia materials (i.e. instructional videos, video biographies, performance videos, music, computer aided live performances or animations).
- _____ 2. Provide website which links instructional materials to relevant sites as well as lesson plans and student activities.

H. ASSESSMENT

Provide assessment material that should include but not be limited to:

- _____ 1. Performance based rubrics in each dance discipline:
- a. tap
 - b. jazz
 - c. modern
 - d. ballet

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2. Requirements for a performance critique.
 3. Criteria for portfolio evaluations.
 4. Varied writing techniques as a means of dance assessment.
 5. A variety of content assessment.