



San Diego City Schools – Visual and Performing Arts Department
California State Content Standards – Dance
Core Learnings – Dance – Grades 6 – 8

1.0 Artistic Perception			
Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance			
<i>Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.</i>			
	6 th Grade	7 th Grade	8 th Grade
1.1	<p>Demonstrate focus, physical control, coordination, and accurate reproduction in performing locomotor and axial movement.</p> <ul style="list-style-type: none"> Break larger phrases viewed from a recorded dance performance into individual steps, learn and mimic with accuracy, and perform with appropriate style and energy. 	<p>Demonstrate increased focus, physical control, coordination, skill, and accurate reproduction in performing locomotor and axial movement.</p> <ul style="list-style-type: none"> Break larger phrases viewed from a live or recorded dance performance into individual steps, learn and mimic in detail and perform with matched effort and dynamics. 	<p>Demonstrate increased ability and skill to apply the elements of space, time, and force/energy in producing a wide range of dance sequences.</p> <ul style="list-style-type: none"> Construct dramatic movement sequences applying complex rhythms, form, multiple formations, abstraction, and emotional impact. Explore the importance of stage placement and movement for choreographic meaning and intent. Explore the meaning of abstraction as it relates to axial and locomotor movement.
1.2	<p>Incorporate a variety of force/energy qualities into executing a full range of movements.</p> <ul style="list-style-type: none"> Perform combinations that utilize a continuous manipulation of opposing dynamics, active and passive energy (against gravity, self, another object or body), strong and gentle force, and movement quality (burst, swing, float, dab, punch, etc.). Create movement sequences in personal and general space 	<p>Demonstrate increased ability and skill to sustain longer and more complex movement sequences for expression in a variety of dance styles.</p> <ul style="list-style-type: none"> Perform a variety of complex movement sequences multiple times in succession with sustained endurance, power, and expression in the following styles: jazz, ballet, folk and contemporary dance. 	<p>Demonstrate capacity for centering/shifting body weight and tension/release in performing movement for artistic intent.</p> <ul style="list-style-type: none"> Maintain balance while changing center of gravity and body energy in a variety of axial and locomotor movement phrases. Change the emotional impact of a movement sequence through manipulating body energy. Discuss how the use of tension gives rise to different styles within a basic movement sequence.

	<p>comprised of four or more movement combinations, demonstrating varying amounts of power, intensity and effort (force/energy).</p>		
1.3	<p>Identify and use force/energy variations when executing gesture and locomotor and axial movements.</p> <ul style="list-style-type: none"> Note and identify everyday body movement that communicates an idea, instruction or feeling. Create dynamic images and expressions using subtle body and facial clues while executing movement combinations. 	<p>Demonstrate risk taking in generating bigger and stronger movements through space in rehearsal and performance.</p> <ul style="list-style-type: none"> Perform a variety of physically challenging dance movements (partnering skills, weight-taking and off- balance work, jumps/leaps, multiple level and speed changes, etc.), with endurance, power, and expression, while demonstrating increased balance and control. Demonstrate increased muscle memory, confidence and endurance through repetition, practice, rehearsal and performance. 	<p>Demonstrate greater technical control in generating bigger and stronger movements through space in rehearsal and performance.</p> <ul style="list-style-type: none"> Demonstrate elements of proper body placement of the feet, knees, hips, stomach, ribs, chest, shoulders, and head (alignment). Perform complex dance studies with endurance, power, and expression, while maintaining proper posture, carriage, and alignment through repetition and practice.
1.4	<p>Use the principles of contrast, unity, and variety in phrasing in dance studies and dances.</p> <ul style="list-style-type: none"> Identify the form or forms used in at least three dances (organic, transition, canon, AB, ABA, narrative). Identify opposing and complementary movement in choreography and between dancers. Identify similar phrases of movement and discuss how they vary in their use of time, space or energy. Demonstrate the understanding of contrast by expanding dance phrases using the dance elements. 	<p>Identify and use a wider range of space, time, and force/energy to manipulate locomotor and axial movements.</p> <ul style="list-style-type: none"> Change a variety of axial and locomotor movement combinations by selecting and employing dramatic changes (extreme variations) in the dance elements, including form, unity, variety and contrast. 	<p>Analyze gestures and movements viewed in live or recorded professional dance performances and apply that knowledge to dance activities.</p> <ul style="list-style-type: none"> Describe gestures and movements seen in a professional dance performance and interpret their meaning using dance vocabulary. Manipulate a single gesture to mean four different things.

	<ul style="list-style-type: none"> Demonstrate the understanding of variety by expanding dance phrases through varying the dance elements. 		
1.5	<p>Describe and analyze movements observed and performed, using appropriate dance vocabulary.</p> <ul style="list-style-type: none"> Identify the sequential order of individual steps seen or performed in dance sequences and how they are structured (form). Describe the force/energy and dynamics observed or performed in the dance steps and sequences and the contributing effort of the dancer. Identify facial expressions, body clues, and the moods or emotions expressed in a dance study. 	<p>Use appropriate dance vocabulary to describe everyday gestures and other movements observed in viewing live or recorded dance performances. (Descriptions may take the form of a drawing or video/computer documentation).</p> <ul style="list-style-type: none"> Identify common gestures and locomotor movements (e.g., walking, waving, working, etc.) seen in two or more different dance styles (jazz, ballet, folk, contemporary dance). Transform common gestures and ways people get around into dance terms (arm movement=port de bras; axial=bending, twisting, kicking; locomotor=walking, running). 	<p>Identify and analyze the variety of ways in which a dancer can move, using space, time, and force/energy vocabulary.</p> <ul style="list-style-type: none"> Using dance vocabulary, describe how a dancer uses their body to express artistic intent. Using dance vocabulary, describe how the choreographer uses stage placement and movement pattern to express artistic intent.

2.0 Creative Expression

Creating, Performing, and Participating in Dance

Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.

	6 th Grade	7 th Grade	8 th Grade
2.1	<p>Invent multiple possibilities to solve a given movement problem and develop the material into a short study.</p> <ul style="list-style-type: none"> Create a minimum of three ways to define and defend a particular movement based on idea or inspiration. Expand ideas into a dance study of at least 45 - 60 seconds in length. 	<p>Create, memorize, and perform improvised movement sequences, dance studies, and choreography with dynamic range and fulfillment.</p> <ul style="list-style-type: none"> Explore spontaneous movement sequences and variations inspired by dynamic shifts in energy and range of motion. Perform a variety of dance sequences, demonstrating strong intent through dynamic body movement (variations of effort, expression, space, etc.). Create strong transitions 	<p>Create, memorize, and perform dance studies, demonstrating technical expertise and artistic expression.</p> <ul style="list-style-type: none"> Create dance studies with emotional impact and intent through the use of dance elements and manipulation of body movement and energy while maintaining proper alignment. Teach dance combinations to peers and perform in partners and/or various sized groups, demonstrating increased endurance, power, expression,

		demonstrating clarity, intention, and flow of thought from beginning to end of a dance study.	body alignment and control.
2.2	<p>Compare and demonstrate the difference between imitating movement and creating original material.</p> <ul style="list-style-type: none"> • Learn and perform a dance or movement sequence taught by another individual in exact imitation of the movement. • Create and perform original dance or movement sequences using own ideas and personal style. • Compare and contrast the process of creating, learning, and performing by both methods and their implications/limitations for the dancer. 	<p>Demonstrate the ability to use personal discovery and invention through improvisation and choreography.</p> <ul style="list-style-type: none"> • Invent several ways to express a movement idea, becoming aware of personal abilities and limitations through solo, partner and group work. • Demonstrate the difference between free form improvisation and structured improvisation where a dance element or elements are isolated and manipulated. • Discuss and document abilities and limitations and apply to the revision process. 	<p>Expand and refine a personal repertoire of dance movement vocabulary.</p> <ul style="list-style-type: none"> • Record progress, goals, and ideas in dance and write reflections on personal growth through journaling. • Describe, analyze, and interpret works of dance using dance vocabulary.
2.3	<p>Describe and incorporate dance forms in dance studies.</p> <ul style="list-style-type: none"> • Identify and describe the use of form in four or more works of dance. • Change the meaning of and perform a single dance phrase or movement study applying two or more different forms: canon, AB, ABA, canon, organic, narrative, geometric. 	<p>Demonstrate the ability to use dance elements to develop dance phrases reflecting various musical rhythms, styles, and dynamics.</p> <ul style="list-style-type: none"> • Apply and manipulate the elements of time (short, long, rest, adagio, allegro, sustain) and energy (legato, staccato, accent) to movement phrases. • Change and perform the style (Latin, march, adagio, staccato, allegro, etc.) of a movement phrase by changing musical rhythms • Change a dance sequence into two or more genres of dance (jazz, ballet, modern, folk, musical theatre, etc.). • Manipulate movement quality (strong, soft, flick, punch, dab, 	<p>Apply basic music elements to the making and performance of dances (e.g., rhythm, meter, accents).</p> <ul style="list-style-type: none"> • Analyze and interpret the elements of a musical composition: rhythm (syncopated or steady), harmony (consonance, dissonance, and resolution), melody (solo, ensemble, melodic direction, counter melody), texture (instrumentation) and form (rondo, canon, ABA, etc.). • Explore how musical elements are transformed or expressed through dance studies (improvised and planned). • Plan choreography by interpreting music and creating movement phrases to express the musical selection.

		etc.) and effort by varying musical rhythm and dynamics.	
2.4	<p>Demonstrate the ability to coordinate movement with different musical rhythms and styles (e.g., ABA form, canon).</p> <ul style="list-style-type: none"> • Select and choreograph movement phrases according to a musical form (AB, ABA, canon, narrative, organic). • Change a movement's style (Latin, march, adagio, staccato, allegro, etc.) through altering rhythms. 	<p>Demonstrate skill in using ideas and themes to develop simple dance forms (e.g., rondo, ABA form).</p> <ul style="list-style-type: none"> • Identify a dance form (canon, AB, ABA, rondo) and create a short study that clearly shows the intended structure. • Create three contrasting dance phrases and arrange and rearrange to create multiple dance forms. • Identify musical form within a minimum of two musical selections and create movement sections (ABA, canon, etc) depicting the musical form. 	<p>Record personal movement patterns and phrases, using a variety of methods (e.g., drawings, graphs, words).</p> <ul style="list-style-type: none"> • Introduce the concept of dance mapping and its function to the choreographic process. • Create a basic notation method (written language or drawn symbols) to record and map choreography: steps, group formations, personal space, entrance and exits, facial and body expression, etc.
2.5	<p>Use the elements of dance to create short studies that demonstrate the development of ideas and thematic material.</p> <ul style="list-style-type: none"> • Select a dance idea from a source of inspiration (poem, picture, situation, story, thought, etc.) and explore movement that expresses the idea. • Create a dance study using the elements and principles of dance to give the study emotional or intellectual meaning. • Explore movement and create a dance with a clear statement that strives for good communication, is clear and simple, and portrays immediate recognition of the theme. 	<p>Demonstrate performance skill in the ability to interpret and communicate through dance.</p> <ul style="list-style-type: none"> • Create and perform a short dance study with the purpose or intent of communicating, through effective gesture, expression and body movement, an idea or theme. • Participate in discussion by receiving feedback and defending artistic choices. 	<p>Demonstrate performance skill in the ability to project energy and express ideas through dance.</p> <ul style="list-style-type: none"> • Perform choreography with appropriate power and control to convey artistic intent, using personal endurance, expression, and proper alignment. • Incorporate feedback from the rehearsal process and revise personal performance for stronger intent.
2.6	<p>Demonstrate an awareness of the body as an instrument of expression when rehearsing and performing.</p> <ul style="list-style-type: none"> • Use eye contact, facial 	<p>Collaborate with others in preparing a dance presentation for an audience (short informal dance, lecture/demo, evening concert).</p>	<p>Demonstrate the use of personal images as motivation for individual and group dance performances.</p> <ul style="list-style-type: none"> • Generate a collection of internal

	<p>expression, effort and motivation of movement, spacing, timing, consistency, etc. when performing dance.</p> <ul style="list-style-type: none"> • Incorporate feedback from the rehearsal process, revise and adjust the use of the body for effective communication. 	<ul style="list-style-type: none"> • Discuss preparation necessary for a dance presentation (rehearsal, performance space, costuming, makeup, publicity, technical aspects such as lighting and sound, etc.). • Participate as a member of the cast or crew for a dance presentation demonstrating cooperation and shared responsibility. • Participate in post-production critique individually and with others. 	<p>(emotions and feelings, ideas, personal experiences, etc.) and external (poem, picture, concept, historical or current event, story, musical selection, etc.) sources of inspiration and document in personal journal.</p> <ul style="list-style-type: none"> • Create a dance study based upon one source of inspiration, perform for peers and receive feedback regarding clarity of intent, emotional impact, and expressive quality.
2.7	<p>Revise, memorize, and rehearse dance studies for the purpose of performing for others.</p> <ul style="list-style-type: none"> • Demonstrate personal responsibility by practicing skills and being fully prepared through rehearsal for performance. • Discuss the importance of regular attendance at rehearsals for the group's success. • Accept feedback, reflect and revise choreography and personal performance during the rehearsal process. 	<p>Demonstrate increased originality in using partner or group relationships to define spatial floor patterns, shape designs, and entrances and exits.</p> <ul style="list-style-type: none"> • Identify and describe the importance of stage placement (nine areas of the stage) power of stage areas, and impact of movement direction (diagonal, straight across, etc.). • Create strong entrances and exits to maximize use of space, interest and variety within choreography. • Create strong focal points and impact within choreography by using effective transitions of various sized groups of dancers (solo, duet, trio, small and large groups). • Create impact in choreography through effective staging: placement, formation changes, directionality, speed, and levels. 	<p>Demonstrate originality in using partner or group relationships to define spatial patterns and the use of overall performing space.</p> <ul style="list-style-type: none"> • Apply the nine positions of the stage to the dancer and to choreography and identify the power of each position. • Apply movement direction in dance sequences to create power (diagonal movement from up to down stage, center to down stage, movement to upstage corner, curves vs. straight pathways). • Show collaborative effort by creating and performing a variety of patterns and formations to demonstrate meaning and power in solo, duet, trio, small and large group work.
2.8	Demonstrate an ability to cooperate		

	<p>and collaborate with a wide range of partners and groups (e.g., imitating, leading/following, mirroring, calling/responding, echoing, sequence building).</p> <ul style="list-style-type: none"> • Actively listen and incorporate other's ideas into a movement sequence. • Demonstrate basic partnering skills safely through the giving and taking of weight (cantilever) and trust exercises. • Demonstrate giving and taking leadership as choreographer or dancer through partnership in a duet, small and large group. • Demonstrate common courtesy to peers and teachers. 		
<p>3.0 Historical and Cultural Context Understanding the Historical Contributions and Cultural Dimensions of Dance <i>Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.</i></p>			
<p><i>Historical and cultural context should be embedded throughout the curriculum (all materials studied should represent different cultures and time periods).</i></p>			
	6 th Grade	7 th Grade	8 th Grade
3.1	<p>Compare and contrast features of dances already performed from different countries.</p> <ul style="list-style-type: none"> • Identify the similarities and differences in dance elements, form, pattern, costume, location, etc. from ancient cultures (Egyptian, Hebrew, Greek, Indian, Chinese, and Roman). 	<p>Identify and perform dances from countries studied in the history-social science curriculum.</p> <ul style="list-style-type: none"> • Recognize the characteristics of dances from a variety of significant medieval and early-modern cultures (African, Meso-American, Asian and European). • Learn and perform three or more dances from medieval and early-modern cultures for a formal or informal presentation. 	<p>Compare and contrast specific kinds of dances (e.g., work, courtship, ritual, entertainment) that have been performed.</p> <ul style="list-style-type: none"> • Describe how traditional folk and peasant dancing transformed and evolved into 20th century social dance. • Research and discuss how historical events in American history changed the role of dance and how dance influenced American society.

		<ul style="list-style-type: none"> Recognize and perform Renaissance and liturgical dances. 	
3.2	<p>Explain the importance and function of dance in students' lives.</p> <ul style="list-style-type: none"> Describe through personal experience, the role and purpose of dance in social settings, celebrations and preserving traditions. Identify and discuss on a personal level, how dance can be a positive and enjoyable activity and how it brings people together. 	<p>Explain the function of dance in daily life during specific time periods and in countries being studied in history – social science (e.g., North African, Middle Eastern, and Central American dance ceremonies, social events, traditional settings, and theatrical performances).</p> <ul style="list-style-type: none"> Research a particular dance from medieval and early modern eras and discuss what purpose the dance served in its culture. Compare and contrast the similarities and differences, and discuss the role of dance in daily life from two or more medieval and early-modern cultures. Explore reasons why dance may be restricted in certain cultures, religions, and time periods. 	<p>Explain the variety of roles dance plays among different socioeconomic groups in selected countries (e.g., royalty and peasants).</p> <ul style="list-style-type: none"> Discuss different dance styles of early immigrants to the United States in relation to socio-economic factors, and their contribution and impact on the development of dance in America. Discuss the relationships, preferences, and stereotypes for dance style in relation to economic factors.
3.3	<p>Explain the various ways people have experienced dance in their daily lives (e.g., Roman entertainments, Asian religious ceremonies, baby naming in Ghana, Latin American Celebrations).</p> <ul style="list-style-type: none"> Research and discuss the function of dance in ancient cultures (Greeks as a teaching tool, Romans as spectacle, dance as worship, etc.). 	<p>Explain how dance functions among people of different age groups, including their own.</p> <ul style="list-style-type: none"> Research, conduct interviews, record observations, and use personal experience to document why people of various ages, life stages, and health do or do not dance. 	<p>Describe the roles of males and females in dance in the United States during various time periods.</p> <ul style="list-style-type: none"> Examine dances from the American colonial period through the present and discuss how male/female relationships are depicted and how they have changed over time. Discuss the relationships, preferences and stereotypes among and between cultures in the United States as they relate to the role of gender in dance.

4.0 Aesthetic Valuing**Responding to, Analyzing, and Making Judgments About Works of Dance**

Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.

	6 th Grade	7 th Grade	8 th Grade
4.1	<p>Apply knowledge of the elements of dance and the craft of choreography to critiquing (spatial design, variety, contrast, clear structure).</p> <ul style="list-style-type: none"> Describe and analyze how personal space, shape and pattern, smoothness of transition, effort, clearly defined beginning and ending, and use of music are used in two or more pieces of choreography. Write a review defending personal preference using appropriate dance language and compare perceptions and opinions with peers in class discussion. 	<p>Demonstrate understanding of the elements of dance and the craft of choreography when critiquing two kinds of dance (e.g., solo, duet).</p> <ul style="list-style-type: none"> Describe and analyze dances done in solo, duet, trio or small group form using proper dance vocabulary: unity, variety, contrast, use of space, shape and pattern, smoothness of transition, effort, clearly defined beginning and ending, use of music and rhythm. Write a review using appropriate dance language to defend your opinion about the level of effective use of dancers to show unity, variety and contrast within space and compare perceptions and opinions with peers in class. 	<p>Identify preferences for choreography and discuss those preferences, using the elements of dance.</p> <ul style="list-style-type: none"> View and/or experience through performance, a variety of dance styles and lengths, and defend personal preference emphasizing musical accompaniment, amount of force and control required, and artistic intent. Compare preferences with peers and discuss any differences or similarities using dance language.
4.2	<p>Propose ways to revise choreography according to established assessment criteria.</p> <ul style="list-style-type: none"> Create a rubric of choreographic guidelines that includes time, space, shifts in energy; smooth transitions and phrasing; and groups and patterns. Evaluate personal and group choreography using a rubric and revise to show improvement. 	<p>Identify assessment criteria used for outstanding performances in different styles of dance (e.g., theatre, social, ceremonial).</p> <ul style="list-style-type: none"> Create a rubric identifying specific criteria that makes a dance and/or dancer excellent: focus, expression and intention, use of space and effort, musicality, audience rapport, etc.). Evaluate three varieties of dance using a genre specific rubric (folk, musical theatre, ballroom, ballet, jazz, modern, etc.). 	<p>Explain the advantages and disadvantages of various technologies in the presentation of dance (e.g., video, film, computer, DVD, recorded music).</p> <ul style="list-style-type: none"> Discuss how technology can enhance or detract from dance. Discuss the impact a live orchestra vs. recorded or computer generated music has on dance. Explore the advantages and disadvantages of creating choreography via computer assisted and generated programs.

			<ul style="list-style-type: none"> • Discuss the significance of recording a dance as notation and issues related to the copyright process. • Explore and discuss performance strategies when technology fails.
4.3	<p>Discuss the experience of performing personal work for others.</p> <ul style="list-style-type: none"> • Record in a journal personal performing experiences in dance. • Discuss the importance of good preparation for handling personal and group performance pressures (performance anxiety, memorization and recall, importance of improvisation to recover from errors, etc.). • Discuss the benefits of rehearsal and revision to personal performance. 	<p>Explain and analyze the impact of live or recorded music on dance performances. (Recorded music is consistent. Live music can be altered).</p> <ul style="list-style-type: none"> • Perform a dance sequence to live accompaniment (e.g., percussion) and recorded music. Personally reflect upon and discuss the difference. • Investigate the importance for the dancer to have strong listening skills for adapting to changes in live or recorded music. • Discuss problems that can arise in both live and recorded music (technology failure, variations in tempo, performer errors, etc.). 	<p>Describe and analyze how differences in costumes, lighting, props, and venues, can enhance or detract from the meaning of a dance.</p> <ul style="list-style-type: none"> • Discuss the impact costumes and props have on the dancer's ability to move. • Compare and contrast what effects changing the lighting and venue have on a dance.
4.4	<p>Distinguish the differences between viewing live and recorded dance performances.</p> <ul style="list-style-type: none"> • Explore the possibilities and limitations of recorded dance. • Explore the impact of recorded dance on what is viewed as compared to a live audience (e.g., close ups, camera angles, makeup, importance of facial expression and nuance for the camera vs. exaggerated movement and expression for the stage, one take vs. multiple takes and selective editing, personal 	<p>Explain how different venues influence the experience and impact of dancing (e.g., a studio setting, traditional stage, theatre in the round).</p> <ul style="list-style-type: none"> • Discuss from the dancer's perspective, the performance experience in a variety of performance venues (small, intimate spaces vs. large auditorium; formal vs. informal; audience proximity and dancer energy; use of focus and dealing with distractions; dancing on a variety of dance surfaces; and 	

	interaction with the performers).	live vs. taped musical accompaniment). <ul style="list-style-type: none"> • Discuss from the audience's perspective, the differences in viewing dance performed in a variety of venues. 	
5.0 Connections, Relationships, Applications Connecting and Applying What is Learned in Dance to Learning in Other Art Forms and Subject Areas to Career. <i>Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.</i>			
	6 th Grade	7 th Grade	8 th Grade
5.1	Describe how other arts disciplines are integrated into dance performances (e.g., music, lighting, set design). <ul style="list-style-type: none"> • Identify and discuss how use of line, shape/form, texture, color, space, and value (elements of visual art), enhance and relate to dance. • Identify and discuss how melody, harmony, rhythm, form and texture of music (elements of music), relates to dance and inspires or effects movement energy and dynamics. • Identify and discuss the importance of projection and expression of face and body, gesture, concentration, and character development (drama skills) enhance and relate to dance. 	Identify and use different sources to generate ideas for dance compositions (e.g. poetry, photographs, political/social issues). <ul style="list-style-type: none"> • Investigate internal (emotions, ideas, concepts) and external (poetry, literature, images) inspirations choreographers use to create dance. • Create two or more movement studies based upon an internal and external source of inspiration. 	Identify and compare how learning habits acquired from dance can be applied to the study of other school subjects (e.g., memorizing, research, practicing). <ul style="list-style-type: none"> • Compare planning and performing choreography to preparing and presenting a classroom project. • Discuss how developing and keeping a rehearsal schedule, commitments, and meeting deadlines help with managing time for other activities. • Explore how developing self-discipline and self-monitoring of progress in dance is beneficial across the curriculum and in life.
5.2	Describe the responsibilities a dancer has in maintaining health-related habits (e.g., balanced nutrition, regular exercise, adequate sleep). <ul style="list-style-type: none"> • Discuss how taking care of oneself is important to achieve 	Describe how dancing builds physical and emotional well-being (e.g., positive body imaging, physical goals, creative goals, focus/concentration). <ul style="list-style-type: none"> • Discuss how developing a wider range of motion, movement skills 	Describe how dancing builds positive mental, physical, and health-related practices (e.g., discipline, stress management, anatomic awareness). <ul style="list-style-type: none"> • Discuss how knowing ones body and its limitations is important to maintaining good health and

	<p>high levels of fitness to accomplish personal goals with excellence as a dancer.</p> <ul style="list-style-type: none"> • Discuss how maintaining good health habits are important to being a responsible member of a performing group's success. • Discuss the importance of exercising, eating a healthy diet and appropriate rest to good fitness, and physical and emotional health. 	<p>and risk taking influences excellence and confidence.</p> <ul style="list-style-type: none"> • Discuss how the rigor and discipline of training and rehearsal for long-range goals results in ability to delay gratification, take pride in accomplishments, and enjoy a strong body in lifelong activities. • Discuss how group collaboration in dance fosters relationships, commitment, acceptance, and importance. 	<p>preventing injury.</p> <ul style="list-style-type: none"> • Discuss how the expressiveness of dance can further mental and emotional well-being through relaxation and breathing techniques, focus and concentration, and personal accomplishments that lead to strong self-image and esteem.
5.3	<p>Identify careers in dance and dance-related fields (e.g., teacher, therapist, videographer, dance critic, choreographer, notator).</p> <ul style="list-style-type: none"> • Research the people involved in making a successful dance production (musical, music video, dance concert, the dance studio/class, etc.). • Discuss the different ways dance is used in a variety of jobs (medical, education, literary, retail and manufacturing, general business, entertainment industry, etc.). 	<p>Appraise how time management, listening, problem-solving, and teamwork skills used with other dancers in composing and rehearsing a dance can be applied to other group activities.</p> <ul style="list-style-type: none"> • Determine how the skills of collaboration and cooperation are valuable in solving everyday problems (academic, personal, social, emotional). • Evaluate how skills used in rehearsal and performance can be used in other academic areas (planning, memorization, leading/following, homework and study habits, etc.). 	<p>Research and explain how dancers leave their performing careers to enter into alternative careers.</p> <ul style="list-style-type: none"> • Research or interview a former dancer who assumed an alternative career and list the reasons why the dancer chose to leave their field. • Discuss how ordinary life changes and growth (starting a family, injury, relocation, age, finances, etc.) inspire dancers to make career-changing decisions, while continuing to value and practice their art.
5.4		<p>Research and compare careers in dance and dance-related fields.</p> <ul style="list-style-type: none"> • Generate a list of dance and dance-related careers. • Investigate the level of education or preparation, salary, time commitment, professional affiliations, etc. of dance and dance-related careers and discuss with peers and compare results. 	