



**San Diego City Schools – Visual and Performing Arts Department**  
**California State Content Standards – Dance**  
**Core Learnings – Dance – Grades 9 – 12**

<b>1.0 Artistic Perception</b>		
<b>Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance</b>		
<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>		
	Proficient	Advanced
<b>1.1</b>	<p><b>Demonstrate refined physical coordination when performing movement phrases (e.g., alignment, agility, balance, strength).</b></p> <ul style="list-style-type: none"> <li>• Develop ability to maintain correct body placement in complex combinations involving upright movement.</li> <li>• Demonstrate a full range of movement displaying power, nuance, direction changes, and shift weight at varying tempos and rhythms within a single study or piece.</li> <li>• Demonstrate torso and leg flexibility and range of motion in body movement.</li> <li>• Maintain muscle control and balance during slow and sustained adagio movement on one and two supporting legs.</li> </ul>	<p><b>Demonstrate highly developed physical coordination and control when performing complex locomotor and axial movement phrases from a variety of genres (e.g., refined body articulation, agility, balance, strength).</b></p> <ul style="list-style-type: none"> <li>• Demonstrate developed stabilizing muscles in adagio showing increased balance and strength.</li> <li>• Maintain leg extension throughout adagio work</li> <li>• Successfully execute changes of direction and shifts of weight in complex dance sequences showing changing and mixing meter, and varying accents.</li> <li>• Demonstrate full range of motion, sustained flexibility, expression and nuance, and control in both adagio and allegro work.</li> </ul>
<b>1.2</b>	<p><b>Memorize and perform works of dance, demonstrating technical accuracy and consistent artistic intent.</b></p> <ul style="list-style-type: none"> <li>• Learn movement patterns and combinations quickly and recreate with technical accuracy.</li> <li>• Maintain proper technique and performance energy throughout an entire two to five minute dance work.</li> <li>• Maintain total involvement of face and body expression for the entire length of a two to five minute work.</li> </ul>	<p><b>Perform in multiple dance genres, integrating an advanced level of technical skill and clear intent.</b></p> <ul style="list-style-type: none"> <li>• Perform at least one complicated dance work in the ballet, modern and jazz genres, and one of personal choice with technical accuracy and expression.</li> </ul>

1.3	<p><b>Perform in multiple dance genres (e.g., modern, ballet, jazz, tap, traditional/recreational).</b></p> <ul style="list-style-type: none"> <li>• Demonstrate learned combinations in a variety of dance styles and genres and recall nuance with accuracy.</li> <li>• Identify and demonstrate fundamental stylistic differences and similarities between and among dance genres.</li> </ul>	<p><b>Memorize and perform complicated works of dance at a level of professionalism (i.e., a high level of refinement).</b></p> <ul style="list-style-type: none"> <li>• Demonstrate the ability to reverse complex combinations: right/left (elements of ambidexterity), over/under, and inward/outward, with ease.</li> <li>• Maintain strong technique and expression (performance quality) throughout complex works of dance of 10 minutes or more in duration.</li> </ul>
1.4	<p><b>Demonstrate clarity of intent while applying kinesthetic principles for all dance elements.</b></p> <ul style="list-style-type: none"> <li>• Articulate personal motivation as it relates to and effects movement.</li> <li>• Demonstrate the use of time, force/energy, space, and shape (elements of dance) through purposeful and precise body movement.</li> <li>• Execute complex movement phrases utilizing floor pattern, pathway (formation, circular, zigzag, and diagonal).</li> </ul>	<p><b>Apply a wide range of kinesthetic communication, demonstrating clarity of intent and stylistic nuances.</b></p> <ul style="list-style-type: none"> <li>• Distinguish between and perform gradations of movement qualities (bound/free, heavy/strong, light/soft, inward and outward focus, falling/lowering, etc.) with ease.</li> <li>• Use proper breath control as a tool for expression and physical endurance.</li> </ul>
1.5	<p><b>Apply knowledge of dance vocabulary to distinguish how movement looks physically in space, time, and force/energy.</b></p> <ul style="list-style-type: none"> <li>• Apply dance terminology to evaluate a dancer's technique and expression and make corrections and recommendations.</li> <li>• Apply dance terminology to evaluate the effectiveness of choreography (forming, variety, unity and contrast, etc.).</li> <li>• Distinguish and evaluate from a performer's point of view, dynamic ensemble energy and discuss after a performance.</li> </ul>	<p><b>Select specific dance vocabulary to describe movement and dance elements in great detail.</b></p> <ul style="list-style-type: none"> <li>• Identify and sequentially list the names of intricate steps (e.g., French ballet terminology), movements, qualities, and forms from complicated dances or dance combinations.</li> <li>• Articulate clearly what is required physically to execute a variety of dance movements with proper technique.</li> </ul>
<p><b>2.0 Creative Expression</b></p>		
<p><b>Creating, Performing, and Participating in Dance</b></p>		
<p><i>Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.</i></p>		
	Proficient	Advanced
2.1	<p><b>Create a body of works of dance demonstrating originality, unity, and clarity of intent.</b></p> <ul style="list-style-type: none"> <li>• Design and record a variety of short dance studies that explore ideas such as fall/recovery, tempo</li> </ul>	<p><b>Create a diverse body of works of dance, each of which demonstrates originality, unity, clarity of intent, and a dynamic range of movement.</b></p> <ul style="list-style-type: none"> <li>• Develop advanced thematic works dealing with deeper</li> </ul>

	<p>change, emotional or rhythmic nature of literature, contrasting characters, elements of nature, etc.</p> <ul style="list-style-type: none"> <li>Investigate ways to move the body beyond current experience and knowledge that challenges fear and comfort levels.</li> </ul>	<p>social or political issues, historical events, and more complicated concepts.</p> <ul style="list-style-type: none"> <li>Design a variety of extended dance studies and complete works showing physical prowess and emotional expression.</li> <li>Maintain accurate records regarding the creative process in a portfolio.</li> <li>Demonstrate independence by auditioning/casting dancers, and creating/producing a piece of work.</li> </ul>
<b>2.2</b>	<p><b>Identify and apply basic music elements, (e.g., rhythm, meter, tempo, timbre) to construct and perform dances.</b></p> <ul style="list-style-type: none"> <li>Create a music map of movement ideas outlining musical elements (melody, harmony, rhythm, form and texture) for preparing choreography.</li> <li>Recognize consonance, dissonance and resolution in various musical selections and create representative dance studies.</li> <li>Interpret the expressive qualities (texture, timbre, tempo and dynamics) of a piece of music through solo, duet, trio and group improvisation and choreography.</li> </ul>	<p><b>Use dance structures, musical forms, theatrical elements, and technology to create original works.</b></p> <ul style="list-style-type: none"> <li>Create a music map of movement ideas and develop the ideas into a completed dance work.</li> <li>Determine the use of sets, props, lighting and sound effects, and costuming and apply in the development of an original dance.</li> <li>Create original accompaniment, edit and mix sounds, and use video or projected visual images in original dance works.</li> <li>Create original accompaniment by using musical instruments, found sound and body percussion for a dance work.</li> <li>Use computer software to design choreography and compare the advantages and disadvantages of the technology.</li> </ul>
<b>2.3</b>	<p><b>Design a dance that utilizes an established dance style or genre.</b></p> <ul style="list-style-type: none"> <li>Create dance studies clearly showing movement style, phrasing, and nuance specific to classical ballet, jazz, tap, modern and folk dance genres.</li> <li>Create dance studies that represent multiple styles within a genre.</li> </ul>	<p><b>Notate dances, using a variety of systems (e.g., labanotation, motif writing, personal systems).</b></p> <ul style="list-style-type: none"> <li>Apply an established notation system to record personal choreography.</li> <li>Create a system for recording dance, including a key, disseminate to peers for interpretation, and assess the accuracy of the performance.</li> </ul>
<b>2.4</b>	<p><b>Perform original works that employ personal artistic intent and communicate effectively.</b></p> <ul style="list-style-type: none"> <li>Translate personal motivation and inspiration into a dynamic dance study, defending artistic choice of movement, size of ensemble and staging.</li> </ul>	<p><b>Perform a diverse range of works by various dance artists, maintaining the integrity of the work while applying personal artistic expression.</b></p> <ul style="list-style-type: none"> <li>Demonstrate versatility by performing challenging choreography that demands a wide variety of expressive qualities, movement styles, choreographic forms, and cultural influences.</li> </ul>

		<ul style="list-style-type: none"> <li>• Work with two of more guest choreographers of difference styles and genres.</li> <li>• Create an original adaptation by extending and interpreting an established dance work of a dance master.</li> </ul>
2.5	<p><b>Perform works by various dance artists communicating the original intent of the work while employing personal artistic intent and interpretation.</b></p> <ul style="list-style-type: none"> <li>• Research dance masters and discuss their personal style and signature.</li> <li>• Explore and perform with accurate technique and nuance, a variety of works by or in the style of the dance masters (e.g., Fosse, Graham, Limon, Robbins, Balanchine, etc.).</li> </ul>	<p><b>Collaborate with peers in the development of complex choreography in diverse groupings (e.g. all male, all female, people standing with people sitting).</b></p> <ul style="list-style-type: none"> <li>• Demonstrate a clear understanding of choreographing group forms to effectively communicate the intention or meaning of a dance.</li> <li>• Choreograph large ensembles (16 or more dancers) by creating movement suitable for the large and various sized smaller subgroups within the large group.</li> <li>• Revise choreography based upon skills and limitations of the individual, group of dancers, and the dynamics of the group.</li> </ul>
2.6	<p><b>Collaborate with peers in the development of choreography in groups (e.g., duets, trios, small ensembles).</b></p> <ul style="list-style-type: none"> <li>• Brainstorm and build upon group ideas to create, revise and perform dance studies utilizing effective use of group forms and staging.</li> </ul>	<p><b>Teach to peers a variety of complex movement patterns and phrases.</b></p> <ul style="list-style-type: none"> <li>• Act as a coach for peers when teaching a variety of demanding, difficult, awkward, and complicated movement combinations.</li> </ul>
2.7	<p><b>Teach movement patterns and phrases to peers.</b></p> <ul style="list-style-type: none"> <li>• Collaborate with others through partner, small, or large groups to learn and review choreography.</li> <li>• Create and teach original dance works in which various sized groups of dancers are used to create meaning in the dance.</li> <li>• Revise choreography based upon skills and limitations of the individual or groups of dancers.</li> </ul>	
<p><b>3.0 Historical and Cultural Context</b>  <b>Understanding the Historical Contributions and Cultural Dimensions of Dance</b>  <i>Proficient: 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>  <b><i>Historical and cultural context should be embedded throughout the curriculum (all materials studied should represent different cultures and time periods).</i></b></p>		
	Proficient	Advanced
3.1	<p><b>Identify and perform folk/traditional, social, and theatrical dances with appropriate stylistic nuances.</b></p>	<p><b>Identify, analyze, and perform folk/traditional, social, and theatrical dances with technical accuracy</b></p>

	<ul style="list-style-type: none"> <li>• Explore and learn the specific dance postures and carriage, gestures (e.g., use of the hands), leg rotation, body isolation and rhythmical structure used in a variety dance styles (e.g., Waltz, Flamenco, Irish Step, West African, Salsa, Can Can, etc.).</li> <li>• Select one dance from folk/traditional, social, and theatrical dance, and perform in a formal or informal presentation with appropriate style and nuance.</li> </ul>	<p><b>and appropriate stylistic nuances.</b></p> <ul style="list-style-type: none"> <li>• Identify and describe the specific signature that identifies a particular dance form or style.</li> <li>• Choreograph and perform specific dance postures, gestures, leg rotation, body isolations and rhythmical structure in each folk/traditional, social, and theatrical dance genres.</li> </ul>
3.2	<p><b>Describe ways in which folk/traditional, social, and theatrical dances reflect their specific cultural context.</b></p> <ul style="list-style-type: none"> <li>• Research the origins of three different folk/cultural dances and discuss the significance of each dance's unique movement.</li> <li>• Discuss the political and social context in which dances from different cultures and time periods have evolved.</li> <li>• Take a current dance, analyze the steps, and research their appearance in other dances from history.</li> </ul>	<p><b>Analyze the role dancers and choreographers play in the interpretation of dances in various historical and cultural settings.</b></p> <ul style="list-style-type: none"> <li>• Identify how choreographers and dancers preserve and pass on historical and cultural traditions through dance.</li> <li>• Identify and discuss how the choreographer develops and plans works of dance, while the dancer uses the body and imagination to communicate the choreographer's vision.</li> <li>• Identify major choreographers and dancers that made an impact on dance throughout history and examine possible historical and cultural events that may have served as an impetus for such an impact.</li> </ul>
3.3	<p><b>Explain how the works of dance by major choreographers communicate universal themes and sociopolitical issues in their historical/cultural contexts (e.g., seventeenth-century Italy, eighteenth-century France, the women's suffrage movement, dance in the French courts, Chinese cultural revolution).</b></p> <ul style="list-style-type: none"> <li>• Observe examples of various dance styles and major works of the past and present, and identify and discuss the theme(s) such as love, power, nature, and religion (universal themes).</li> <li>• Research and discuss the implications and impact historical events have on the development of dance, and how dance represents and promotes important issues in society.</li> </ul>	<p><b>Compare and contrast universal themes and sociopolitical issues in a variety of dances from different cultural contexts and time periods.</b></p> <ul style="list-style-type: none"> <li>• Examine the differences and similarities between and among dance themes in folk/traditional, social, and theatrical dance across time and culture.</li> <li>• Create dance studies that express a universal theme, historical, or political issue in the style of at least three major choreographers.</li> <li>• Transform a contemporary dance by incorporating style and nuances from different cultures.</li> </ul>

3.4	<p><b>Explain how dancers from various cultures and historical periods reflect diversity and values (e.g., ethnicity, gender, body types, and religious intent).</b></p> <ul style="list-style-type: none"> <li>• Research and discuss how different dancers reflect and/or challenge socio-political norms.</li> <li>• Discuss the reasons why dancers make radical decisions in order to have freedom to create their craft.</li> <li>• Discuss how personal preference, body type and limitation is an impetus for selecting a specific dance style as a performer.</li> <li>• Examine folk and traditional dances from early history and speculate how historical, socioeconomic, and cultural events have influenced the role of social relationships over time.</li> </ul>	<p><b>Explain how dancers and choreographers reflect roles, work, and values in selected cultures, countries, and historical periods.</b></p> <ul style="list-style-type: none"> <li>• Research famous choreographers (e.g., Limon, Ailey, Graham, Duncan, Balanchine, Robbins, Fosse, Tharp, Nikolais, Taylor, Cunningham, DeMille, etc.) and discuss how their works reflect and or challenge the values, roles, and traditions of the culture, historical, or socioeconomic period they represent.</li> <li>• Create authentic performances that communicate social issues.</li> <li>• Research famous historical dancers and discuss how their performances reflected or challenged the social, political or cultural norm of the time (e.g., Bill Robinson, Nicholas Brothers, Mark Morris, Bob Fosse, Fred Astaire, Gene Kelly, Martha Graham, Isadora Duncan, Twyla Tharp, Mikhail Baryshnikov, Alvin Ailey, etc.).</li> </ul>
<p><b>4.0 Aesthetic Valuing</b>  <b>Responding to, Analyzing, and Making Judgments About Works of Dance</b>  <i>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.</i></p>		
Proficient		Advanced
4.1	<p><b>Describe how the qualities of a theatrical production contribute to the success of a dance performance (e.g., music, lighting, costuming, text, set design).</b></p> <ul style="list-style-type: none"> <li>• Identify and describe choices of color used to depict the emotional content of a dance.</li> <li>• Identify and describe how music supports the narrative, mood, or dynamics of the dance.</li> <li>• Identify and describe how the use of sets can dictate movement choices and meaning.</li> <li>• Identify and describe the impact lighting has on the mood of the dance and how it can affect both the dancer and the audience.</li> </ul>	<p><b>Critique dance works to improve choreographic structure and artistic presence.</b></p> <ul style="list-style-type: none"> <li>• Using appropriate dance vocabulary and knowledge of dance elements and principles, analyze and evaluate student choreography and make suggestions for improving the artistic intent of both the choreography and performance.</li> </ul>
4.2	<p><b>Apply criteria-based assessments appropriate to various dance forms (e.g., concert jazz, street, liturgical).</b></p> <ul style="list-style-type: none"> <li>• Create a rubric to assess dance elements and</li> </ul>	<p><b>Use selected criteria to compare, contrast, and assess various dance forms (e.g., concert jazz, street, liturgical).</b></p> <ul style="list-style-type: none"> <li>• Create a rubric based on choreographic knowledge to</li> </ul>

	<p>principles, theme, venue and/or environment, expressive qualities of the dancers and their relationship to the venue, performance quality, and interpretation across dance genres.</p> <ul style="list-style-type: none"> <li>• Critique at least four performances of varying styles, forms, and genres according to established criteria, and explain and defend your analysis.</li> </ul>	<p>analyze works of varying form, venue and/or environment incorporating elements and principles, energy and dynamic quality, relationship between and among dancers and to the choreographic structure, choreographer's signature, style, intention and motivation.</p>
<b>4.3</b>	<p><b>Defend personal preferences about dance styles and choreographic forms, using criteria-based assessment.</b></p> <ul style="list-style-type: none"> <li>• Assess and identify personal preference for dance based on desire and passion, musical accompaniment, cultural affinity and preference, and self-image and physique, and compare to using criteria based on the elements and principles of dance.</li> </ul>	<p><b>Analyze evolving personal preferences about dance styles and choreographic forms to identify change and development in personal choices.</b></p> <ul style="list-style-type: none"> <li>• Discuss and record in a journal how gaining personal knowledge, skills, and performance experiences in dance transforms and expands appreciation of different dance styles and genres over time.</li> </ul>
<b>4.4</b>	<p><b>Research and identify dances from different historic periods or cultures and make connections between social change and artistic expression in dance.</b></p> <ul style="list-style-type: none"> <li>• Describe aesthetic components of religious/spiritual dances found in primitive and/or ancient cultures and relate movement choices to the significance of the belief system of that culture.</li> <li>• Demonstrate the understanding of the origin and development of modern dance in the context of sociopolitical events and attitudes in the early 20<sup>th</sup> century.</li> <li>• Describe how historical/social events (war, civil rights, suffragette, Industrial revolution) influenced dance and the theatre company's choice of repertoire, casting decisions, and the staging of works.</li> <li>• Discuss the importance of film and video to the evolution of dance.</li> </ul>	<p><b>Research and assess how specific dance works change because of the impact of historic and cultural influences on their interpretations (e.g., because of the loss of lives in war, Fancy Dancing, once performed only by men, is now also performed by women).</b></p> <ul style="list-style-type: none"> <li>• Research and compare how and why a choreographic work of a traditional or classical nature has changed over time (e.g., classical version of the <i>Nutcracker</i> in the late 1800's and Mark Morris' version <i>The Hard Nut</i> of the 1990's and the <i>Romeo and Juliet Ballet</i> and <i>West Side Story</i>).</li> <li>• Research and discuss how and why social attitudes and mores have changed or challenged traditional roles, relationships, content, and production methods in dance over time.</li> </ul>
<b>4.5</b>	<p><b>Identify and evaluate the advantages and limitations of viewing live and recorded dance performances.</b></p> <ul style="list-style-type: none"> <li>• Videotape a class performance and critique the similarities and differences between the live version and the videotaped version, citing how the performance was either enhanced or diminished depending upon viewing perspective (e.g., dancer, audience member, recorded or live, etc.).</li> </ul>	<p><b>Evaluate how aesthetic principles apply to choreography designed for technological media (film, video, TV, computer imaging).</b></p> <ul style="list-style-type: none"> <li>• Describe how camera angles and editing influence the staging and spacing of dances for film or television.</li> <li>• Analyze contemporary music videos according to artistic principles (theatrical structure, elements</li> </ul>

	<ul style="list-style-type: none"> <li>Explore how videotape can be used as a tool to assess and revise choreography and performance.</li> </ul>	<p>of visual art, use of computer generated images. recorded media, etc.).</p> <ul style="list-style-type: none"> <li>Explore graphic representations of live movement in computer-generated images and current technology.</li> </ul>
<p><b>5.0 Connections, Relationships, Applications</b>  <b>Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers</b>  <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></p>		
	Proficient	Advanced
5.1	<p><b>Demonstrate effective use of technology for recording, analyzing, and creating dances.</b></p> <ul style="list-style-type: none"> <li>Demonstrate ability to operate a video camera for recording compositions.</li> <li>Use videotaped compositions for self-evaluation and improvement.</li> <li>Adapt short dance studies designed for the stage to the video camera and explain modifications.</li> <li>Use projection equipment in a live performance for enhancing the communication, intent, or setting.</li> </ul>	<p><b>Demonstrate effective knowledge and skills in using audiovisual equipment and technology when creating, recording, and producing dance.</b></p> <ul style="list-style-type: none"> <li>Create dance works specifically for film and video.</li> <li>Create and edit music for live performance or film/video.</li> <li>Visualize and design basic lighting effects for dance on stage.</li> <li>Use available technology when designing and creating original works of dance.</li> </ul>
5.2	<p><b>Apply concepts from anatomy, physiology, and physics to the study and practice of dance techniques.</b></p> <ul style="list-style-type: none"> <li>Identify the muscle groups that perform actions required in specific dance moves.</li> <li>Demonstrate knowledge of opposing muscle groups as it relates to strength, flexibility and balance.</li> <li>Relate the elements of dance to their corresponding scientific principles (physics).</li> </ul>	<p><b>Compare the study and practice of dance techniques to motion, time, and physical principles from scientific disciplines (e.g., muscle and bone identification and usage; awareness of matter, space, time, and energy/force).</b></p> <ul style="list-style-type: none"> <li>Demonstrate and articulate specific muscles that perform specific actions required in a variety of dance moves.</li> <li>Design a warm-up that properly prepares the body for rehearsal and performance of a specific dance work or style.</li> <li>Demonstrate knowledge of opposing muscle groups as they relate to strength, flexibility and balance and apply to formal and informal performance.</li> <li>Explore and apply the elements of physics to complex choreography and advanced performance: centrifugal force as it relates to turns, gravity as it relates to jumping and falling, action/reaction as it relates to partner work and opposing forces as it relates to alignment, lifts, and direction changes.</li> </ul>



<p><b>5.3</b></p>	<p><b>Explain how dancing presents opportunities and challenges to maintain physical and emotional health and how to apply that information to current training and lifelong habits.</b></p> <ul style="list-style-type: none"> <li>• Identify, analyze, and use exercise and body conditioning activities (e.g., pilates, yoga, floor barre, weight training, and relaxation) as supplements to enhance dance training.</li> <li>• Examine healthy dietary habits necessary for optimum performance in dance, work, and everyday living.</li> <li>• Discuss the application of the intense focus required to achieve excellence in dance to the pursuit of excellence in other areas of life.</li> <li>• Assess personal achievement in dance and keep a log of successes and limitations over time, noting improvement in confidence, self-esteem, and level of fitness and agility.</li> </ul>	<p><b>Synthesize information from a variety of health-related resources to maintain physical and emotional health.</b></p> <ul style="list-style-type: none"> <li>• Design a diet and exercise program that will help to maintain optimum performance in dance.</li> <li>• Analyze how practice and repetition of specific dances or dance moves builds endurance.</li> <li>• Identify exercises that will condition and train the body for the best performance of a specific dance skill or set of skills.</li> <li>• Integrate knowledge of rest and relaxation to injury prevention and recovery.</li> </ul>
<p><b>5.4</b></p>	<p><b>Explain how participation in dance develops creative skills for lifelong learning and well being that are interpersonal and intrapersonal.</b></p> <ul style="list-style-type: none"> <li>• Describe how experiences in participating in group activities can inspire quality production in oneself and others through cooperation, collaboration, and teamwork.</li> <li>• Describe how creating and performing a choreographic work develops the ability to solve problems and follow through with ideas with confidence to completion.</li> <li>• Describe how commitment to dance develops ability to commit in other areas of life (e.g., completing college, growing a business, or running a marathon, etc.).</li> </ul>	<p><b>Determine the appropriate training, experience, and education needed to pursue a variety of dance and dance-related careers.</b></p> <ul style="list-style-type: none"> <li>• Job-shadow a dance teacher, choreographer, critic, or director and identify and record the necessary skills needed for success in their profession.</li> <li>• Investigate business training needed to run a dance studio.</li> <li>• Research how to prepare for an audition (e.g., selecting an agent, obtaining headshots, and writing effective resumes, refining skills, etc.).</li> <li>• Investigate supplemental skills needed for a performance career (e.g., dramatic training, vocal techniques, makeup applications, etc.).</li> <li>• Examine training and experience needed for non-performing dance careers (e.g., non-profit and for-profit management, tour promotion, dance criticism, notation, and costume/set/makeup/lighting/sound design, dance therapy, etc.).</li> </ul>
<p><b>5.5</b></p>	<p><b>Examine the training, education, and experience needed to pursue dance career options (e.g., performer, choreographer, dance therapist, teacher, historian, critic, filmmaker).</b></p>	

	<ul style="list-style-type: none"><li>• Research colleges offering programs in dance and dance related careers.</li><li>• Interview professional dancers, teachers, critics, filmmakers, and/or choreographers and record their training and experience in dance.</li></ul>	
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