



# **Delaware Standards for Visual and Performing Arts**

**Grade-Level & Proficiency-Level Expectations**

**High School**

**DANCE**

CREATING		
<b>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</b>		
<b>DA:Cr1.1a</b>		
<b>Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.</b>		
<b>Essential Question(s): Where do choreographers get ideas for dances?</b>		
HS Proficient	HS Accomplished	HS Advanced
DA:Cr1.1.Ia	DA:Cr1.1.IIa	DA:Cr1.1.IIIa
Explore a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement.	Synthesize content generated from stimulus materials to choreograph dance studies or dances using original or codified movement.	Synthesize content generated from stimulus material. Experiment and take risks to discover a personal voice to communicate artistic intent.
I CAN explore a variety of stimuli and analyze its relationship to movement.	I CAN synthesize content generated from stimulus materials to choreograph using codified movement.	I CAN synthesize content generated from stimulus material to discover my personal voice and communicate artistic intent.

<b>CREATING</b>		
<b>Anchor Standard 1: Generate and conceptualize artistic ideas and work.</b>		
<b>DA:Cr1.1b</b>		
<b>Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.</b>		
<b>Essential Question(s): Where do choreographers get ideas for dances?</b>		
<b>HS Proficient</b>	<b>HS Accomplished</b>	<b>HS Advanced</b>
<b>DA:Cr1.1.Ib</b>	<b>DA:Cr1.1.IIb</b>	<b>DA:Cr1.1.IIIb</b>
Experiment with the elements of dance to explore personal movement preferences and strengths, and select movements that challenge skills and build on strengths in an original dance study or dance.	Apply personal movement preferences. and strengths with the movement vocabulary of several dance styles or genres to choreograph an original dance study or dance that communicates an artistic intent. Compare personal choices to those made by well-known choreographers.	Expand personal movement preferences and strengths to discover unexpected solutions that communicate the artistic intent of an original dance. Analyze the unexpected solutions and explain why they were effective in expanding artistic intent.
I CAN experiment with the elements of dance to explore personal movement preferences, challenges, and strengths.	I CAN experiment with the elements of dance to explore personal movement preferences, challenges, and strengths.	I CAN experiment with the elements of dance to explore personal movement preferences, challenges, and strengths.

<b>CREATING</b>		
<b>Anchor Standard 2: Organize and develop artistic ideas and work.</b>		
<b>DA:Cr2.1a</b>		
<b>Enduring Understanding: The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.</b>		
<b>Essential Question(s): What influences choice-making in creating choreography?</b>		
<b>HS Proficient</b>	<b>HS Accomplished</b>	<b>HS Advanced</b>
<b>DA:Cr2.1.Ia</b>	<b>DA:Cr2.1.IIa</b>	<b>DA:Cr2.1.IIIa</b>
Collaborate to design a dance using choreographic devices and dance structures to support an artistic intent. Explain how the dance structures clarify the artistic intent.	Work individually and collaboratively to design and implement a variety of choreographic devices and dance structures to develop original dances. Analyze how the structure and final composition informs the artistic intent.	Demonstrate fluency and personal voice in designing and choreographing original dances. Justify choreographic choices and explain how they are used to intensify artistic intent.
I CAN work in a group to develop a dance with a clear artistic intent using choreographic devices and dance structures.	I CAN work by myself or in a group to design and create original dances and analyze how the structure and final composition connects to the artistic intent.	I CAN demonstrate fluency and personal choice when I choreograph and justify how my choices were used to intensify artistic intent.

<b>CREATING</b>		
<b>Anchor Standard 2: Organize and develop artistic ideas and work.</b>		
<b>DA:Cr2.1b</b>		
<b>Enduring Understanding: The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.</b>		
<b>Essential Question(s): What influences choice-making in creating choreography?</b>		
<b>HS Proficient</b>	<b>HS Accomplished</b>	<b>HS Advanced</b>
<b>DA:Cr2.1.Ib</b>	<b>DA:Cr2.1.IIb</b>	<b>DA:Cr2.1.IIIb</b>
Develop an artistic statement for an original dance study or dance. Discuss how the use of movement elements, choreographic devices and dance structures serve to communicate the artistic statement.	Develop an artistic statement that reflects a personal aesthetic for an original dance study or dance. Select and demonstrate movements that support the artistic statement.	Construct an artistic statement that communicates a personal, cultural and artistic perspective.
I CAN make an artistic statement for an original dance and talk about how the choreographic devices and dance structures are used to share my statement.	I CAN develop an artistic statement that reflects my personal aesthetic for dance and demonstrates movements that show my technique/style.	I CAN construct an artistic statement that communicates a personal, cultural and artistic perspective.

## CREATING

### Anchor Standard 3: Refine and complete artistic work.

#### DA:Cr3.1a

**Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning.**

**Essential Question(s): How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?**

HS Proficient	HS Accomplished	HS Advanced
DA:Cr3.1.Ia	DA:Cr3.1.IIa	DA:Cr3.1.IIIa
Clarify the artistic intent of a dance by manipulating choreographic devices and dance structures based on established artistic criteria and feedback from others. Analyze and evaluate impact of choices made in the revision process.	Clarify the artistic intent of a dance by refining choreographic devices and dance structures, collaboratively or independently using established artistic criteria, self-reflection and the feedback of others. Analyze and evaluate impact of choices made in the revision process.	Clarify the artistic intent of a dance by manipulating and refining choreographic devices, dance structures, and artistic criteria using self-reflection and feedback from others. Document choices made in the revision process and justify how the refinements support artistic intent.
I CAN make the artistic intent of a dance clear by manipulating choreographic devices and dance structures.	I CAN make the artistic intent of a dance clear by refining choreographic devices and dance structures based on established criteria.	I CAN clarify the artistic intent of a dance by manipulating and refining choreographic devices, dance structures, and artistic criteria using self-reflection and feedback from others.

## CREATING

**Anchor Standard 3: Refine and complete artistic work.**

**DA:Cr3.1b**

**Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning.**

**Essential Question(s): How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?**

HS Proficient	HS Accomplished	HS Advanced
DA:Cr3.1.Ib	DA:Cr3.1.IIb	DA:Cr3.1.IIIb
Compare recognized systems to document a section of a dance using writing, symbols, or media technologies.	Develop a strategy to record a dance using recognized systems of dance documentation (for example, writing, a form of notation symbols, or using media technologies).	Document a dance using recognized systems of dance documentation (for example, writing, a form of notation symbols, or using media technologies).
I CAN compare recognized systems to document a section of a dance.	I CAN develop a strategy to record a dance using recognized systems of dance documentation.	I CAN document a dance using recognized systems of dance documentation.