

Pinellas County Schools Key Learnings for Dance Repertory 1

The Next Generation Sunshine State Standards guide the curriculum for all courses offered in our public schools. While these provide a clear picture of what students should learn conceptually from a course, translating them into actual classroom practice can be a challenging task. The Pinellas County Schools Key Learnings are designed to assist teachers by distilling the most critical elements of the standards into a more user-friendlier format.

The state course descriptions divide this class into four distinct levels. The state course description is included on the first page of each level in this document, but the general design is:

- Dance Repertory 1: A concentrated beginning course for students with previous dance training at the fundamental level.
- Dance Repertory 2: A beginning-intermediate course for students with dance training and that are prepared to study and perform dance repertory.
- Dance Repertory 3: An intermediate-advanced course for a more challenging level of work in dance repertory and performance.
- Dance Repertory 4: An advanced course of rigorous study in dance repertory and performance.

In a very small program, all levels may have to be included in one class period. This is not recommended. Slightly larger programs will have a lower level class and an upper level class, which is more workable. The largest programs will have multiple classes more aligned to the state courses, but will still have a combination of levels.

The Pinellas County Schools Key Learnings for this course break the Standards down into ten key areas. Thorough, in-depth study for mastery of these ten specific areas should make up the majority of conceptual instruction. Links to each of the aligned state benchmarks are provided for these ten areas. A variety of assessment forms and teaching resources are provided. The resource links are part of a living document and will be enhanced and expanded continually. All Pinellas County Performing Arts Teachers are encouraged to submit resource items throughout the year.

Pinellas County Schools Key Learnings

Dance Repertory 1

State Course Description:

Students study the historical works of professional choreographers in one or more genres, such as ballet, modern, jazz, or other traditional dance forms. Students learn to understand and apply each choreographer's movement design and artistic intent, respecting the work as each choreographer's intellectual property, and gain skills for group and self-assessment, analysis, and problem solving. Public performances may serve as a culmination of specific instructional goals. Students may be required to participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom. Students in this class may need to obtain (e.g., borrow, purchase) appropriate footwear and/or dance attire from an outside source.

Upon successful completion of this course, the student may truthfully say:

1. I can I dress appropriately, sustain focus, respect and discipline during class, rehearsal and performance.
2. I can demonstrate proper placement and alignment, isolated and coordinated movements of the body, for the technique I study, to enhance my movement quality when performing steps, phrases or dances.
3. I can rehearse physically and mentally to aid in my retention of patterns, complex steps and sequences.
4. I can perform steps, phrases and dances, in one ore more genre, to express a variety of ideas, feelings and cultures.
5. I can perform phrases that demonstrate a change in speed and energy to different accompaniment and rhythmic patterns.
6. I can demonstrate safe dance practices while warming up, in my floor work and my awareness of others when moving in a group.
7. I can use structured improvisation to discover and solve movement problems using loco-motor and axial phrases with transitions and change of weight, in and through space.
8. I can compose and revise, based on the feedback I receive, narrative (beginning, middle and end) solo or duet phrases to express my feelings, ideas, cultural identity and other abstract concepts using actions, body, and gesture.
9. I can accurately use dance and theatre terminology to describe and analyze the quality and effectiveness of performances that I view: live or recorded.
10. I can research and report: kinesthetically, orally or in a written format, on historically significant and/or exemplary works by as inspiration for creating with artistic intent.

Next Generation Sunshine State Standards Big Ideas:

C= Critical Thinking & Reflection **S=** Skills, Techniques & Processes
O= Organizational Structure **H=** Historical & Global Connections
F= Innovation, Technology, & Future

	Pinellas County Key Learnings: DANCE REPERTORY 1	NGSSS Code
1 Studio Etiquette, Focus, Attire	I can I dress appropriately, sustain focus, respect and discipline during class, rehearsal and performance.	DA.912.O.1.2 DA.912.S.2.1 PE.912.C.2.2 LAFS.910.SL.1.2
2 Technical Skills Physical Skills	I can demonstrate proper placement and alignment, isolated and coordinated movements of the body, for the technique I study, to enhance my movement quality when performing steps, phrases or dances.	DA.912.S.3.8 DA.912.O.3.2 DA.912.F.3.6 LAFS.910.SL.1.2 LAFS.910.SL.1.3 LAFS.910.RST.2.4
3 Cognition Terminology, Sequence	I can rehearse physically and mentally to aid in my retention of patterns, complex steps and sequences.	DA.912.C.1.2 DA.912.O.3.2 DA.912.O.3.1 LAFS.910.RST.2.4
4 Performance Skill: Focus, Confidence, Projection, Movement Quality	I can perform steps, phrases and dances, in one ore more genre, to express a variety of ideas, feelings and cultures.	DA.912.S.3.8 DA.912.O.3.1 LAFS.910.SL.1.2 LAFS.910.RST.2.4 MU.912.C.1.1
5 Musicality	I can perform phrases that demonstrate a change in speed and energy to different accompaniment and rhythmic patterns.	MU.912.C.1.1 DA.912.S.3.8 DA.912.O.3.1 LAFS.910.RST.2.4
6 Independent Anatomy, Safe Dance: Injury Prevention, Nutrition	I can demonstrate safe dance practices while warming up, in my floor work and my awareness of others when moving in a group.	DA.912.F.3.6 DA.912.F.3.8 DA.912.C.2.3 LAFS.910.SL.2.4
7 COMPOSITION Improvisation Stimulus	I can use structured improvisation to discover and solve movement problems using loco-motor and axial phrases with transitions and change of weight, in and through space.	DA.912.C.2.3 DA.912.S.3.3 DA.912.O.3.1 LAFS.910.SL.1.2 LAFS.910.RST.2.4 LAFS.910.WHST.3.9 LAFS.910.RST.2.4 LAFS.910.SL.2.4 PE.912.C.2.3

		MU.912.C.1.1
8 Elements of Dance, Choreographic Form, Structure	I can compose and revise, based on the feedback I receive, narrative (beginning, middle and end) solo or duet phrases to express my feelings, ideas, cultural identity and other abstract concepts using actions, body, and gesture.	DA.912.O.3.1 TH.912.C.2.7 DA.912.H.3.2 LAFS.910.SL.1.2 LAFS.910.RST.2.4 PE.912.C.2.3 MU.912.C.1.1
9 APPRECIATION Critique, Reflection, Investigate, Projects, Terminology	I can accurately use dance and theatre terminology to describe and analyze the quality and effectiveness of performances that I view: live or recorded.	DA.912.C.3.1 DA.912.O.3.5 LAFS.910.SL.1.2 LAFS.910.SL.1.3 LAFS.910.WHST.3.9 LAFS.910.RST.2.4 LAFS.910.SL.2.4
10 Research	I can research and report: kinesthetically, orally or in a written format, on historically significant and/or exemplary works by as inspiration for creating with artistic intent.	DA.912.C.1.1 LAFS.910.SL.1.2 LAFS.910.SL.1.3 LAFS.910.WHST.3.9 LAFS.910.RST.2.4 LAFS.910.SL.2.4