

# Pinellas County Schools Key Learnings for Dance Repertory 2

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 pervious 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 2

### State Course Description:

Students study the historical works of exemplary professional choreographers in one or more genres, learning to understand and apply each choreographer's movement design and artistic intent, and respecting the work as each choreographer's intellectual property. Students learn about Narrative, Literal, Non-Literal and Abstract dances, gaining 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 attend and/or 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 dress appropriately, sustain focus, respect and discipline and demonstrate cooperative working relationships during class, rehearsal and performance.
2. I can demonstrate and combine the following movement skills: placement/alignment, strength, flexibility, stamina in loco-motor and axial movement, elevation and make goals to strengthen my areas of weakness.
3. I can observe a new sequence of movement and apply the vocabulary and corrections from previously learned steps to improve my processing of the information.
4. I can accurately identify and execute basic dance steps, shapes and patterns from different forms: Ballet, Modern, Jazz, Contemporary, West African and Ballroom with a focus of dynamic variations for my artistic growth. I will keep a log of my progress.
5. I can perform a movement study that uses a series of musical phrasing such as: call-response, unison, repetition, and theme and variation.
6. I can explain and practice at least one strategy that prevents injuries and cares for the nutritional needs of the body.
7. I can improvise, compose and revise movement sequences to express a specific choreographic intent.
8. I can view and interpret a historically significant dance work and use it for inspiration to create movement sequences that manipulate actions, dynamics, space and form: AB, ABA, and narrative formats.

9. I can write a critique, based on inspirational viewing and/or researching dance, that describes and evaluates the dancers technical or performance skills, the cultural or historic value of the work and the choreographer's intent.
10. I can research a dancer or exemplary work or cultural trend or historic time period to understand how each helped shape dance as an art form and use my research as inspiration for creating a solo or duet.

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**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

	<b>Pinellas County Key Learnings: DANCE REPERTORY 1</b>	<b>NGSSS Code</b>
1 Studio Etiquette, Focus, Attire	I can dress appropriately, sustain focus, respect and discipline and demonstrate cooperative working relationships during class, rehearsal and performance.	<a href="#">DA.912.H.1.3</a> <a href="#">DA.912.S.2.1</a> <a href="#">DA.912.F.3.8</a> <a href="#">DA.912.O.1.2</a> <a href="#">PE.912.C.2.2</a> <a href="#">LAFS.910.SL.1.2</a>
2 Technical Skills Physical Skills	I can demonstrate and combine the following movement skills: placement/alignment, strength, flexibility, stamina in loco-motor and axial movement, elevation and make goals to strengthen my areas of weakness.	<a href="#">DA.912.C.2.2</a> <a href="#">DA.912.S.3.2</a> <a href="#">DA.912.S.3.3</a> <a href="#">DA.912.S.3.8</a> <a href="#">LAFS.910.SL.1.2</a> <a href="#">LAFS.910.SL.1.3</a> <a href="#">LAFS.910.RST.2.4</a>
3 Cognition Terminology, Sequence	I can observe a new sequence of movement and apply the vocabulary and corrections from previously learned steps to improve my processing of the information.	<a href="#">DA.912.S.2.2</a> <a href="#">DA.912.C.1.2</a> <a href="#">DA.912.S.3.4</a> <a href="#">DA.912.O.3.1</a> <a href="#">LAFS.910.RST.2.4</a>
4 Performance Skill: Focus, Confidence, Projection, Movement Quality	I can accurately identify and execute basic dance steps, shapes and patterns from different forms: Ballet, Modern, Jazz, Contemporary, West African and Ballroom with a focus of dynamic variations for my artistic growth. I will keep a log of my progress.	<a href="#">DA.912.C.2.2</a> <a href="#">DA.912.C.2.3</a> <a href="#">DA.912.S.3.3</a> <a href="#">DA.912.S.3.8</a> <a href="#">DA.912.O.3.2</a> <a href="#">DA.912.O.3.1</a> <a href="#">LAFS.910.SL.1.2</a> <a href="#">LAFS.910.RST.2.4</a> <a href="#">MU.912.C.1.1</a>
5 Musicality	I can perform a movement study that uses a series of musical phrasing such as: call-response, unison, repetition, and theme and variation.	<a href="#">DA.912.S.3.4</a> <a href="#">DA.912.S.3.8</a> <a href="#">DA.912.O.3.1</a> <a href="#">LAFS.910.RST.2.4</a>
6 Independent Anatomy, Safe Dance: Injury Prevention, Nutrition	I can explain and practice at least one strategy that prevents injuries and cares for the nutritional needs of the body.	<a href="#">DA.912.S.3.2</a> <a href="#">DA.912.F.3.6</a> <a href="#">DA.912.C.2.3</a> <a href="#">LAFS.910.SL.2.4</a>
7	I can improvise, compose and revise movement	<a href="#">DA.912.C.1.4</a>

<p><b>COMPOSITION</b> Improvisation Stimulus</p>	<p>sequences to express a specific choreographic intent.</p>	<p><a href="#">DA.912.O.3.1</a>  <a href="#">DA.912.S.3.3</a>  <a href="#">DA.912.C.2.3</a>  <a href="#">LAFS.910.SL.1.2</a>  <a href="#">LAFS.910.RST.2.4</a>  <a href="#">LAFS.910.WHST.3.9</a>  <a href="#">LAFS.910.RST.2.4</a>  <a href="#">LAFS.910.SL.2.4</a>  <a href="#">PE.912.C.2.3</a>  <a href="#">MU.912.C.1.1</a></p>
<p>8 Elements of Dance, Choreographic Form, Structure</p>	<p>I can view and interpret a historically significant dance work and use it for inspiration to create movement sequences that manipulate actions, dynamics, space and form: AB, ABA, and narrative formats.</p>	<p><a href="#">DA.912.C.1.1</a>  <a href="#">DA.912.O.3.1</a>  <a href="#">DA.912.H.3.2</a>  <a href="#">LAFS.910.SL.1.2</a>  <a href="#">LAFS.910.RST.2.4</a>  <a href="#">PE.912.C.2.3</a>  <a href="#">MU.912.C.1.1</a></p>
<p>9 <b>APPRECIATION</b> Critique, Reflection, Investigate, Projects, Terminology</p>	<p>I can write a critique, based on inspirational viewing and/or researching dance, that describes and evaluates the dancers technical or performance skills, the cultural or historic value of the work and the choreographer’s intent.</p>	<p><a href="#">DA.912.C.3.1</a>  <a href="#">DA.912.C.1.1</a>  <a href="#">DA.912.H.2.1</a>  <a href="#">DA.912.H.3.5</a>  <a href="#">DA.912.H.3.2</a>  <a href="#">DA.912.O.3.5</a>  <a href="#">LAFS.910.SL.1.2</a>  <a href="#">LAFS.910.SL.1.3</a>  <a href="#">LAFS.910.WHST.3.9</a>  <a href="#">LAFS.910.RST.2.4</a>  <a href="#">LAFS.910.SL.2.4</a></p>
<p>10 Research</p>	<p>I can research a dancer or exemplary work or cultural trend or historic time period to understand how each helped shape dance as an art form and use my research as inspiration for creating a solo or duet.</p>	<p><a href="#">DA.912.H.2.1</a>  <a href="#">DA.912.H.3.5</a>  <a href="#">DA.912.C.1.1</a>  <a href="#">LAFS.910.SL.1.2</a>  <a href="#">LAFS.910.SL.1.3</a>  <a href="#">LAFS.910.WHST.3.9</a>  <a href="#">LAFS.910.RST.2.4</a>  <a href="#">LAFS.910.SL.2.4</a></p>