### Arizona Dance Standards

#### Introduction and Rationale for Dance in Education

Dance is a fundamental and universal human activity. Pre-dating written language, dance is a kinesthetic/movement language, a primary form of literacy, and a natural form of expression and communication. Dance contributes to and defines our culture, and is a means to create and understand our personal and cultural identities. By understanding the language and art of dance, we gain a true understanding of ourselves, our culture and the world in which we live.

Dance is the art of movement, and as such, is a form of human communication and understanding. It organizes and transforms our thoughts, feelings, ideas, and images into communicative movement sequences that are personally and socially significant. Through Dance, our movement, feeling, and intellect are integrated. Dance connects the body, mind and spirit.

Dance education provides all students with opportunities to participate in, experience, understand, and value the language and art of dance. Since dance utilizes movement in distinctive ways, it provides an exciting and unique stimulus for learning in all areas of the curriculum. Dance education can inspire young people in a variety of ways, is a foundation for other learning, and provides discipline to succeed in varied disciplines/pursuits. Dance educates the whole person by stimulating the mind, body and spirit, and is part of a comprehensive arts experience.

Instruction in dance allows students to acquire dance literacy skills that contribute to their development as educated citizens. It provides students with opportunities to:

- develop habits of mind and critical-thinking skills through the creative process of dance
- communicate information, ideas, understanding, and emotions through movement
- develop self-motivation and enhance self-esteem through participation
- develop cultural literacy and an appreciation for the role of dance in the community
- strive for physical, mental and/or emotional well-being by developing the body and self-expression
- develop qualities of co-operation and respect for others through knowledge and understanding of dance in world cultures
- develop the technical and artistic skills of a dancer, performer, choreographer and the expertise in dance forms and styles
- appreciate the aesthetic inherent in dance
Arizona Dance Standards

The Arizona Academic Standards for Dance create a broad structure within which highly qualified dance teachers can design a rich curriculum based on the needs of their students.

The 2006 Arizona Academic Standards for Dance are divided into the following developmental levels:
- Beginning
- Intermediate
- Advanced
- Distinction

These standards are articulated by developmental level rather than by grade level to acknowledge and accommodate the needs of students who have not received sequential, standards-based dance instruction throughout their academic experience. Teachers must assess the learning needs of their students and provide instruction at the appropriate level and pace. For example, a 9th grader who has had no dance instruction would begin at the beginning level but could progress quickly to intermediate, while a Kindergartener would start at beginning level but progress to intermediate more slowly.

The goal of the committee was to redesign the original standards into a more accessible, organized format as a way to accommodate the varied entry points into the discipline. In addition, the committee structured the standards so that teachers at any grade level could pursue a goal of proficiency for their students.

<table>
<thead>
<tr>
<th>Concept #1</th>
<th>Strand 1 – Create</th>
<th>Strand 2 – Relate</th>
<th>Strand 3 - Evaluate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Body</td>
<td>Dance Forms/History</td>
<td>Social and Cultural Influences</td>
<td>Understanding Dance</td>
</tr>
<tr>
<td>Concept #2</td>
<td>Movement Skills</td>
<td>Social and Cultural Influences</td>
<td>Professionalism</td>
</tr>
<tr>
<td>Concept #3</td>
<td>Elements of Dance</td>
<td>Dance and Literacy</td>
<td></td>
</tr>
<tr>
<td>Concept #4</td>
<td>Improvisation/Choreography</td>
<td>Dance and other Disciplines</td>
<td></td>
</tr>
<tr>
<td>Concept #5</td>
<td>Performance Values</td>
<td>Dance and Music</td>
<td></td>
</tr>
<tr>
<td>Concept #6</td>
<td>Production/Design</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### DANCE STANDARDS OVERVIEW

<table>
<thead>
<tr>
<th>Strand Name and Definition</th>
<th>Concepts and Definitions</th>
</tr>
</thead>
</table>
| **1. CREATE** – Students explore, demonstrate and apply the elements and techniques of dance. | **Concept 1. Body** - Identify, demonstrate and analyze the use of the body for dance through an understanding of anatomy, kinesiology and basic movement principles.  
**Concept 2. Movement Skills** – Identify, demonstrate and analyze basic movement skills in the exploration and performance of dance.  
**Concept 3. Elements of Dance** - Identify, demonstrate and analyze the elements of dance.  
**Concept 4. Improvisation/Choreography** - Identify, demonstrate, analyze and apply improvisational structures, choreographic processes, forms and principles.  
**Concept 5. Performance Values** - Identify, demonstrate and analyze the aesthetic values inherent in dance.  
**Concept 6. Production/Design** - Identify, demonstrate, analyze and apply the elements of theatrical production as they relate to dance. |

*Current technology provides tools and strategies for creating and evaluating dance and can be applied to all of the concepts in the create strand.*
2. RELATE – Students understand how the human experience influences and is influenced by dance, and apply dance to understand ideas across disciplines.

*Current technology provides tools and strategies for understanding and relating dance to the human experience and other disciplines.*

| Concept 1. Relating Dance Forms and History | Identify, demonstrate and analyze the origins, history and continuing evolution of various dance forms. |
| Concept 2. Relating Dance with Social and Cultural Influences | Identify, demonstrate and analyze the reciprocal relationships between dance and society. |
| Concept 3. Relating Dance and Literacy | Relate and transfer meanings, ideas, and experiences between dance and literacy. |
| Concept 4. Relating Dance with other Disciplines | Relate and transfer meanings, ideas, experiences between dance and other disciplines. |
| Concept 5. Relating Dance and Music | Identify, demonstrate and analyze the relationship between the elements of music and dance. |

3. EVALUATE - Students describe, analyze, evaluate and interpret personal and universal concepts, and the merits of their work and the work of others.

*Current technology provides tools and strategies for understanding and evaluating dance*

| Concept 1. Understanding Dance | Identify, reflect, analyze and interpret how dance communicates and conveys meaning. |
| Concept 2. Professionalism | Identify, demonstrate and evaluate appropriate professional behaviors used in dance. |
**Arizona Dance Standards**

**Discipline:** DANCE

<table>
<thead>
<tr>
<th>Strand #: 1</th>
<th>Strand Name: CREATE</th>
</tr>
</thead>
</table>

**Concept Name and Definitions**

**Strand Definition:** Students explore, demonstrate and apply the elements and techniques of dance.

| Concept 1. Body | Identify, demonstrate and analyze the use of the body for dance through an understanding of anatomy, kinesiology and basic movement principles |
| Concept 2. Movement Skills | Identify, demonstrate and analyze basic movement skills in the exploration and performance of dance. |
| Concept 3. Elements of Dance | Identify, demonstrate and analyze the elements of dance. |
| Concept 4. Improvisation/Choreography | Identify, demonstrate, analyze and apply improvisational structures, choreographic processes, forms and principles. |
| Concept 5. Performance Values | Identify, demonstrate and analyze the aesthetic values inherent in dance. |
| Concept 6. Production/Design | Identify, demonstrate, analyze and apply the elements of theatrical production as they relate to dance. |
### Arizona Dance Standards

#### Dance

**Strand 1: Create**

### Concept #1: Body

**Concept Definition:** Identify, demonstrate and analyze the use of the body for dance through an understanding of anatomy, kinesiology and basic movement principles

<table>
<thead>
<tr>
<th>Concept 1: Body</th>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PO 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Healthy Practices</strong></td>
<td>101</td>
<td>Identify and apply healthy and safe dance practices (e.g. alignment, strength, endurance, proper nutrition, warming up the body, somatic practices).</td>
<td>201</td>
<td>Identify and apply individual patterns and habits that influence a safe and healthy body in dance (e.g. injury prevention).</td>
</tr>
<tr>
<td><strong>PO 2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Anatomy</strong></td>
<td>102</td>
<td>Perform isolated and coordinated dance movement for the head, neck, joints, and body parts of the torso and limbs.</td>
<td>202</td>
<td>Identify skeletal components and major muscle groups.</td>
</tr>
<tr>
<td><strong>PO 3</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Dynamic Alignment</strong></td>
<td>103</td>
<td>Identify and demonstrate the elements of dynamic alignment through basic movement patterns.</td>
<td>203</td>
<td>Demonstrate dynamic alignment through extended, more complex movement combinations and varying dance styles.</td>
</tr>
</tbody>
</table>
## Arizona Dance Standards

<table>
<thead>
<tr>
<th>Concept 1: Body (page 2)</th>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PO 4</strong> Fundamental Movement Patterns</td>
<td>104 Identify and demonstrate basic <strong>fundamental movement patterns</strong> including breath, head/tail, core/distal, body half, upper/lower, front/back and cross/lateral</td>
<td>204 Apply <strong>fundamental movement patterns</strong> to warm-ups and improvisation.</td>
<td>304 Use the <strong>fundamental movement patterns</strong> to create movement phrases or choreography.</td>
<td>404 Analyze the use of <strong>fundamental movement patterns</strong> in varied movement settings (e.g. set choreography, pedestrian movement, sports).</td>
</tr>
<tr>
<td><strong>PO 5</strong> Body Skills</td>
<td>105 Identify and demonstrate <strong>basic body skills</strong> including balance, strength, flexibility, coordination, endurance and agility.</td>
<td>205 Apply <strong>basic body skills</strong> in all movement applications including warm-ups, improvisation, choreography etc.</td>
<td>305 Use a variety of <strong>basic body skills</strong> in increasingly complex and varied styles of choreography and performance.</td>
<td>405 Analyze the use of <strong>basic body skills</strong> in varied movement settings (e.g. set choreography, pedestrian movement, sports).</td>
</tr>
</tbody>
</table>
**Arizona Dance Standards**

**Dance**

**Strand 1: Create**

**Concept #2: Movement Skills**

**Concept Definition:** Identify, demonstrate and analyze basic movement skills in the exploration and performance of dance.

<table>
<thead>
<tr>
<th>PO 1 Axial/Non-locomotor</th>
<th><strong>Beginning</strong></th>
<th><strong>Intermediate</strong></th>
<th><strong>Advanced</strong></th>
<th><strong>Distinction</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>101 Identify and perform basic axial /non-locomotor movements (e.g. bending, twisting, reaching turning).</td>
<td>201 Utilize dynamic alignment while performing sequenced combinations of basic axial movements.</td>
<td>301 Perform more complex combinations of axial movements requiring increased strength, balance and coordination.</td>
<td>401 Perform complex combinations of axial movements with emphasis on core initiation and use of breath.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PO 2 Locomotor</th>
<th><strong>Beginning</strong></th>
<th><strong>Intermediate</strong></th>
<th><strong>Advanced</strong></th>
<th><strong>Distinction</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>102 Identify and perform basic locomotor movements (e.g. walk, run, hop, skip, jump, slide, gallop, leap, crawl, roll).</td>
<td>202 Utilize dynamic alignment while performing sequenced combinations of basic locomotor movements.</td>
<td>302 Perform more complex combinations of locomotor movements requiring increased articulation, strength, and agility.</td>
<td>402 Perform complex combinations of locomotor movements with emphasis on spatial, rhythmical and qualitative challenges.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PO 3 Axial and locomotor combinations</th>
<th><strong>Beginning</strong></th>
<th><strong>Intermediate</strong></th>
<th><strong>Advanced</strong></th>
<th><strong>Distinction</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>103 Perform basic movement combinations that utilize both axial and locomotor movements.</td>
<td>203 Perform more complex combinations, which require increased motor memory and coordination.</td>
<td>303 Perform complex dance combinations requiring increased articulation, strength, endurance and agility.</td>
<td>403 Perform complex dance combinations with emphasis on spatial, rhythmical and qualitative challenges.</td>
<td></td>
</tr>
<tr>
<td><strong>Concept 2: Movement Skills (page 2)</strong></td>
<td><strong>Beginning</strong></td>
<td><strong>Intermediate</strong></td>
<td><strong>Advanced</strong></td>
<td><strong>Distinction</strong></td>
</tr>
<tr>
<td>---------------------------------------</td>
<td>---------------</td>
<td>-----------------</td>
<td>--------------</td>
<td>----------------</td>
</tr>
<tr>
<td>PO 4 Articulation of movement skills</td>
<td>104 Identify and use <em>breath support</em>, <em>initiation of movement, connectivity</em>, and <em>transition</em> from one movement to another.</td>
<td>204 Apply <em>breath support, initiation of movement, connectivity</em>, and <em>transition</em> from one movement to another in performing short movement phrases.</td>
<td>304 Analyze the use of <em>breath support, initiation of movement, connectivity, and transition</em> from one movement to another in short movement phrases or choreography.</td>
<td>404 Choose one movement skill as a motivational theme for a complete choreographic work.</td>
</tr>
</tbody>
</table>
## Arizona Dance Standards

### Dance

#### Strand 1: Create

#### Concept #3: Elements of Dance

**Concept Definition:** Identify, demonstrate and analyze the elements of dance.

<table>
<thead>
<tr>
<th>Concept 3: Elements of Dance</th>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PO 1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Time: Tempo</strong></td>
<td>101</td>
<td>201</td>
<td>301</td>
<td>401</td>
</tr>
<tr>
<td>See also “Relating Dance and Music”</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Demonstrate moving to a steady beat in different tempos.</strong></td>
<td><strong>Demonstrate moving while maintaining a steady beat in a variety of tempos.</strong></td>
<td><strong>Perform a phrase using a variety of tempos.</strong></td>
<td><strong>Perform dances with contrasting tempos using two or more movements or different parts of the body.</strong></td>
<td></td>
</tr>
</tbody>
</table>

| **PO 2**                     | 102       | 202          | 302      | 402         |
| **Time: Meter**              |           |              |          |             |
| **Demonstrate the ability to organize beats into groups and move in time with the beats.** (e.g. duple and triple time). | **Demonstrate the ability to perform a phrase in both duple and triple time.** | **Demonstrate the ability to identify and move to complex meters (e.g. 5/4 and 7/4 time).** | **Demonstrate the ability to identify and move in mixed meters (e.g. combining 3/4 and 4/4 meters).** |
## Arizona Dance Standards

<table>
<thead>
<tr>
<th>Concept 3: Elements of Dance (page 2)</th>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PO 3</strong> Time: Rhythm</td>
<td>103</td>
<td>203</td>
<td>303</td>
<td>403</td>
</tr>
<tr>
<td><strong>Beginning</strong></td>
<td><strong>Intermediate</strong></td>
<td><strong>Advanced</strong></td>
<td><strong>Distinction</strong></td>
<td></td>
</tr>
<tr>
<td>103 Demonstrate moving in relation to and coordination with changes in rhythms and meters.</td>
<td>203 Demonstrate moving in relation to and coordination with changes in rhythm and meter in even and <em>syncopated</em> rhythms.</td>
<td>303 Perform dances with contrasting rhythms using two or more rhythms with different parts of the body.</td>
<td>403 Analyze the rhythmic structure of a piece of choreography and the effect it has on the feeling and intent of the piece.</td>
<td></td>
</tr>
<tr>
<td><strong>PO 4</strong> Space: Direction, Facing, Pathway</td>
<td>104</td>
<td>204</td>
<td>304</td>
<td>404</td>
</tr>
<tr>
<td><strong>Beginning</strong></td>
<td><strong>Intermediate</strong></td>
<td><strong>Advanced</strong></td>
<td><strong>Distinction</strong></td>
<td></td>
</tr>
<tr>
<td>104 Identify and demonstrate movement in different directions (forward, back side).</td>
<td>204 Demonstrate clarity of facings in space while moving in different directions.</td>
<td>304 Articulate direct and indirect pathways in a basic movement study.</td>
<td>404 Create a dance exploring the impact direction, facings, and pathways have on choreography.</td>
<td></td>
</tr>
<tr>
<td><strong>PO 5</strong> Space: Level</td>
<td>105</td>
<td>205</td>
<td>305</td>
<td>405</td>
</tr>
<tr>
<td><strong>Beginning</strong></td>
<td><strong>Intermediate</strong></td>
<td><strong>Advanced</strong></td>
<td><strong>Distinction</strong></td>
<td></td>
</tr>
<tr>
<td>105 Identify and demonstrate shapes at low, middle and high level.</td>
<td>205 Demonstrate the ability to move through space at low, middle and high levels.</td>
<td>305 Analyze the use of levels to communicate meaning in dance.</td>
<td>405 Create a short dance study using levels to support a central idea or theme, and analyze the effectiveness of the use of level in the study.</td>
<td></td>
</tr>
</tbody>
</table>
## Arizona Dance Standards

<table>
<thead>
<tr>
<th>Concept 3: Elements of Dance (page 3)</th>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PO 6</strong> Space: Shapes</td>
<td>106</td>
<td>206</td>
<td>306</td>
<td>406</td>
</tr>
<tr>
<td>Demonstrate and create a variety of solo shapes exploring the possibility of symmetrical, asymmetrical, twisted, curved, angular, flat etc.</td>
<td>Demonstrate the ability to work with a partner and/or group to create a variety of shapes.</td>
<td>Demonstrate the ability to work with a partner and/or group to create shapes that require support.</td>
<td>Analyze the use of shapes to communicate meaning in dance and create a <strong>tableau</strong> to demonstrate your understanding.</td>
<td></td>
</tr>
<tr>
<td><strong>PO 7</strong> Space: Size and Range</td>
<td>107</td>
<td>207</td>
<td>307</td>
<td>407</td>
</tr>
<tr>
<td>Explore the possibilities of size and range in relation to shape and movement.</td>
<td>Use size and range to vary an existing movement phrase and analyze the effect of such changes.</td>
<td>Analyze the impact of size and range on other elements of dance in the creation of movement.</td>
<td>Analyze the impact that venue and environment can have on the use of size and range in choreography.</td>
<td></td>
</tr>
<tr>
<td><strong>PO 8</strong> Space: Focus and Intent</td>
<td>108</td>
<td>208</td>
<td>308</td>
<td>408</td>
</tr>
<tr>
<td>Discuss and identify various <strong>points of focus</strong> (e.g. inner/outer, near/far, single/multi)</td>
<td>Demonstrate use of various <strong>points of focus</strong> to convey meaning.</td>
<td>Apply multiple <strong>points of focus</strong> to vary meaning and intent in performance and choreography.</td>
<td>Analyze the use and effectiveness of <strong>points of focus</strong> by dance professionals.</td>
<td></td>
</tr>
<tr>
<td><strong>PO 9</strong> Energy: Movement Qualities</td>
<td>109</td>
<td>209</td>
<td>309</td>
<td>409</td>
</tr>
<tr>
<td>Use appropriate terminology to identify and demonstrate the 6 <strong>qualities of movement</strong> (e.g. swing, suspen, sustained, percussive, collapse, vibratory)</td>
<td>Apply the <strong>movement qualities</strong> to develop and revise movement phrases.</td>
<td>Apply varying <strong>movement qualities</strong> to develop movement phrases increasing in complexity and length.</td>
<td>Analyze the use of <strong>movement qualities</strong> to communicate meaning in dance and create a short dance to demonstrate your understanding.</td>
<td></td>
</tr>
<tr>
<td>Concept 3: Elements of Dance (page 3)</td>
<td>Beginning</td>
<td>Intermediate</td>
<td>Advanced</td>
<td>Distinction</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>-----------</td>
<td>--------------</td>
<td>-----------</td>
<td>-------------</td>
</tr>
<tr>
<td><strong>PO 10</strong></td>
<td>110</td>
<td>210</td>
<td>310</td>
<td>410</td>
</tr>
<tr>
<td><strong>Energy: Effort</strong></td>
<td>Use appropriate terminology to identify and demonstrate the Laban <strong>effort principles</strong> (e.g. bound/free, sudden/sustained, direct/indirect, strong/light)</td>
<td><strong>Apply the effort principles</strong> to develop and revise movement phrases.</td>
<td><strong>Apply varying effort principles</strong> to develop movement phrases increasing in complexity and length.</td>
<td><strong>Analyze the use of effort principles</strong> to communicate meaning in dance and create a short dance to demonstrate your understanding.</td>
</tr>
</tbody>
</table>
### Arizona Dance Standards

#### Dance

**Strand 1: Create**

**Concept #4: Improvisation/Choreography**

**Concept Definition:** Identify, demonstrate, analyze and apply improvisational structures, choreographic processes, forms and principles.

<table>
<thead>
<tr>
<th>PO 1 Improvisational Strategies</th>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td>101 Identify and apply improvisational strategies (e.g. leading/following, shadowing/mirroring, verbal cues, emotional response).</td>
<td>201 Identify and apply more advanced improvisational strategies (e.g. props, responding to movement of others, literal/abstract, contact).</td>
<td>301 Identify and demonstrate how improvisation can be used as a part of the choreographic process.</td>
<td>401 Use improvisational strategies to create a complete dance.</td>
<td></td>
</tr>
</tbody>
</table>

| PO 2 Using the Elements of Dance to Communicate | 102 Discuss and explore how the elements of dance can be used to communicate meaning. | 202 Using the elements of dance, create dance phrases that communicate meaning. | 302 Analyze and interpret how the elements of dance were used to communicate meaning in a dance. | 402 Create a full-length dance which focuses on the use of the elements of dance to communicate a particular theme. |

| PO 3 Ideas and Themes | 103 Discuss and explore ideas and themes used to create dances (e.g. literal/abstract, emotions, stories, social themes, nature, text). | 203 Create dance phrases that use ideas and themes as motivation. | 303 Analyze and interpret the meaning/inspiration of a dance. | 403 Prepare a full-length piece, to be performed in public, based on a particular theme. |
## Arizona Dance Standards

<table>
<thead>
<tr>
<th>Concept 4: Improvisation/Choreography (page 2)</th>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PO 4 Choreographic Processes</strong></td>
<td>104</td>
<td>204</td>
<td>304</td>
<td>404</td>
</tr>
<tr>
<td>Identify the choreographic process used to create dances.</td>
<td>Identify and demonstrate the use of choreographic devices to create dance phrases.</td>
<td>Create a dance and discuss your choreographic process and the devices employed.</td>
<td>Research and compare the choreographic processes/devices of two or more choreographers.</td>
<td></td>
</tr>
<tr>
<td><strong>PO 5 Choreographic Forms</strong></td>
<td>105</td>
<td>205</td>
<td>305</td>
<td>405</td>
</tr>
<tr>
<td>Identify various choreographic forms (e.g. Narrative, ABA, Suite, Recurring Theme, Abstract, Broken Form, Chance).</td>
<td>Create dance phrases that incorporate a single choreographic form.</td>
<td>Identify and analyze the use of choreographic forms by professional choreographers.</td>
<td>Create a complete dance which uses a single choreographic form and includes the use of choreographic principles.</td>
<td></td>
</tr>
<tr>
<td><strong>PO 6 Choreographic Principles</strong></td>
<td>106</td>
<td>206</td>
<td>306</td>
<td>406</td>
</tr>
<tr>
<td>Identify the choreographic principles used in dance (e.g. contrast, unity, balance).</td>
<td>Using the choreographic principles, analyze and revise existing dance phrases.</td>
<td>After observing a dance, discuss the use of the choreographic principles and give suggestions for revision.</td>
<td>Focusing on the choreographic principles, create a dance, and over time, revise it using feedback from self and others.</td>
<td></td>
</tr>
<tr>
<td><strong>PO 7 Technology</strong></td>
<td>107</td>
<td>207</td>
<td>307</td>
<td>407</td>
</tr>
<tr>
<td>Discuss and identify the ways to document dance (e.g. photography, video, writing, drawing, and computer programs).</td>
<td>Use technology or software to record a dance or phrase.</td>
<td>Use technology to record, reflect and revise improvisational structures, dance choreography and performance.</td>
<td>Incorporate technology to create and influence choreography and performance (e.g. animation software).</td>
<td></td>
</tr>
</tbody>
</table>
## Concept 4: Improvisation/Choreography (page 3)

<table>
<thead>
<tr>
<th></th>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PO 8 Technology</strong></td>
<td>108 Use technology as a motivator for improvisation or choreography.</td>
<td>208 Use technology or the internet to share choreography and discussion between two different schools/groups.</td>
<td>308 Use technology and the internet to communicate with a specialist in choreography or improvisation.</td>
<td>408 Use the internet to research a choreographer and identify movement signature.</td>
</tr>
</tbody>
</table>
## Arizona Dance Standards

### Dance

#### Strand 1: Create

**Concept #5: Performance Values**

**Concept Definition:** Identify, demonstrate and analyze the performance values inherent in dance.

<table>
<thead>
<tr>
<th>Concept 5: Performance Values</th>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PO 1 Focus and Concentration</strong></td>
<td>101 Identify and demonstrate concentration and focus in dance.</td>
<td>201 Maintain consistent concentration and focus while moving or holding a fixed position.</td>
<td>301 Apply concentration and focus to enhance performance.</td>
<td>401 Analyze the use and effectiveness of concentration and focus by dance professionals.</td>
</tr>
<tr>
<td><strong>PO 2 Kinesthetic and Spatial Awareness</strong></td>
<td>102 Discuss and explore the concept of personal and general space.</td>
<td>202 Demonstrate appropriate <strong>kinesthetic awareness</strong> while performing alone or with a group.</td>
<td>302 Apply <strong>kinesthetic awareness</strong> to evaluate and modify dance technique and performance.</td>
<td>402 Analyze the use of <strong>kinesthetic awareness</strong> in varied performance venues.</td>
</tr>
<tr>
<td><strong>PO 3 Performance Qualities</strong></td>
<td>103 Identify and perform dance with performance qualities of focus, performance energy and facial expression.</td>
<td>203 Identify and perform dance with projection and overall expression.</td>
<td>303 Identify and perform dance with musicality, spatial intent and focal intent.</td>
<td>403 Demonstrate aesthetic qualities of fluidity in movement, transitions, rhythmic acuity and expressivity.</td>
</tr>
</tbody>
</table>
## Arizona Dance Standards

### Dance

#### Strand 1: Create

**Concept #6: Production Design**

**Concept Definition:** Identify, demonstrate, analyze and apply the elements of theatrical production as they relate to dance.

<table>
<thead>
<tr>
<th>Discipline:</th>
<th>Concept 6: Production Design</th>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PO 1</strong> Production terms, crew, elements</td>
<td></td>
<td>101 Define <em>production terminology</em> and appropriate performance etiquette.</td>
<td>201 Identify the roles of the production crew members.</td>
<td>301 Demonstrate knowledge and application of the use of production elements to enhance choreography (e.g. costumes, lighting, scenery, props).</td>
<td>401 Choose an element of production to analyze and apply (e.g. costumes, lighting, scenery, props).</td>
</tr>
<tr>
<td><strong>PO 2</strong> Marketing and budget</td>
<td></td>
<td>102 Identify marketing tools and sequence for a dance production.</td>
<td>202 Identify and analyze components, sources and steps in budgeting for a dance concert.</td>
<td>302 Create a marketing plan and production budget for a dance performance.</td>
<td>402 Analyze an actual marketing plan and final budget report from a dance production in relationship to proposed plan.</td>
</tr>
<tr>
<td><strong>PO 3</strong> Technology</td>
<td></td>
<td>103 Identify the ways that technology can be used in production.</td>
<td>203 Observe and discuss the ways to use technology in design and production of a theatrical performance.</td>
<td>303 Identify and apply technology to produce a performance.</td>
<td>403 Use computer software to design and execute a specific element of dance performance (e.g. lighting, sound, choreography).</td>
</tr>
</tbody>
</table>
### Discipline: DANCE

**Strand #: 2**
**Strand Name:** RELATE

<table>
<thead>
<tr>
<th>Concept Name and Definitions</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Concept 1. Relating Dance Forms and History</strong></td>
<td>Identify, demonstrate and analyze the origins, history and continuing evolution of various dance forms.</td>
</tr>
<tr>
<td><strong>Concept 2. Relating Dance with Social and Cultural Influences</strong></td>
<td>Identify, demonstrate and analyze the reciprocal relationships between dance and society.</td>
</tr>
<tr>
<td><strong>Concept 3. Relating Dance and Literacy</strong></td>
<td>Relate and transfer meanings, ideas, and experiences between dance and literacy.</td>
</tr>
<tr>
<td><strong>Concept 4. Relating Dance with other Disciplines</strong></td>
<td>Relate and transfer meanings, ideas, experiences between dance and other disciplines.</td>
</tr>
<tr>
<td><strong>Concept 5. Relating Dance and Music</strong></td>
<td>Identify, demonstrate and analyze the relationship between the elements of music and dance.</td>
</tr>
</tbody>
</table>

**Strand Definition:**
Students understand how the human experience influences and is influenced by dance, and apply dance to understand ideas across disciplines.
## Arizona Dance Standards

### Dance

#### Strand 2: Relate

**Concept #1: Relating Dance Forms/History**

**Concept Definition:** Identify, demonstrate and analyze the origins, history and continuing evolution of various dance forms.

<table>
<thead>
<tr>
<th>Concept 1: Dance Forms/History</th>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PO 1 History and Development of Dance Forms</strong></td>
<td>101 Identify the origins of various dance forms and the individuals who helped develop them (e.g. ballet, modern, jazz, tap, hip-hop).</td>
<td>201 Demonstrate knowledge of the historical development and continued evolution of the various dance forms.</td>
<td>301 Examine and identify the influence historical events have on the development of dance forms.</td>
<td>401 Analyze how historical influences affect current dance trends.</td>
</tr>
<tr>
<td><strong>PO 2 Technique and Theory of Various Dance Forms</strong></td>
<td>102 Identify and discuss the theoretical and technical differences of the various dance forms.</td>
<td>202 Discuss and demonstrate how historical influences affect the theoretical and technical differences of various dance forms.</td>
<td>302 Analyze and demonstrate the theoretical and technical differences within each of the various dance forms. (e.g. Russian Ballet vs. French, Graham vs. Cunningham, African Jazz vs. Theatrical).</td>
<td>402 Compare and contrast the theoretical and technical differences between two specific dance forms.</td>
</tr>
<tr>
<td><strong>PO 3 Technology</strong></td>
<td>103 Identify and discuss the ways in which technology is used in dance.</td>
<td>203 Describe the historical evolution of the use of technology in dance.</td>
<td>303 Analyze and demonstrate how historical events have influenced the use of technology in dance.</td>
<td>403 Research current advancements in the use of technology in dance.</td>
</tr>
</tbody>
</table>
# Arizona Dance Standards

## Dance

### Strand 2: Relate

**Concept #2: Relating Dance with Social and Cultural Influences**

**Concept Definition:** Identify, demonstrate and analyze the reciprocal relationships between dance and society.

<table>
<thead>
<tr>
<th>Concept 2: Social and Cultural Influences</th>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PO 1</strong> Cultural Dances</td>
<td>101</td>
<td>201</td>
<td>301</td>
<td>401</td>
</tr>
<tr>
<td>Identify, practice, perform, and respond to dances from a variety of cultures, heritages and environments.</td>
<td><em>Perform dances from a variety of cultures. Compare the styles and movements of the different dances in relation to the elements of dance.</em></td>
<td><em>Perform dances from a variety of cultures. Compare and analyze the meaning of the movements.</em></td>
<td><em>Research and create a movement phrase/dance that is influenced by social/cultural dance styles.</em></td>
<td></td>
</tr>
</tbody>
</table>

| **PO 2** Meaning of Cultural Dances      | 102       | 202          | 302      | 402         |
| Identify the meaning, purpose and the roles people play in various social/cultural and folk dances. | *Compare and contrast the meaning, purpose and roles people play in various social/cultural and folk dances.* | *Describe how dances from a variety of cultures reflect the values and beliefs of the culture.* | *Analyze how the issues of heritage, gender, religion, social/economic class, age and/or disability can be or have been expressed through dance.* |

| **PO 3** Contemporary Cultural Dances    | 103       | 203          | 303      | 403         |
| Identify current dance styles in society and/or various cultures (see social/cultural dances). | *Identify and analyze the influence of pop culture on social dance (e.g. various decades).* | *Create a dance that is influenced by your reflection on personal and/or social experiences.* | *Explain and conclude the influence that social and cultural dances have made on choreographic choices.* |
## Arizona Dance Standards

### Dance

**Strand 2: Relate**

**Concept #3: Relating Dance and Literacy**

**Concept Definition:** Relate and transfer meanings, ideas, and experiences between dance and literacy.

<table>
<thead>
<tr>
<th>Concept 3: Dance and Literacy</th>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1 Using text to create movement</td>
<td>101 Use movement to express images, ideas, situations, and feelings from text (e.g. books, poetry, original writing, articles).</td>
<td>201 Create a thematic movement phrase to express images, ideas, situations, and feelings found in text.</td>
<td>301 Create a dance work with a beginning, development of an idea, and an end that expresses images, ideas, situations, and feelings from text.</td>
<td>401 Create a dance work with a beginning, development of an idea, and an end that expresses images, ideas, situations, emotions and the style of writing in a literary work or original script about a topic of personal meaning or social concern.</td>
</tr>
</tbody>
</table>
### Arizona Dance Standards

<table>
<thead>
<tr>
<th>Concept 3: Dance and Literacy (page 2)</th>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PO 2</strong></td>
<td><strong>Using text to describe and understand movement</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>102</td>
<td>102 Use words to express images, ideas and feelings that are danced.</td>
<td>202 Apply descriptive language (similes and metaphors) and dance terminology to express images, ideas and feelings that are danced.</td>
<td>302 Apply descriptive language (similes and metaphors) and dance terminology to find meaning in the images, ideas and feelings that are danced.</td>
<td>402 Describe images and ideas evoked by dance movements in words using dance terminology and compare the choreography and structure of the dance to the ideas, situations, and feelings being communicated by the movement.</td>
</tr>
</tbody>
</table>
## Arizona Dance Standards

### Dance

#### Strand 2: Relate

**Concept #4: Relating Dance with other Disciplines**

**Concept Definition:** Relate and transfer meanings, ideas, and experiences between dance and other disciplines.

<table>
<thead>
<tr>
<th>Concept 4: Dance and other disciplines</th>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PO 1</strong> Using movement with other disciplines</td>
<td>101 Use movement to express ideas, concepts, feelings and images (e.g. numbers, patterns, symbols, sounds, textures, animals) found in other disciplines.</td>
<td>201 Create a thematic movement phrase to express ideas, concepts and images (e.g. numbers, patterns, sounds, textures, animals) found in other disciplines.</td>
<td>301 Create a dance work with a beginning, development of an idea, and an end that expresses ideas, concepts and images found in other disciplines.</td>
<td>401 Create a dance work with a beginning, development of an idea, and an end that expresses ideas, concepts and images derived from a personal experience in another discipline.</td>
</tr>
</tbody>
</table>

| **PO 2** Integrating dance and other art forms | 102 Respond to movement through a different art medium (e.g. draw a picture, write a poem, sing a song). | 202 Relate the elements used in dance to the elements of other art forms. | 302 Integrate other art forms into choreography (music, visual images, dramatic themes). | 402 Collaborate with other artists, from different disciplines (e.g. musicians, sculptors, actors) to create a dance work. |

| **PO 3** Careers | 103 Identify possible career opportunities in dance. | 203 List the skills learned through dance and how they relate to other career fields (e.g. problem solving, discipline, collaboration, anatomy). | 303 Research and present a career in the dance field. | 403 Intern with a dance professional and reflect upon and evaluate your experience. |

---

*Arizona Department of Education – Adopted June 26, 2006*
### Concept #5: Relating Dance and Music

**Concept Definition:** Identify, demonstrate and analyze the relationship between the elements of music and dance.

<table>
<thead>
<tr>
<th>Concept 5: Dance and Music</th>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PO 1</strong> Elements of music</td>
<td>101: Identify and explore (e.g. discussion, body percussion, locomotors, other body movements) the tempo and meter of various music examples.</td>
<td>201: Identify and explore (e.g. discussion, body percussion, locomotors, other body movements). rhythmic structure of various music examples.</td>
<td>301: Demonstrate musical pulse, structure and phrasing through movement.</td>
<td>401: Perform a dance to a given piece of music, and then perform the same dance to another piece of music. Analyze the effects the new piece of music has on the movement, feeling, or performance of the dance.</td>
</tr>
<tr>
<td><strong>PO 2</strong> Rhythmic Patterns/Variations</td>
<td>102: Explore and respond physically to the ways in which movement can be used to mirror and/or contrast sounds, rhythms, and tempos.</td>
<td>202: Demonstrate the ability to alter the tempo, rhythm and/or meter of a movement phrase.</td>
<td>302: Create a dance phrase which mirrors and/or contrasts a given piece of music.</td>
<td>402: Analyze the use of rhythmic phrasing in a popular song and apply in the design of an original dance phrase.</td>
</tr>
<tr>
<td><strong>PO 3</strong> Technology</td>
<td>103: Explore the technology available for creating sound for dance.</td>
<td>203: Using current technology create a sound-score for dance.</td>
<td>303: Identify ways that technology can be used to compose or edit music for dance.</td>
<td>403: Demonstrate and apply knowledge of music-editing software.</td>
</tr>
</tbody>
</table>
### Disciplines: DANCE

**Strand #: 3**

**Strand Name:** EVALUATE

**Strand Definition:**
Students describe, analyze, evaluate and interpret personal and universal concepts, and the merits of their work and the work of others.

<table>
<thead>
<tr>
<th>Concept Name</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Concept 1. Understanding Dance</strong></td>
<td>Identify, reflect, analyze and interpret how dance communicates and conveys meaning.</td>
</tr>
<tr>
<td><strong>Concept 2. Professionalism</strong></td>
<td>Identify, demonstrate and evaluate the appropriate professional behaviors used in dance.</td>
</tr>
</tbody>
</table>
# Arizona Dance Standards

## Dance

### Strand 3: Evaluate

#### Concept #1: Understanding Dance

**Concept Definition:** Identify, reflect, analyze, and interpret how dance communicates and conveys meaning.

<table>
<thead>
<tr>
<th>Concept 1: Understanding Dance</th>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td>PO 1 Dance Terminology</td>
<td>101</td>
<td>201</td>
<td>301</td>
<td>401</td>
</tr>
<tr>
<td>101 After observing a brief movement study, use dance terminology to identify the movements and/or the <strong>elements of dance</strong> being used.</td>
<td>201 After observing a dance, using dance terminology, discuss how the <strong>elements of dance</strong> have been manipulated within the choreography.</td>
<td>301 After observing a dance, discuss the <strong>choreographic strategies</strong> being used.</td>
<td>401 Analyze the ways that two different choreographers manipulate the elements of movement and <strong>choreographic strategies</strong> in their choreography.</td>
<td></td>
</tr>
<tr>
<td>PO 2 Production Elements</td>
<td>102</td>
<td>202</td>
<td>302</td>
<td>402</td>
</tr>
<tr>
<td>102 After observing a dance, identify the production elements being used (e.g. lighting, sound, costumes, props, scenery).</td>
<td>202 After observing a dance, analyze how the production elements have enhanced the intent of the choreographer.</td>
<td>302 After observing a dance, evaluate the ways in which production elements could have been added or manipulated differently to enhance the intent of the choreographer.</td>
<td>402 Research various choreographers to compare and contrast how the use of production elements influenced their specific style (e.g. Graham, Nikolais, Cunningham, Balanchine).</td>
<td></td>
</tr>
</tbody>
</table>
## Arizona Dance Standards

### Concept 1: Understanding Dance (page 2)

<table>
<thead>
<tr>
<th>PO 3 Communicating Meaning</th>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td>103</td>
<td>Discuss how movement can be used to communicate main ideas, themes or feelings.</td>
<td>203</td>
<td>Interpret how the elements of dance and choreographic strategies can be used to communicate meaning in dance.</td>
<td>303</td>
</tr>
<tr>
<td>104</td>
<td>Identify the criteria used to evaluate dance performance and technique (e.g. performance values, choreographic principles, elements of movement).</td>
<td>204</td>
<td>Using selected criteria, evaluate its effectiveness in dance choreography or performance.</td>
<td>304</td>
</tr>
<tr>
<td>105</td>
<td>Identify your personal reaction to a dance through discussion, writing, movement or art making.</td>
<td>205</td>
<td>Explain your reaction to a dance and identify how your personal experiences lead you to your response.</td>
<td>305</td>
</tr>
<tr>
<td>106</td>
<td>Use technology to identify and discuss technical training and performance aspects in dance.</td>
<td>206</td>
<td>Use technology over time to understand and analyze individual progress of technique, choreography and performance values.</td>
<td>306</td>
</tr>
<tr>
<td>107</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Arizona Dance Standards

## Dance

### Strand 3: Evaluate

**Concept #2: Professionalism**

**Concept Definition:** Identify, demonstrate and evaluate appropriate professional behaviors used in dance.

<table>
<thead>
<tr>
<th>Concept 2: Professionalism</th>
<th>Beginning</th>
<th>Intermediate</th>
<th>Advanced</th>
<th>Distinction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PO 1</strong> Classroom, rehearsal and performance behaviors</td>
<td>101 Identify and demonstrate appropriate classroom, rehearsal and performance behaviors (e.g. be attentive and respond appropriately to vocal, musical or observed cues, be on time, dress appropriately, work cooperatively, be respectful to self and others).</td>
<td>201 Contribute to and support a nurturing and safe classroom, rehearsal and performance environment. by modeling appropriate practices.</td>
<td>301 Evaluate the importance of appropriate professional behaviors and their effect on the overall performance.</td>
<td>401</td>
</tr>
<tr>
<td><strong>PO 2</strong> Audience Etiquette</td>
<td>102 Identify and demonstrate appropriate audience behavior (e.g. watch attentively, remain quiet, appropriate applause).</td>
<td>202 Demonstrate appropriate audience behavior in all performance situations and respond with relevant and supportive comments.</td>
<td>302 Evaluate your personal experience with audience behavior and its affect on the overall performance.</td>
<td>402</td>
</tr>
<tr>
<td>Concept 2: Professionalism (page 2)</td>
<td><strong>Beginning</strong></td>
<td><strong>Intermediate</strong></td>
<td><strong>Advanced</strong></td>
<td><strong>Distinction</strong></td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>--------------</td>
<td>-----------------</td>
<td>--------------</td>
<td>----------------</td>
</tr>
<tr>
<td><strong>PO 3</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Portfolio collection and maintenance</strong></td>
<td>103</td>
<td>203</td>
<td>303</td>
<td>403</td>
</tr>
</tbody>
</table>
Glossary of Terms

Arizona Dance Standards

Alignment: The relationship of the skeleton to the line of gravity and the base of support. Correct placement of joints for efficient muscular function.

Breathe Support – Use breath as a support to dance movement.

Basic body skills: Skills that every human who is not physically impaired is capable of acquiring.

Accentuation: Ability to make muscles perform together

Axial movement: Movement around a center point

Basic body skills:

Agility: Nimble, ability to change movement quickly

Audience behavior:

• No flash photography

• No cheering, clapping, or catcalls

• No cell phones or other electronic devices

• Proper audience attire

Audience behavior:

• Regular, designated, off-balance seating

Armament: The relationship of the skeleton to the line of gravity and the base of support. Correct placement of joints for efficient muscular function.
Choreographic Forms

Sequential forms

**Phrases are arranged one after the other:**

- **Rondo (ABACAD...):** A continuation of the three-part form to explore many phrases or ideas.

Theme and Variation

A structure that allows the phrase to be developed by manipulating the elements of dance.

- **Two-part (AB):** Two contrasting phrases are explored and developed.
- **Three-part (ABA):** Two contrasting phrases are explored and developed, and there is a return to the first phrase.

Free sequential forms (ABB, ABCA, ACDAD):

Contrasting phrases are explored and developed.

Contrapuntal forms

- **Ground Bass:** A short movement that is not fully developed and is repeated after each other.
- **Round or Canon:** A form that has two or more dancers repeat the same phrase at delayed intervals as a means of counterpoint.
- **Fugue:** The theme plays "tag" with itself, appearing and reappearing. The theme may be inverted.

Pre-Classical Dance Forms

Forms derived from 15th and 16th century dances

- **Courante:** Fickleness unstable, running steps with shifting accents in 2/4 or 6/8 times.
- **Sarabande:** Like the Pavane in quality, usually ABA in 3/4 time.
- **Scherzando:** The dance follows the rhythm of a story.
- **Allemande:** Slow, graceful, précédé by the time of a march.
- **Chaconne:** A movement material is created and arranged by the roll of the dice or Darwin from a hat.

Classical Forms

Forms derived from the classical period

- **Minuet:** Slow, graceful, polished in 3/4 time.
- **Gavotte:** Lively, flirtatious. Starts with up-beat and is in 3/4 time.
- **Chaconne:** A movement material is created and arranged by the roll of the dice or Darwin from a hat.

20th Century Forms

- **Chance:** Movement material is created and or arranged by the roll of the dice or Darwin from a hat.
- **Narrative:** A dance which is structured around the telling of a story.
- **Impressionism:** A dance which is structured around the telling of a story.
- **Expressionism:** A dance which is structured around the telling of a story.
- **Collage:** Pieces of movement that are woven together to form a dance.
- **Pre-Classical Dance Forms:** Forms derived from 15th and 16th century dances.
- **Classic Forms:** Forms derived from the classical period.
- **Impressionism:** A dance which is structured around the telling of a story.
- **Expressionism:** A dance which is structured around the telling of a story.
- **Collage:** Pieces of movement that are woven together to form a dance.
- **Pre-Classical Dance Forms:** Forms derived from 15th and 16th century dances.
- **Classic Forms:** Forms derived from the classical period.
- **Impressionism:** A dance which is structured around the telling of a story.
- **Expressionism:** A dance which is structured around the telling of a story.
- **Collage:** Pieces of movement that are woven together to form a dance.
- **Pre-Classical Dance Forms:** Forms derived from 15th and 16th century dances.
- **Classic Forms:** Forms derived from the classical period.
- **Impressionism:** A dance which is structured around the telling of a story.
- **Expressionism:** A dance which is structured around the telling of a story.
- **Collage:** Pieces of movement that are woven together to form a dance.
- **Pre-Classical Dance Forms:** Forms derived from 15th and 16th century dances.
- **Classic Forms:** Forms derived from the classical period.
- **Impressionism:** A dance which is structured around the telling of a story.
- **Expressionism:** A dance which is structured around the telling of a story.
- **Collage:** Pieces of movement that are woven together to form a dance.
- **Pre-Classical Dance Forms:** Forms derived from 15th and 16th century dances.
- **Classic Forms:** Forms derived from the classical period.
- **Impressionism:** A dance which is structured around the telling of a story.
- **Expressionism:** A dance which is structured around the telling of a story.
- **Collage:** Pieces of movement that are woven together to form a dance.
- **Pre-Classical Dance Forms:** Forms derived from 15th and 16th century dances.
- **Classic Forms:** Forms derived from the classical period.
- **Impressionism:** A dance which is structured around the telling of a story.
- **Expressionism:** A dance which is structured around the telling of a story.
- **Collage:** Pieces of movement that are woven together to form a dance.
- **Pre-Classical Dance Forms:** Forms derived from 15th and 16th century dances.
- **Classic Forms:** Forms derived from the classical period.
- **Impressionism:** A dance which is structured around the telling of a story.
- **Expressionism:** A dance which is structured around the telling of a story.
- **Collage:** Pieces of movement that are woven together to form a dance.
- **Pre-Classical Dance Forms:** Forms derived from 15th and 16th century dances.
- **Classic Forms:** Forms derived from the classical period.
- **Impressionism:** A dance which is structured around the telling of a story.
- **Expressionism:** A dance which is structured around the telling of a story.
- **Collage:** Pieces of movement that are woven together to form a dance.
- **Pre-Classical Dance Forms:** Forms derived from 15th and 16th century dances.
- **Classic Forms:** Forms derived from the classical period.
- **Impressionism:** A dance which is structured around the telling of a story.
- **Expressionism:** A dance which is structured around the telling of a story.
- **Collage:** Pieces of movement that are woven together to form a dance.
- **Pre-Classical Dance Forms:** Forms derived from 15th and 16th century dances.
- **Classic Forms:** Forms derived from the classical period.
- **Impressionism:** A dance which is structured around the telling of a story.
- **Expressionism:** A dance which is structured around the telling of a story.
- **Collage:** Pieces of movement that are woven together to form a dance.
- **Pre-Classical Dance Forms:** Forms derived from 15th and 16th century dances.
- **Classic Forms:** Forms derived from the classical period.
- **Impressionism:** A dance which is structured around the telling of a story.
- **Expressionism:** A dance which is structured around the telling of a story.
- **Collage:** Pieces of movement that are woven together to form a dance.
- **Pre-Classical Dance Forms:** Forms derived from 15th and 16th century dances.
- **Classic Forms:** Forms derived from the classical period.
- **Impressionism:** A dance which is structured around the telling of a story.
- **Expressionism:** A dance which is structured around the telling of a story.
- **Collage:** Pieces of movement that are woven together to form a dance.
- **Pre-Classical Dance Forms:** Forms derived from 15th and 16th century dances.
- **Classic Forms:** Forms derived from the classical period.
- **Impressionism:** A dance which is structured around the telling of a story.
- **Expressionism:** A dance which is structured around the telling of a story.
- **Collage:** Pieces of movement that are woven together to form a dance.
- **Pre-Classical Dance Forms:** Forms derived from 15th and 16th century dances.
- **Classic Forms:** Forms derived from the classical period.
- **Impressionism:** A dance which is structured around the telling of a story.
- **Expressionism:** A dance which is structured around the telling of a story.
- **Collage:** Pieces of movement that are woven together to form a dance.
- **Pre-Classical Dance Forms:** Forms derived from 15th and 16th century dances.
- **Classic Forms:** Forms derived from the classical period.
- **Impressionism:** A dance which is structured around the telling of a story.
- **Expressionism:** A dance which is structured around the telling of a story.
- **Collage:** Pieces of movement that are woven together to form a dance.
- **Pre-Classical Dance Forms:** Forms derived from 15th and 16th century dances.
- **Classic Forms:** Forms derived from the classical period.
- **Impressionism:** A dance which is structured around the telling of a story.
- **Expressionism:** A dance which is structured around the telling of a story.
- **Collage:** Pieces of movement that are woven together to form a dance.
- **Pre-Classical Dance Forms:** Forms derived from 15th and 16th century dances.
- **Classic Forms:** Forms derived from the classical period.
- **Impressionism:** A dance which is structured around the telling of a story.
- **Expressionism:** A dance which is structured around the telling of a story.
- **Collage:** Pieces of movement that are woven together to form a dance.
- **Pre-Classical Dance Forms:** Forms derived from 15th and 16th century dances.
- **Classic Forms:** Forms derived from the classical period.
- **Impressionism:** A dance which is structured around the telling of a story.
- **Expressionism:** A dance which is structured around the telling of a story.
- **Collage:** Pieces of movement that are woven together to form a dance.
- **Pre-Classical Dance Forms:** Forms derived from 15th and 16th century dances.
Arizona Dance Standards

Dynamic Alignment: Maintaining proper skeletal alignment while stationary and in motion.

Dance Study: A short dance composition created to solve a specific movement problem.

Dance Composition (Choreography): Describes a developed dance that has been created with specific intent.

Crewn Members: Individuals working to produce costumes, sets, lights or other production needs.

Contrast: Shortening or lengthening a muscle.

Connectivity: Interrelationship between all body parts.

Connectivity: Interrelationship between all body parts.

Choreographic Processes: Structuring movement to convey an idea to an audience. The process usually involves exploring possibilities, collecting ideas and material into a form, developing ideas, recording improvised movement into a developed movement phrase and finally performing the choreography.

Choreographic Structures: Forms that help a choreographer develop movement phrases into a complete dance composition, and that are used as part of the choreographic process.

Classroom: Rehearsal and Performance Behaviors –

• Attend all classes regularly and on time
• Be prepared for all classes
• Be attentive and respond appropriately to vocal, musical or observed cues

Performance/Rehearsal –

• Work cooperatively and respectfully of self and others
• Be attentive and responsive appropriately to vocal, musical or observed cues
• Be prepared for all classes
• Attend all classes regularly and on time

Connectivity: Interrelationship between all body parts.

Connectivity: Interrelationship between all body parts.

Connectivity: Interrelationship between all body parts.

Connectivity: Interrelationship between all body parts.

Connectivity: Interrelationship between all body parts.

Connectivity: Interrelationship between all body parts.

Connectivity: Interrelationship between all body parts.

Connectivity: Interrelationship between all body parts.
Effort Principles (Laban):

Flow Effort – the continuity of movement - bound flow/free flow

Weight Effort – attitudes toward using the weight of your body – strong/light

Time Effort – inner attitude toward time – sudden/sustained

Space Effort – attention toward the use of space – direct/indirect

Dynamics: Shading in the amount of energy, intensity of power, subtle variations in the execution of

Elements of Energy:

Volume: Space that is enclosed and contained by the body.

Size: How large or small

Shape (positive space): Abstraction of that, object in environment, symmetrical or asymmetrical

Range: The amount of space a movement moves through (small to large, large to small)

Periphery: Space that is outside of the circumference of the body, outer boundary

Negative: Space between/around the shape(s). The donut hole.

Low: Kneeling

Middle: Standing

High: Relevé or airwork

Level: Height in relationship to “place”

Focus: Where attention is aimed. Eyes, body parts.

Floor pattern: Pathway through space. Straight, circular, spiral, designs

Indirect:梅nded, rounded, arcing, curved

Direct: Straight, flowing, back and forth, straight, diagonal

Direction: Line of movement through space

Elements of Space:

Time: Time is used in multiples of three.

Tempo: Speed at which movement is performed

Symmetry: The arrangement of the body

Phrasing: Combination of long and short beats

Rhythm: Underlying beat

Phrase: Well developed melodic idea

Meter: Measure of time

Measure: Unit of time

Duration: How long a movement is

Accent: Emphasis or stress

Elements of Time:

Energy: Amount of tension and relaxation used to move.

Space: Area through which body moves

Time: Continuum through which movement occurs various durations

Elements of Dance: Time, Space and Energy

Effort Principles (Laban):
Arizona Dance Standards

Folk Dance:
A dance associated with a country or nation drawing over time from dances passed down through

Fundamental movement patterns
Breath:
Movement that occurs when body is still and breath is focus

Head/tail:
Shortening or lengthening the distance between the head and the tailbone

Core/distal:
Movement from the center of the body to the periphery or vice versa

Body half:
Moving one half of the body at a time (Right/left, upper/lower)

Cross/lateral:
Movement that occurs across the body from one distal extreme to the other (Right/Left, forearms, etc.)

Improvisation:
On-the-spot movement discovery.

Improvisational Strategies:
Techniques for enticing and engaging dancers in new movement experiences

Asymmetry/symmetry:
Balance/unbalance in design

Mirroring/opposites:
Copy the movement of a partner you are facing; doing the opposite of a partner you are facing.

Shadowing:
Copy the movement of one who is in front of you

Leading/following:
Initiating movement for others to follow/copying movement initiated by another

Meeting/parting:
Moving toward/away from another dancer

Sensory Awareness:
Touch, smell, hearing, kinesthesia, sight or taste used as a means of inspiration for dance

Music motivation:
Melody, rhythm, musical structure used as a motivation for dance

Text interpretation:
Using the written word as a means of inspiration for dance

Movement Variations:
Changing movement material based on the elements of dance

Improvisational Structures:
Guidelines, prompts, directives given to students in order to elicit spontaneous movement responses.

Injury Prevention:
Learning and applying proper techniques to protect the muscles and bones

Initiation:
Where the movement begins.

Kinesthetic Awareness – Knowing what your body is performing (movement, alignment, etc.)...

Locomotor movement:
Movement that travels through space

Even locomotor movement:
Transfer of weight from one foot to the same foot

Hop:
Transfer of weight from one foot to two feet and back.

Jump:
Transfer of weight from two feet to one foot.

Run:
Transfer of weight from one foot to the other and back.

Walk:
Movement is done in constant amount of time.

Uneven locomotor movement:
Transfer of weight is unequal in time. Combination of even locomotor movement.

Walk:
Step leap step

Run:
Step hop, step hop

Skip:
Step hop, step hop

Slide:
Step together step

Gallop:
Step leap step

 having to see yourself (in the mirror, video...)

Knowing what your body is performing (movement, alignment, etc.)...

Movement that travels through space
Arizona Dance Standards

**Motif:**
Movement or movements that appear throughout the dance that is (are) seen as characteristic of the piece.

**Movement signature:**
Movement material and style with which a specific choreographer is identified.

**Phrase:**
A well-developed movement idea that has a beginning and an end.

**Movement sequence:**
Movement material and style with which a specific choreographer is identified.

**Production Terminology:**
Vocabulary associated with the process of preparing dance for presentation.

**Production Personnel:**
Artistic Director:
Sets program order, makes decisions for all details of concert.

Stage Manager:
Runs show.

Assistant Stage Manager:
Assists Stage Manager.

Choreographer:
Person(s) who constructs dance.

Technical Director:
Runs technical crews.

Lighting Technician:
Programs and runs light board.

Sound Technician:
Runs sound board.

Flyman:
Operates line sets.

Running crew:
Move scenery and perform other backstage tasks.

**Production Process:**

**Cue-to-cue:**
Rehearsal where all light and sound cues are set and dances are not rehearsed. This can be done with all necessary production personnel on paper without dancers.

**Cue setting:**
Rehearsal where all light and sound cues are finalized. May be done in place of cue-to-cue or after paper cue-to-cue. Best if cues are in the boards before the rehearsal starts.

**Technical rehearsal:**
Rehearsals on stage involving lights and sound.

**Dress Parade:**
Time in rehearsal process to evaluate all costumes prior to dress rehearsal.

**Dress rehearsal:**
Last rehearsals before performance done in full costume, make-up, and hair.

**Strike:**
To remove equipment or to take down a show and return stage to original state.

**Set:**
A group of related sets.

**Strike:**
To remove equipment or to take down a show and return stage to original state.

**Stage Area:**

**Apron:**
Downstage of proscenium.

**Crossover:**
Area that permits performers to move from one side of stage to the other or off stage or off the other side of stage.

**Inner/outer:**
Focus is internal (Introspective) or external.

**Near/far:**
Focus is near the body or distant from the body.

**Points of Focus:**
Concentration on fixed or moving point in space.

**Pose:**
A well-developed movement idea that has a beginning and an end.

**Pose:**
A well-developed movement idea that has a beginning and an end.

**Pose:**
A well-developed movement idea that has a beginning and an end.
Stage right (SR): Area onstage to right of center as dancer faces audience.

Spike mark: Mark pertinent areas of stage for props or dancer placement.

Traveler: Curtain that opens and closes mid or upstage.

Upstage (US): Area of stage farthest from the audience.

Wing: Space between legs, entrances and exits.

Lighting:
- Batten: The pipes that hang above the stage that are used to hang lights, curtains and scenery.
- Black out: Quick lights out.
- Booms: Pops that hang above the stage that are used to hang lights, curtains and scenery.
- Special: A pool of light that defines a specific area of the stage.
- Special spot: Special lighting instrument that can be moved to follow performer movement on stage.
- Strobe: Very quick snap burst of energy.
- Swing: Pendulum combination of suspended/collected suspended energy.
- Tan: Very quick burst of energy.
- Theatre: Area of stage that produces various colors of light on one area of stage.
- Traveler: Curtain that opens and closes mid or upper stage.
- Trapeze: Area of stage that produces various colors of light on one area of stage.
- Wind: Space between legs, entrances and exits.

Social dances: Dance that is participatory in nature, which is done for relaxation, entertainment, and/or interaction among people. Social dances may be folk dances, ballroom dances, and contemporary dances. The key is that one of the main purposes is to promote interaction among people.

Somatic practices: Activities that help develop an individual’s ability to sense the processes working within.

Symmetry: Both halves the same.

Qualities of Movement
- Collapse: A total release of energy.
- Percussive: Sharp bursts of energy.
- Sustain: Even release of energy that is recognizable and indicative of the dance.
- Suspend: Continuous release of energy with a feeling of being held.
- Swing: Pendulum combination of suspended/collected suspended energy.
- Vibratory: Very, very quick bursts of energy.

Social Dances: Dance that is participatory in nature, which is done for relaxation, entertainment, and/or interaction among people. Social dances may be folk dances, ballroom dances, and contemporary dances. The key is that one of the main purposes is to promote interaction among people.

Some examples are: Alexander Technique, Feldenkrais Method, and Pilates.

Some other terms:
- Center: The element of one’s body mass that affects movement.
- Center of gravity (Center of weight, center): Part of the body that is involved with shifts of weight.
- Counter weight: Weight used to offer counter and opposite weight.
- Shift of weight: Lead or decrease body weight when changing place of support.
- Weight and necessary for producing changes of quality in the body.
- Weight: The element of one's body mass that affects movement.