

Introduction

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

By 2025,

- **80% of our students will graduate from high school college or career ready**
- **90% of students will graduate on time**
- **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Designed with the teacher in mind, the Performing Arts Education Curriculum Maps focus on teaching and learning correspond to the 2018 Tennessee Department of Education Revised Standards for Arts Education.

A high quality arts education is essential to the social, emotional, and intellectual growth of every student. Therefore, SCS will provide a broad range of innovative, inspiring, and relevant arts education offerings so all students learn to express their unique voice and shape a thriving Memphis/Shelby County community. Shelby County Schools will foster collaboration, creativity, and self-expression through equitable, high quality, and sequential K-12 arts experiences, empowering all young people to strive for artistic and scholastic excellence. This map presents a framework for organizing instruction around the TN State Standards so that every student meets or exceeds requirements for college and career readiness. The standards define what to teach at specific grade levels, and the SCS Arts Education curriculum maps provide guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potentials.

The SCS Arts Education curriculum maps are designed to create artistically/musically literate students by engaging them both individually and collaboratively in creative practices of envisioning, investigating, constructing, and reflecting. To achieve these goals the curriculum maps were developed by expert arts teachers to reflect the conceptual framework of the four artistic processes: perform, create, respond, and connect.

How to Use the Arts Education Curriculum Maps

The SCS Arts Education curriculum maps are designed to help teachers make effective decisions about what content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. Across all arts disciplines, this is generally reflected in the following quarterly framework:

Knowledge and Skills- This column reflects the anchor standards and essential tasks associated with grade level mastery of each discipline.

Activities and Outcomes- Generally phrased similar to “I Can” statements, this portion identifies the specific performance indicators that are expected for students at a given time within the quarters/semester.

Assessments- This section of the quarterly maps focuses on the formative and summative methods of gauging student mastery of the student performance indicators listed in the activities/outcomes section.

Resources And Interdisciplinary Connections- In this column, teachers will find rich bodies of instructional resources/materials/links to help students efficiently and effectively learn the content. Additionally, there are significant resources to engage alignment with the Comprehensive Literacy Improvement Plan (CLIP) that are designed to strengthen authentic development of aural/visual literacy in the arts content areas as well as support larger district goals for improvement in literacy.

Throughout this curriculum map, you will see high-quality works of art/music literature that students should be experiencing deeply, as well as some resources and tasks to support you in ensuring that students are able to reach the demands of the standards in your classroom. In addition to the resources embedded in the map, there are some high-leverage resources available for teacher use.

Knowledge and Skills	Outcomes (CLE, SPI, CFU)	Assessments	Instructional Menu
QUARTER 1			
2018 STANDARDS			
PERFORM			
Foundation P1			
Select, analyze, and interpret artistic work for performance.			
HS4.D.P1.A Identify and demonstrate movement for artistic and expressive clarity.			
HS4.D.P1.B Use multiple and complex rhythms (e.g., contrapuntal and/or polyrhythmic) at the same time. Work with and against rhythm of accompaniment or sound environments.			
HS4.D.P1.C Modulate dynamics to clearly express intent while performing phrases and choreography. Perform movement sequences expressively using a broad dynamic range, and employ dynamic skills for establishing relationships with other dancers and projecting to the audience.			
Foundation P2			
Develop and refine artistic techniques and work for performance.			
HS4.D.P2.A Apply technical and performance skills in complex choreography when performing a solo, duet, or ensemble work in a variety of dance genres.			
HS4.D.P2.B Incorporate healthful and safe practices for dancers, and modify personal practices based on findings.			
HS4.D.P2.C Use a variety of strategies to analyze and evaluate rehearsals and performances of self and others to achieve performance excellence (e.g., use video recordings for analysis).			
Foundation P3			
Express meaning through the performance of artistic work.			
HS4.D.P3.A Model performance etiquette and performance practices during class, rehearsal, and performance. Implement performance strategies to enhance projection. Accept notes from choreographer, and apply corrections to future rehearsals and performances. Document the rehearsal and performance process, and evaluate methods and strategies using dance terminology.			
HS4.D.P3.B Work collaboratively to produce a dance concert, and design and organize the production elements that would be necessary to fulfill the artistic intent of the dance works.			

Knowledge and Skills	Outcomes (CLE, SPI, CFU)	Assessments	Instructional Menu
<p>CREATE</p> <p>Foundation Cr1 Generate and conceptualize artistic ideas and work. HS4.D.Cr1.A Refine generated movement to develop a dance with clear intent, purpose, or structure. HS4.D.Cr1.B Expand personal movement preferences and strengths to discover unexpected solutions that communicate the artistic intent of an original dance. Analyze the solutions, and explain their effectiveness in expanding artistic intent.</p> <p>Foundation Cr2 Organize and develop artistic ideas and work. HS4.D.Cr2.A Demonstrate mastery of choreographic devices, structures, and processes. Express a personal voice in designing an original dance piece. Justify choreographic choices, and explain how they are used to enhance the artistic intent. HS4.D.Cr2.B Choreograph a dance based on a selected theme. Articulate the artistic intent, and analyze how the meaning drawn by the audience may differ.</p> <p>Foundation Cr3 Refine and complete artistic work. HS4.D.Cr3.A Refine the artistic intent of a dance by manipulating choreographic devices, dance structures/forms, 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. HS4.D.Cr3.B Apply recognized systems of dance documentation or symbol systems to analyze and evaluate the artistry of a dance, and apply findings to refine during the creative process.</p>			
<p>RESPOND</p> <p>Foundation R1 Perceive and analyze artistic work. HS4.D.R1.A Explain how dance communicates aesthetic and/or cultural values in a variety of genres, styles, or cultural movement practices. Use genre-specific terminology. HS4.D.R1.B Generate appropriate feedback in verbal or written form for peers and self to develop technique and performance skills. Analyze and apply feedback from teachers, peers, or self-evaluation. HS4.D. R1.C Construct a formal written critique of a student and/or professional performance including all aspects of the presentation.</p> <p>Foundation R2 Interpret intent and meaning in artistic work. HS3.D.R2.A Analyze and interpret how the elements of dance, execution of dance movement principles, and context contribute to artistic expression across different genres, styles, or cultural movement practices. Use genre- specific terminology.</p> <p>Foundation R3 Apply criteria to evaluate artistic work. HS4.D.R3.A Define personal artistic preferences to critique dance. Consider societal and personal values, a range of artistic expression, and importance of technical proficiency. Justify views.</p>			

Knowledge and Skills	Outcomes (CLE, SPI, CFU)	Assessments	Instructional Menu
<p>CONNECT Foundation Cn1 Synthesize and relate knowledge and personal experiences to artistic endeavors. HS4.D.Cn1.A Review original choreography developed over time with respect to its content and context and its relationship to personal experiences. Reflect upon and analyze the components that contributed to changes in one's personal growth. HS4.D.Cn1.B Research physics concepts and/or muscles and skeletal structures used in movement. Apply findings to improve technical ability in dance technique. HS4.D.Cn1.C Consistently demonstrate proper safety measures in the dance studio and theater while setting an example for peers. Foundation Cn2 Relate artistic ideas and works with societal, cultural, and historical text. HS4.D.Cn2.A Analyze dances from several genres, styles, historical time periods, and/or world dance forms. Discuss how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the people from which the dance originates, and how the analysis has expanded one's dance literacy.</p>			
<p>PERFORMANCE SKILLS</p>			
<p>Elements and Skills</p>			
<p>A. Demonstrate continued consistency and clarity in performing technical skills.</p>	<p>The student will: Demonstrate appropriate skeletal alignment, body part articulation, strength, flexibility, agility, endurance, and coordination in locomotor and non-locomotor / axial movements. (1.1-1.4)</p>	<p>Teacher Observation Rubric Checklist</p>	<p>Practice proper warm-ups and body conditioning for each specific style of dance that is studied. Learn proper structure for dance class (varies for different dance styles).</p>
<p>B. Perform various complex movement combinations to music in a variety of meters and styles.</p>	<p>The student will: Demonstrate rhythmic acuity and musicality. (1.5)</p>	<p>Teacher Observation Music theory assessment</p>	<p>Learn and perform basic movement compositional phrases.</p>

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HS Dance I-IV

Knowledge and Skills	Outcomes (CLE, SPI, CFU)	Assessments	Instructional Menu
C. Demonstrate improvement in performing movement combinations through continued self-evaluation.	The student will: Refine technique through teacher-directed corrections and self-evaluation/self-corrections. (1.6)	Teacher Observation Self-Assessment/Peer Observation	Make dance phrases that articulate and involve single body parts, shapes, or two dimensional body sides.
D. Perform combinations and variations in a broad and complex dynamic range.	The student will: Analyze dance movement according to the basic elements of dance (space, shape, time, and energy). (1.7)	Written Critique Verbal Critique	Review and discussion of dance terminology and material.
E. Critique a live or taped dance production based on given criteria to include technical theater elements.	The student will: Identify and use appropriate dance terminology, correct studio and performance etiquette and understand the basic elements of dance performance and production. (1.8-1.10)	Written Assessment Verbal Response	Technical theater
F. Demonstrate continued subtlety and spontaneity in movement through improvisation.	The student will: Use sensory information to generate movement through improvisation. (2.1)	Teacher Observation Self-Assessment	Improvise in response to a stimulus.
G. Create movement studies using the elements of dance, incorporating a variety of processes and structures on a group.	The student will: Generate and analyze movement with a clear intent, purpose, or structure. (2.2)	Teacher Observation Rubric Checklist Peer Observation	Performance of solos based on dance style(s) studied.

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Knowledge and Skills	Outcomes (CLE, SPI, CFU)	Assessments	Instructional Menu
H. Evaluate movement based on choreographic structures and principles.	The student will: Understand the differences in choreography as relative to specific genres of dance, recognize and apply the basic principles and structures of choreography, and analyze solo and/or group movement studies as they relate to the principles and structures of choreography. (2.3-2.5)	Written Critique Verbal Critique	Critique peer choreography based on the choreographic principles.
I. Create a dance study based on more than one idea from another academic area.	The student will: Identify principles of other academic areas as they occur in dance. (7.3)	Written Response Verbal Response	Encourage students to critically think how dance lessons and/or ideas relate to other academic subjects with given list to stimulate the student process.
ANALYSIS/RESPONSE			
A. Evaluate a variety of movement problems.	The student will: Construct original movement phrases using the elements of dance to solve given problems. (4.1)	Teacher Observation Self-Assessment	Create dance composition with a beginning, middle and end and repeat dance more than once.
B. Continue appraisal of how skills learned in dance can be applied to other disciplines or career choices.	The student will: Apply technical critique given in class/rehearsal setting. (4.2)	Written Assessment Verbal Response	Research various dance careers within the field of dance other than dancer and choreographer.
Second Nine Weeks			

Knowledge and Skills	Outcomes (CLE, SPI, CFU)	Assessments	Instructional Menu
PERFORMANCE SKILLS			
Creativity and Communication			
A. Create a dance study that simultaneously and effectively communicates a self-chosen and given idea, thought, and/or feeling to others.	The student will: Use dance as a medium to develop self-awareness and self-confidence. (3.1)	Written Response Verbal Response	The student compares and contrasts how meaning is conveyed in two choreographic works. The students watch two dance pieces, either taped or live, and write a response in essay form comparing and contrasting the two.
B. Interchange and combine images, sounds, and sensory experiences to convey meaning in a dance study.	The student will: Analyze how dance can communicate meaning and broaden perceptions. (3.2)	Teacher Observation Demonstration	Create dance compositional studies based specific ideas, themes, feelings and emotions.
C. Perform a dance study with projection.	The student will: Understand how dance can be used to create an awareness of social issues. (3.3)	Demonstration	Learn choreographed phrases designed by teacher and repertory phrases from dance companies.

Knowledge and Skills	Outcomes (CLE, SPI, CFU)	Assessments	Instructional Menu
<p>D. Compare and contrast ideas as they have been expressed in a variety of art forms.</p>	<p>The student will: Understand how the same idea can be expressed in dance and in other art forms. (7.1)</p>	<p>Written Response Class Discussion</p>	<p>The student composes a dance in three parts based on the geometric shapes of line, circle, and triangle. The students are expected to explore the properties of the shape through movement and dynamics in relation to Theatre, Music and Visual Art.</p>
<p>E. Design and present a dance study using technological equipment.</p>	<p>The student will: Examine how technology can be used in dance. (7.2)</p>	<p>Class Discussion</p>	<p>Student will use technology such as videotaping, recording, editing and review through workshop studies using the basic principles, processes, structures for choreographic skills.</p>

Knowledge and Skills	Outcomes (CLE, SPI, CFU)	Assessments	Instructional Menu
ANALYSIS/RESPONSE			
A. Compare and contrast choreography with his/her interpretations of choreography to personal experiences with interpretations from a viewpoint other than his/her own.	The student will: Apply technical critique given in a class/rehearsal setting. (4.2)	Teacher Observation Teacher Rubric Checklist Peer Observation Student Rubric Checklist	Analyze the style of a choreographer and create a dance in that style.
B. Establish a set of aesthetic criteria and use it to evaluate choreography.	The student will: Compare and analyze student and professional performances. Analyze the choreographic intent in performances.(4.3-4.4)	Written Response Class Discussion	Open discussion of choreographic principles, processes, and structures for phrases.
Third Nine Weeks			
PERFORMANCE SKILLS			
Health			
A. Evaluate healthful living choices as they affect performances.	The student will: Discuss how healthful/unhealthful living choices affect the dancer. (6.1)	Written Assessment/Project Class Discussion	Teacher led discussion of healthful living choices for dancers. Project: Design poster for dance studio depicting "DO" or "DON'T" for dancers.

Knowledge and Skills	Outcomes (CLE, SPI, CFU)	Assessments	Instructional Menu
<p>B. Analyze historical and cultural images of the body in dance and compare these images of the body in contemporary media. Apply basic principles of anatomy, physiology, and kinesiology to technical skills in dance.</p>	<p>The student will: Understand how anatomy, physiology, and kinesiology relate to dance. (6.2)</p>	<p>Written Assessment/Project Class Discussion</p>	<p>Project: Make collage of images from historical period of students choice with written reflection of body image during that time and the present.</p> <p>Demonstration of proper body conditioning techniques for dancers and how to warm-up and stretch particular muscles within the body.</p>
<p>C. Evaluate proper studio and stage etiquette for dancers.</p>	<p>The student will: Employ proper safety measures in the studio and theatre. (6.3)</p>	<p>Written Assessment/Project Class Discussion *Memphis Dance Performance Assessment</p>	<p>Students will develop an observation rubric on studio and stage etiquette.</p>
<p>Fourth Nine Weeks</p>			
<p>PERFORMANCE SKILL</p>			
<p>Culture/Historical Contexts</p>			

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HS Dance I-IV

Knowledge and Skills	Outcomes (CLE, SPI, CFU)	Assessments	Instructional Menu
<p>A. Assess reasons for differences in dance expression throughout the world. Analyze issues of ethnicity, gender, socioeconomic class, age, and/or physical condition in relation to dance.</p>	<p>The student will: Recognize the diversity of dance expression throughout the world. (5.1)</p>	<p>Class Discussion Individual/Group Project</p>	<p>Teacher led discussion of similarities and differences of dances from other cultures such as Kabuki.</p> <p>Create a timeline illustrating important dance events, placing them in their social, historical, cultural, and political contexts.</p>
<p>B. Compare and contrast expressive body movements that occur in the human experience.</p>	<p>The student will: Understand that dance has its roots in rituals. (5.2)</p>	<p>Class Discussion</p>	<p>History and Theory on various dance genres.</p> <p>Learn and perform dances from other cultures.</p>
<p>C. Categorize dance works in classical, theatrical, or contemporary forms.</p>	<p>The student will: Understand the historical background of classical, theatrical, and contemporary forms of dance. (5.3)</p>	<p>Written Assessment Class Discussion</p>	<p>Teacher led discussion of similarities and differences of dances that are considered classical, theatrical, and contemporary.</p>
<p>D. Evaluate reasons of possible motives for using dance in particular ways in the media.</p>	<p>The student will: Understand the similarities and differences of various dance genres. (5.4)</p>	<p>Written Report Class Discussion</p>	<p>View video of a professional dancer and discuss the challenges within the career of dance that they faced and how they overcame it.</p>

Standard Used	Course Level Expectations	Checks for Understanding	Student Performance Indicators
1.0 Elements and Skills	1.1 Demonstrate appropriate technique through skeletal and muscular alignment.	1.1 Perform a demi-plié in parallel first, turned out first, parallel second, and turned out second with proper body alignment. Balance for an extended period in various positions.	1.1.1 Demonstrate an awareness of proper alignment from a standing position. 1.1.2 Demonstrate proper alignment from a standing position. 1.1.3 Apply proper alignment while executing a movement combination. 1.1.4 Execute, consistently, proper alignment in complex movement combinations.
1.0 Elements and Skills	1.2 Demonstrate appropriate technique through body part articulation.	1.2 Demonstrate a tendu articulating through the metatarsals. Initiate a movement with a specific body part.	1.2.1 Recognize how to perform movement by muscular articulation. 1.2.2 Demonstrate muscular articulation in simple movement combinations. 1.2.3 Apply muscular articulation while executing movement combinations. 1.2.4 Execute, consistently, muscular articulation in complex movement combinations.
1.0 Elements and Skills	1.3 Demonstrate strength, flexibility, agility, endurance, and coordination.	1.3 Execute the warm-up in its entirety. Perform center floor or traveling exercises in proper form.	1.3.1 Demonstrate basic strength, flexibility, agility, endurance, and coordination in simple movements. 1.3.2 Demonstrate increased strength, flexibility, agility, endurance, and coordination in a combination of various movements. 1.3.3 Apply strength, flexibility, agility, endurance, and coordination in more advanced movement combinations. 1.3.4 Execute complex movement combinations with an advanced level of strength, flexibility, agility, endurance, and coordination.
1.0 Elements and Skills	1.4 Identify and demonstrate locomotor and nonlocomotor/axial movements.	1.4 Perform triplets traveling down the floor. Perform twisting and bending in place.	1.4.1 Demonstrate locomotor and nonlocomotor/axial movements. 1.4.2 Exhibit basic locomotor and nonlocomotor movements in simple combinations.

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Standard Used	Course Level Expectations	Checks for Understanding	Student Performance Indicators
1.0 Elements and Skills	1.5 Demonstrate rhythmic acuity and musicality.	1.5 Execute a combination using appropriate accents and proper accents with the musical accompaniment. Dance to contrasting tempos and meters.	1.4.3 Perform basic locomotor and nonlocomotor/axial movements in more complex combinations. 1.4.4 Implement advanced locomotor and nonlocomotor movements in extended sequences.
1.0 Elements and Skills	1.6 Refine technique through teacher-directed corrections and self-evaluations/self-corrections.	1.6 Correct technical element identified by the teacher. Self-correct a technical element given to the class teacher.	1.5.1 Demonstrate the connection between music and movement. 1.5.2 Perform basic movements to musical phrases in various meters and styles. 1.5.3 Perform complex movements with a clear musical connection. 1.5.4 Demonstrate advanced musicality with complex movements.
1.0 Elements and Skills	1.7 Analyze dance movement according to the basic elements of dance (i.e., space, shape, time, and energy)	1.7 Create movements properly using space, shape, time, and energy as directed and specified by teacher.	1.6.1 Demonstrate improvement in performing movement combinations through application of demonstrated corrections. 1.6.2 Demonstrate improvement in performing movement combinations through application of verbal corrections. 1.6.3 Demonstrate improvement in performing movement combinations using self- and peer-evaluation. 1.6.4 Exhibit proficient technique with artistry through ongoing self-evaluation and correction.
1.0 Elements and Skills	1.8 Identify and use appropriate dance	1.8 Perform steps, physically, following verbal instructions in dance terminology given by the	1.7.1 Identify basic terminology of the elements of dance (e.g., space, shape, time, and energy) in a visual presentation . 1.7.2 Demonstrate the elements of dance in a teacher-directed movement series. 1.7.3 Create a movement phrase incorporating the elements of dance. 1.7.4 Analyze the use of the elements of dance in compositions.
1.0 Elements and Skills	1.8 Identify and use appropriate dance	1.8 Perform steps, physically, following verbal instructions in dance terminology given by the	1.8.1 Recognize and verbalize basic dance vocabulary.

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	terminology.	teacher. Identify steps demonstrated using correct terminology.	1.8.2 Define and use basic dance vocabulary. 1.8.3 Apply dance vocabulary appropriately in the class/rehearsal setting. 1.8.4 Use proper dance terminology in a critical analysis.
1.0 Elements and Skills	1.9 Identify and use correct studio and performance etiquette.	1.9 Perform in a dance class adhering to proper etiquette. Perform in a rehearsal adhering to proper etiquette.	1.9.1 Identify and discuss the value of proper etiquette for the studio, performance, audition, and audience.
Standard Used	Course Level Expectations	Checks for Understanding	Student Performance Indicators
		Participate as an audience member with appropriate etiquette	1.9.2 Recognize appropriate dance studio, performance, audition, and audience etiquette. 1.9.3 Apply proper studio, performance, audition, and audience etiquette in real life situations. 1.9.4 Analyze the value of appropriate etiquette in performance venues.
1.0 Elements and Skills	1.10 Identify and understand the basic elements of dance performance and production.	1.10 Assist and/or perform in a dance production	1.10.1 Recognize the basic elements of a dance production via a live or recorded concert. 1.10.2 Apply the basic elements of a dance production as directed by the teacher. 1.10.3 Evaluate the use of various elements of a dance production. 1.10.4 Design and implement a dance production.
2.0 Choreography	2.1 Use sensory information to generate movement through improvisation.	2.1 Generate movement using a teacher-directed auditory prompt.	2.1.1 Use basic senses (visual, auditory) to create movement through improvisation. 2.1.2 Generate movement phrases from sensory information (e.g., visual, auditory, emotional). 2.1.3 Generate advanced movement phrases from sensory information. 2.1.4 Generate complex compositions from sensory information.
2.0 Choreography	2.2 Generate and analyze movement with a clear intent, purpose, or structure.	2.2 Construct a movement study with a teacher-specified intent, purpose, or structure. Discuss and articulate specifically how movement expresses intention in a study. Give clear examples of how purpose and	2.2.1 Identify intention, purpose, or structure in movement. 2.2.2 Construct movement phrases with a defined intent, purpose, or structure. 2.2.3 Analyze compositions for a defined intent,

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		structure contribute to the intention in a movement study.	purpose, or structure. 2.2.4 Create complex compositions with a defined intent, purpose, or structure.
2.0 Choreography	2.3 Understand the differences in choreography as relative to specific genres of dance.	2.3 View three pieces of differing choreography and determine their genres (e.g., modern, ballet, jazz, tap, hip-hop, ballroom). View two or more pieces of choreography from different genres and articulate their contrasting characteristics.	2.3.1 Identify similarities and differences of the genres of dance. 2.3.2 Identify similarities and differences of choreography as it relates to the genre. 2.3.3 Create movement phrases in a specified genre of dance. 2.3.4 Create compositions in different genres of dance.
Standard Used	Course Level Expectations	Checks for Understanding	Student Performance Indicators
2.0 Choreography	2.4 Recognize and apply the basic principles and structures of choreography.	2.4 Define, written or oral, the basic structures of choreography (e.g., AB, ABA, ABAB, canon, variation, retrograde, call and response). Demonstrate, physically, an example of selected structures of choreography. Define, written or oral, the basic principles of choreography (e.g., intent, form/design, theme, repetition). Demonstrate, physically, an example of selected principles of choreography.	2.4.1 Identify the basic structures of choreography (e.g., AB, ABA, ABAB, canon, variation, retrograde, narrative, call and response). 2.4.2 Identify the basic principles of choreography (e.g., intent, form/design, theme, repetition). 2.4.3 Create movement phrases using the basic principles and structures of choreography. 2.4.4 Create compositions employing the basic principles and structures of choreography.
2.0 Choreography	2.5 Analyze solo and/or group movement studies as they relate to the principles and structures of choreography.	2.5 View two or more movement studies and determine (in written or oral format) the choreographic structures employed. View two or more movement studies and determine (in written or oral format) the choreographic principles employed.	2.5.1 Identify the choreographic structure of a solo and/or group movement study. 2.5.2 Identify the choreographic principles of a solo and /or group movement study. 2.5.3 Examine the use of choreographic principles and structures in a composition. 2.5.4 Evaluate the impact of the structures and principles of choreography on a composition.
3.0 Creativity and Communication	3.1 Use dance as a medium to develop self-awareness and self-confidence.	3.1 Generate movement which portrays a specific personality trait. View and evaluate movement of peers to determine personality trait being depicted. Perform movements with the appropriate eye	3.1.1 Identify self-awareness and self-confidence in the dance studio. 3.1.2 Demonstrate self-awareness and self-confidence in the dance studio. 3.1.3 Create a dance study that exhibits self-

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		contact, expression, projection, posture, and energy to exhibit self-confidence.	awareness and self-confidence. 3.1.4 Perform a dance study that exhibits self-awareness and self-confidence.
3.0 Creativity and Communication	3.2 Analyze how dance can communicate meaning and broaden perceptions.	3.2 Create a movement to depict a specified idea.	3.2.1 Identify how an idea, thought, and/or feeling communicates meaning through dance. 3.2.2 Explore how images, sounds, and sensory experiences convey meaning in dance. 3.2.3 Create a dance study that communicates a self-chosen idea, thought and/or feeling to others. 3.2.4 Manipulate and combine images, sounds, and experiences to convey meaning and broaden perceptions in a dance study.
3.0 Creativity and Communication	3.3 Understand how dance can be used to create	3.3 View selected choreography depicting a social issue and determine the message.	3.3.1 Identify and define social issues. 3.3.2 Discuss ways dance is used to create an
Standard Used	Course Level Expectations	Checks for Understanding	Student Performance Indicators
	an awareness of social issues.		awareness of social issues. 3.3.3 Create movement to portray a specified social issue. 3.3.4 Construct a composition expressing and promoting an awareness of a social issue.
4.0 Criticism and Analysis	4.1 Construct original movement phrases using the elements of dance to solve given problems.	4.1 Create a dance in ABA form using selected locomotor and nonlocomotor movement.	4.1.1 Discover movement solutions to technical or structural movement problems. 4.1.2 Create movement phrases to demonstrate a solution to a specified movement problem. 4.1.3 Edit and revise movement phrases to refine solutions to movement problems. 4.1.4 Create a composition solving complex movement problems.
4.0 Criticism and Analysis	4.2 Apply technical critique given in a class/rehearsal setting.	4.2 Demonstrate a specified technical correction given by the teacher in class/rehearsal. Work with a partner to determine correct vs. incorrect execution of a specified technical movement.	4.2.1 Apply critique given by teacher to refine technique. 4.2.2 Apply critique given by teacher to refine performance. 4.2.3 Refine technique and performance using teacher and peer evaluation. 4.2.4 Refine technique and performance using self-reflection and self-evaluation.

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4.0 Criticism and Analysis	4.3 Compare and analyze student and professional performances.	4.3 View two or more works and critique the choreographic structures. View two or more works and critique the dancers' performance (technique and artistry).	4.3.1 Identify the elements of a dance critique. 4.3.2 Identify the elements of a dance critique and apply to a performance. 4.3.3 Compare and contrast student and professional performances. 4.3.4 Construct a formal written critique of a student and/or professional performance.
4.0 Criticism and Analysis	4.4 Analyze the choreographic intent in performances.	4.4 Determine, in a peer setting, the choreographic intent of a given piece. Write a formal critique determining the choreographic intent of a given piece.	4.4.1 Identify intent in specified choreographic works. 4.4.2 Discuss the use and impact of intent in specified choreographic works. 4.4.3 Discover how individual perceptions can change interpretation of the choreographer's intent. 4.4.4 Evaluate ways personal experiences affect the creation of choreographic intent.
Standard Used	Course Level Expectations	Checks for Understanding	Student Performance Indicators
5.0 Cultural/Historical Contexts	5.1 Recognize the diversity of dance expression throughout the world.	5.1 View a selection of cultural/folk dances from around the world and list their characteristics.	5.1.1 Identify diverse forms of dance throughout the world. 5.1.2 Discuss the differences in dance expression throughout the world. 5.1.3 Compare and contrast differences in dance expression throughout the world. 5.1.4 Assess reasons dance expression differs throughout the world.
5.0 Cultural/Historical Contexts	5.2 Understand that dance has its roots in rituals.	5.2 Identify historic rituals, and identify and list the purpose of these rituals (e.g., religion, fertility, harvest, hunting).	5.2.1 Identify primitive rituals. 5.2.2 Identify and define the role dance played in primitive rituals. 5.2.3 Compare and contrast the role dance played in historic rituals. 5.2.4 Analyze expressive movement in rituals and the connection to present day dance.
5.0 Cultural/Historical Contexts	5.3 Understand the historical background of classical, theatrical, and	5.3 Create a timeline of the evolution of a specific genre of dance.	5.3.1 Discover the origins of classical, theatrical, and contemporary forms of dance. 5.3.2 Identify similarities and differences between

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	contemporary forms of dance.		the origins of classical, theatrical, and contemporary forms of dance. 5.3.3 Explore the effects history had upon the development of classical, theatrical, and contemporary forms of dance. 5.3.4 Analyze the significance of dance in social, cultural, political and historical contexts. 5.4.1 Identify the different genres of dance. 5.4.2 Discuss similarities and differences of genres of dance. 5.4.3 Interpret characteristics of different genres of dance. 5.4.4 Categorize dance works according to dance genres.
5.0 Cultural/Historical Contexts	5.4 Understand the similarities and differences of various dance genres.	5.4 Compare two genres of dance and identify their unique characteristics (e.g., modern vs. ballet).	5.4.1 Identify the different genres of dance. 5.4.2 Discuss similarities and differences of genres of dance. 5.4.3 Interpret characteristics of different genres of dance. 5.4.4 Categorize dance works to dance genres.
Standard Used	Course Level Expectations	Checks for Understanding	Student Performance Indicators
6.0 Health	6.1 Discuss how healthful/unhealthful living choices affect the dancer.	6.1 Design a presentation depicting health "DO's and DON'TS" for dancers.	6.1.1 Identify healthful living choices. 6.1.2 Describe ways in which dance promotes health and well being. 6.1.3 Discuss the affect of healthful living choices on dance performance. 6.1.4 Develop a personal program which achieves a healthy dancer and lifestyle.
6.0 Health	6.2 Understand how anatomy, physiology, and kinesiology relate to dance.	6.2 Identify specified muscles and skeletal structures used in specific dance technique.	6.2.1 Define selected principles of anatomy, physiology and kinesiology related to dance 6.2.2 Identify selected principles of anatomy, physiology and kinesiology related to dance. 6.2.3 Apply selected principles of anatomy, physiology and kinesiology to dance. 6.2.4 Apply selected principles of anatomy, physiology and kinesiology to technical skills in

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			dance.
6.0 Health	6.3 Employ proper safety measures in the studio and theatre.	6.3 Design a guide listing and defining studio and theatre safety measures.	6.3.1 Identify important safety measures that should be taken in the dance studio and theatre. 6.3.2 Discuss the importance of safety measures in the dance studio and theater. 6.3.3 Employ proper safety measures in the studio and theatre. 6.3.4 Develop a safe studio and theatre environment via peer monitoring.
7.0 Interdisciplinary Connections	7.1 Understand how the same idea can be expressed in dance and in other art forms.	7.1 Create a movement phrase demonstrating an emotion depicted in a painting.	7.1.1 Discuss how the same idea is expressed in dance and in other art forms. 7.1.2 Examine how the same ideas are expressed in dance and in other art forms. 7.1.3 Compare and contrast how ideas are expressed in dance and in other art forms. 7.1.4 Create a multi-disciplinary (arts) dance composition.
7.0 Interdisciplinary Connections	7.2 Examine how technology can be used in dance.	7.2 Design a lighting plan to enhance the student's choreographic intention. Research innovative uses for technology in dance, and share examples with class.	7.2.1 Identify ways technology is used in dance. 7.2.2 Discuss how technology can be used in the creative process. 7.2.3 Evaluate how technology can impact choreography. 7.2.4 Create choreography which incorporates technology.
Standard Used	Course Level Expectations	Checks for Understanding	Student Performance Indicators
	7.3 Identify principles of other academic areas as they occur in dance.	7.3 Create a dance using specified geometric shapes (e.g., line, circle and triangle). Create a dance expressing the meaning and/or form of a poem.	7.3.1 Identify ideas from other academic areas that appear in dance. 7.3.2 Analyze how movement relates to other specified academic disciplines. 7.3.3 Identify connections between movement and other academic disciplines. 7.3.4 Create a dance study based upon a principle from another academic discipline.