



BALLROOM/SOCIAL DANCE LEVEL 3

CREATE- Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine dance works. *(Standards L3.BD.CR.1-7)*

1. Demonstrate openness, willingness, persistence, respect, and cooperation in trying new ideas, methods, and approaches in creating ballroom dances.
2. Synthesize content generated from stimulus material and take risks to discover a personal style. Challenge and question personal movement preferences and strengths to discover unexpected movement patterns.
3. Use the elements of ballroom dance and other ballroom terminology to articulate and justify figure choices.
4. Demonstrate fluency using a variety of level 1, 2 and 3 figures to choreograph original dances that convey artistic intent.
5. Clarify the artistic intent of a ballroom dance by manipulating and refining figures, technique, and artistic criteria using self-reflection and feedback from others.
6. Document choices made in the revision process and justify how the refinements support artistic intent.
7. Document a ballroom dance using recognized systems of ballroom dance documentation. (Beats and bars)

PERFORM- Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of dance works *(Standards L3.BD.P.1-11)*

1. Use a wide range of movement in space for artistic and expressive clarity, use logic to clarify movement and intent, and establish/break connections/patterns with other dancers/audience as appropriate to the ballroom dance
2. Implement more complex rhythms for artistic interest and expressive acuity; demonstrate complexity in phrasing, with and without musical accompaniment; and work with accompaniment or sound environments.
3. Express clear intent while performing movement sequences using a broad dynamic range.



4. Apply anatomical principles and healthful practices to a range of technical ballroom dance skills for achieving stronger technique and style; follow a personal plan that supports health for everyday life.
5. Apply emotional principles and connections to technical ballroom dancing in complex choreography when performing as a solo, in a partnership, or in a formation in a variety of ballroom dance genres and styles.
6. Initiate, plan, and direct a sequence of steps, giving attention to technical details and fulfilling artistic expression; use a range of rehearsal strategies to achieve performance excellence.
7. Self-evaluate performances and discuss and analyze performance ability with others.
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 9. Use appropriate etiquette practices during class, rehearsal, and performance; accept and apply feedback.
 10. Document the rehearsal and performance process using ballroom dance terminology.
 11. Work collaboratively to produce a ballroom dance or sequence of steps for a dance concert on a stage or in an alternative performance venue. Describe the production elements that would support the artistic intent of the dance.

RESPOND- Students will perceive and analyze artistic work and process. They will interpret intent and meaning and apply criteria to evaluate artistic work and process.
(Standards L3.BD.R. 1–5)

1. Analyze ballroom dance works from a variety of genres and styles, and explain how recurring patterns of movement and their relationships create well-structured and meaningful choreography.
2. Explain how the elements of ballroom dance and other choreographic principles are used in a variety of styles, genres, or cultural movement practices, and discuss how dance communicates aesthetic and cultural values.
3. Analyze contrasting culturally based ballroom dance forms and how they express meaning; respond in a variety of creative ways.
4. Analyze and interpret how the elements of ballroom dance, execution of ballroom dance movement principles, and context contribute to artistic expression across different genres, styles, or cultural movement practices (tracking feet and core to distal movement); define personal artistic preferences to critique dance.
5. Consider societal and personal values, and a range of artistic expression; discuss perspectives with peers and justify views.



DAVIS ESSENTIAL SKILLS AND KNOWLEDGE

CONNECT- Students will synthesize and relate knowledge from personal and collaborative experiences to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding. (*Standards L3.BD.CO.1-4*)

1. Review original choreography developed or given over time with respect to its content and context and its relationship to personal perspectives; reflect on and analyze the variables that have contributed to changes in one's personal growth.
2. Identify questions that pertain to a research topic, use established research methods to inform the culture of a ballroom dance, perform a piece of choreography relating to the research, and discuss insights relating to knowledge gained. Transfer the learning from this project to other learning situations.
3. Analyze ballroom dances from several genres or styles, historical time periods, and/or cultural dance forms; discuss how dance movement characteristics, techniques and artistic criteria relate to the ideas and perspective of the peoples from which the dances originate. Analyze how that experience has expanded personal dance literacy.
4. Compare the process used in learning choreography to that of other creative, academic, or scientific procedures.