



## BALLROOM/SOCIAL DANCE LEVEL 2

**CREATE-** Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine dance works. *(Standards L2.BD.CR.1-7)*

1. Demonstrate openness, willingness, persistence, respect, and cooperation in trying new ideas, methods, and approaches in creating ballroom dances.
2. Explore improvisational or choreographical ballroom dance skills to identify personal movement preferences and strengths. Analyze the relationships between the ballroom figures and the body core to facilitate partnering and unified movement.
3. Use the elements of ballroom dance and other ballroom terminology to articulate and justify figure choices.
4. Design a sequence of level 1 and 2 figures using choreographic devices and discuss its artistic intent.
5. Collaboratively or independently analyze the execution of ballroom dance posture and frame through self-reflection and the feedback of others. Explore different posture and frame positions for more artistic choreography.
6. Analyze and evaluate the impact of choices made in relation to partnering in the practice process. Execute partnering skills in all styles of ballroom dance.
7. Use recognized systems to document a section of a ballroom dance via writing, symbols, or media technologies.

**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 L2.BD.P.1-11)*

1. Create and understand more complex floor craft and awareness of other dancers and their space. Execute more complex floor and air patterns with other dancers on a stage.
2. Recognize different musical rhythms and tempo patterns in more complex ballroom dance figures; use syncopations and rhythmic accents as phrasing tools.
3. Vary energy and dynamics over the length of different rhythms or figures, paying close attention to its leading and following.



## DAVIS ESSENTIAL SKILLS AND KNOWLEDGE

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 in a variety of ballroom dance genres and styles.
6. Collaborate with peers to achieve performance accuracy, clarity, and expressiveness; discuss the choices made, effects experienced, and methods for improvement with attention to technique and artistry informed by personal performance goals.
7. Reflect on personal achievements and implement performance strategies to enhance performance.
8. Demonstrate leadership qualities when working in groups and preparing for performances.
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 L2.BD.R.1–5)*

1. Select and compare different ballroom dances and provide examples of recurring patterns of movement and their relationships that create structure and meaning.
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 explain how their differences affect intent.
3. Experience a variety of ballroom dance styles, describe contrasting cultural ballroom dances, and analyze how the style reflects the culture it represents.
4. Use artistic criteria to determine what makes an effective dance and performance, considering content, context, genre, style, and/ or cultural movement practices.
5. Compare and contrast two or more ballroom dances, using evaluative criteria to critique artistic/technical expression and considering cultural/societal values.



## 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 L2.BD.CO.1-4)*

1. Analyze ballroom dances with a variety of contents and contexts; explain how personal perspectives may affect one's interpretation.
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.
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.
4. Compare the process used in learning choreography to that of other creative, academic, or scientific procedures.