

## WV CSO Curriculum Planning Tool

### Dance III

| Objective #          | Objective  | Projected Date | Date Taught | Date Assessed | Date Re-Taught | Date Re-Assessed |
|----------------------|--|----------------|-------------|---------------|----------------|------------------|
| <b>D.O.LIII.1.01</b> | research and incorporate other viewpoints when creating dance to convey meaning.   |                |             |               |                |                  |
| <b>D.O.LIII.1.02</b> | create and perform (in class) an individual dance conveying a personal experience, belief or theme.  |                |             |               |                |                  |
| <b>D.O.LIII.2.01</b> | understand clarity and stylistic nuance.   |                |             |               |                |                  |
| <b>D.O.LIII.2.02</b> | perform, consistently, rhythm and timing during a movement phrase or dance.  |                |             |               |                |                  |
| <b>D.O.LIII.2.03</b> | model projection while performing.   |                |             |               |                |                  |
| <b>D.O.LIII.2.04</b> | assess technique/skills through self-evaluation.   |                |             |               |                |                  |
| <b>D.S.LIII.3.01</b> | devise a plan to incorporate their personal health goals throughout life.  |                |             |               |                |                  |
| <b>D.S.LIII.3.02</b> | research and discuss the challenges facing performers in maintaining healthy lifestyles.   |                |             |               |                |                  |
| <b>D.S.LIII.3.03</b> | analyze historical and cultural images of the body in dance and compare these to the images of the body in contemporary media.   |                |             |               |                |                  |
| <b>D.O.LIII.4.01</b> | compare and contrast the role and significance of dance in two different historical/cultural/political contexts.   |                |             |               |                |                  |
| <b>D.O.LIII.4.02</b> | examine and discuss the traditions and techniques of creative and concert forms of dance   |                |             |               |                |                  |
| <b>D.O.LIII.4.03</b> | perform a dance that displays the traditions and techniques of a specific culture or historical period.  |                |             |               |                |                  |
| <b>D.O.LIII.5.01</b> | discuss and research how skills developed in dance are applicable to a variety of careers (e.g., sports, modeling, secretary, therapist).  |                |             |               |                |                  |
| <b>D.O.LIII.5.02</b> | research and analyze the styles of several choreographers or dance companies.  |                |             |               |                |                  |
| <b>D.O.LIII.5.03</b> | research and discuss issues of ethnicity, gender, social/economic class, age and/or physical condition in relation to dance.   |                |             |               |                |                  |
| <b>D.O.LIII.6.01</b> | apply choreographic principles in creating a small group dance with coherence and aesthetic unity.   |                |             |               |                |                  |
| <b>D.O.LIII.6.02</b> | research and analyze the creative process of choreographers (e.g., video biographies, interviews).   |                |             |               |                |                  |
| <b>D.O.LIII.7.01</b> | research one choreographic work and one other artwork from the same culture and time period and examine how those works reflect the artistic/cultural/historical context of the time period. |                |             |               |                |                  |
| <b>D.O.LIII.7.02</b> | research an interdisciplinary project using media technologies that present dance in a new or enhanced form.   |                |             |               |                |                  |