**Graduation Proficiencies for Dance at Lyndon Institute**

**These proficiencies & performance indicators align to the National Core Dance Standards and help guide learners to become discipline literate citizens.**

**What are proficiencies?** Benchmarks for grade level learning.

**What are performance indicators?** Performance indicators are examples of measureable, observable work to show evidence of learning that indicates whether students are meeting each proficiency.

**What does it mean to become Discipline literate?** Students show literacy in the arts through understanding, demonstrating, and embodying concepts, skills, terminology, and processes.

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| Proficiency  Categories | Performance Indicators  High School  Proficient Level | Performance Indicators  High School  Accomplished Level | Performance Indicators  High School  Advanced Level |
| **CREATE**  Students generate and conceptualize movement ideas then organize, develop, and refine ideas into movement phrases/patterns to create complete work. | **Collaborate** to design a dance using choreographic devices/dance structures, the elements of dance/a variety of stimuli to create work with artistic intent: **explore** personal movement preferences/strengths and **analyze** the process and the relationship between the stimuli and the movement.  Analyze and evaluate the **impact of choices** made in the revision process and **clarify** artistic intent by manipulating choreographic devices and structures, and feedback from others.  **Compare recognized systems to document** a section of a dance (writing, symbols, or technologies). | **Individually/collaboratively** synthesize **content generated dances using original/codified movement** and apply personal movement preferences/strengths with movement vocabulary of several dance styles/genres to choreograph an original dance that communicates artistic intent. **Compare personal choices to work of well-known choreographers**.  Develop an artistic statement that  **reflects a personal aesthetic** for an original dance study/dance by refining choreographic devices/dance structures, using artistic criteria, self-reflection and feedback of others. Analyze and evaluate **impact of choices** made in the revisions.  **Develop a strategy to record a dance** using recognized systems of dance documentation (writing, notation symbols, media technologies). | Synthesize content generated from  stimulus material, demonstrate fluency with personal voice with design, and **experiment** with personal movement preferences/strengths to **take risks** to discover a personal voice to communicate artistic intent with personal, cultural, or artistic perspective.  Discover **new movement challenges/problems and analyze solutions**. Explain why they were effective in **expanding artistic intent** by manipulating/refining choreographic devices/structures, using artistic criteria, self-reflection, and feedback from others.  **Document a dance using recognized**  **systems** of dance documentation (writing, a form of notation symbols, or using media technologies). |
| **PRESENT/PERFORM**  Students analyze, interpret, and select movement to convey meaning through the presentation and refinement of artistic work. | Develop **partner and ensemble skills** that enable contrasting and intentional spatial designs and relationships (lifts/balances, formations), clear transitions, syncopation/accents, varied tempos, and integrate breath work in dance phrases.  Develop **body awareness** by connecting dynamics and technique (alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to **retain and execute** dance choreography.  Develop a **plan for healthful practices** including nutrition and injury prevention. Discuss implementation of the plan and how it supports personal performance goals.  Demonstrate and document **leadership qualities** (i.e. commitment, dependability, responsibility, cooperation) and **performance etiquette practices**.  Collaborate with peers to establish and implement a rehearsal plan to meet performance goals using a variety of strategies. Analyze/evaluate performances (i.e. video recordings, discussion blogs, etc.) and **articulate performance goals justifying reasons** for particular practice strategies.  Evaluate possible **designs for the production elements** of a performance.  Select and execute ideas to intensify the artistic intent. | Dance **alone and with others** with spatial awareness, internal rhythm/musicality, various/unpredictable tempos, execute complex sequences with fluid transitions, energy and dynamics while maintaining relationships with focus and intentionality.  Dance with **sensibility** toward other dancers and **apply anatomical principles for healthful practices** in dance skills while executing complex spatial, rhythmic and dynamic sequences to meet performance goals.  Demonstrate **leadership qualities** (commitment, dependability, responsibility, and cooperation) when **planning and executing collaborative/independent rehearsal and performance processes** with attention to healthy lifestyle plan, and technique and artistry goals. Reflect on **personal achievements and document strategies** for performance/production growth. | Expands use of space, inward/outward movements, uses musicality or phrasing without accompaniment, complex rhythms/patterns, and relationships from movements to self/others/environment for **artistic and expressive clarity projecting to the audience**.  Apply **body-mind principles** to  technical dance skills in complex  choreography when performing solo,  partnering, or dancing in ensemble  works in a variety of dance genres and styles. **Self-evaluate** performances.  Research healthful and safe practices for dancers and **modify personal practice** based on findings.  Discuss how research informs practice.  **Initiate, plan, and direct rehearsals documenting strategies for success** using leadership qualities (dependability, responsibility, and cooperation) with attention to technical details and artistic expression. **Model performance etiquette** during class, rehearsal and performance. Enhance performance using a broad repertoire of strategies for **dynamic projection**.  Develop a **professional portfolio** with evidence of technical, artistic, and personal growth in dance.  Work collaboratively to **produce dance concerts** in a variety of venues. Design and organize the production elements. |
| **RESPOND**  Students perceive, analyze, and interpret intent and meaning to evaluate artistic work. | Use genre-specific dance terminology and evaluative criteria to **analyze and interpret** elements of dance, recurring patterns/themes and **communicate** relationships within the context of artistic intent. | Analyze dance works (2 or more) using genre-specific dance terminology and the elements of dance. Consider societal values and a range of **perspectives**. Provide examples of recurring patterns of movement, relationships that create structure and meaning in dance and explain how their **differences** impact communication and intent within a cultural context. | Analyze dances using genre-specific terminology and elements of dance/ devices/structures from a variety of dance genres/styles. Explain how recurring patterns of movement and relationships **create well-structured meaningful choreography and aesthetic/cultural views**.  Define **personal artistic preferences** by considering societal, personal, and artistic views. Discuss and justify perspectives with peers. |
| **CONNECT**  Students synthesize and relate knowledge, personal experiences, artistic ideas, and works with societal, cultural and historical context to create art and deepen understanding. | Analyze a dance to **determine ideas expressed** by the choreographer: explain how the **perspectives** expressed impact one’s interpretation and provide evidence.  Collaboratively identify a **dance related question/problem**: conduct research (interview, text, media, or movements). Analyze and apply information by creating a group/solo dance that answers the question. Describe how the dance communicates new perspectives/realizations, then compare the process used to that of other creative, academic, or scientific work (themes, historical/current events, political issues).  Analyze and discuss dances from selected genres/styles or historical time periods. Formulate **reasons for similarities and differences** in relation to the ideas and perspectives of the peoples from which the dances originate. | Analyze a dance (related to content learned in other subjects, a topic, or dances from several genres or styles, historical time periods, world dance forms) and **research** the dance chosen. Synthesize information learned and **share new ideas about its impact on one’s perspective**. Create and perform a piece of choreography demonstrating learning from research. Discuss orally or in writing the insights relating to knowledge gained and the **transfer of learning** from this project to other learning situations. | Review original choreography developed over time (looking at several genres/styles, historical or world dance forms) with respect to its content, context, and relationship to personal perspectives. Reflect on learning/perspectives gained and **analyze the variables that contributed to changes in one’s personal growth**.  Investigate various **dance related careers** through a variety of research methods and techniques. Select those careers of most interest. Develop and implement a **Capstone Project** that reflects possible career choice. |