**Lyndon Institute General Education Diploma**

**Dance Graduation Proficiencies and Performance Indicators**

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| Proficiency  Categories | Performance Indicators  Proficient Level |
| **CREATE**  Students create work by generating and conceptualizing, organizing and developing, and refining and completing artistic ideas. | **Individually/collaboratively** design a dance using choreographic devices/dance structures, the elements of dance/a variety of stimuli to create work with artistic intent: **explore and apply** personal movement preferences/strengths and **analyze** the process and the relationship between the stimuli and the movement.  **Compare personal choices** in work and/or in relation to well-known choreographers.  Analyze and evaluate the **impact of choices** made in the revision process and 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.  **Compare recognized systems to document** a section of a dance (writing, symbols, or technologies) and **develop a strategy to record a dance**. |
| **PERFORM**  Students perform work by selecting, analyzing and interpreting ideas, developing and refining technical and artistic techniques, and conveying meaning. | 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. Analyze/evaluate performances (i.e. video recordings, discussion blogs, etc.) and **articulate performance goals justifying reasons** for particular practice strategies.  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**.  Evaluate possible **designs for the production elements** of a performance.  Select and execute ideas to intensify the artistic intent. |
| **RESPOND**  Students respond to work by perceiving and analyzing, interpreting artistic intent, and applying criteria to evaluate product. | Use genre-specific dance terminology and evaluative criteria with evidence to **analyze and interpret** elements of dance, recurring patterns/themes and **communicate** relationships within the context of artistic intent. |
| **CONNECT**  Students connect skills and knowledge by synthesizing learning, making personal connections, and relating artistic ideas/work to societal, cultural, and historical contexts to deepen understanding. | Analyze a dance to **determine ideas expressed** by the choreographer: explain how **perspectives** impact one’s interpretation with evidence.  Independently/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. |