



**High School**

**Dance**  
**Essential Learner Outcomes**



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*Maryland State Department of Education*

## DANCE OUTCOME I

Perceiving and Responding –  
Aesthetic Education

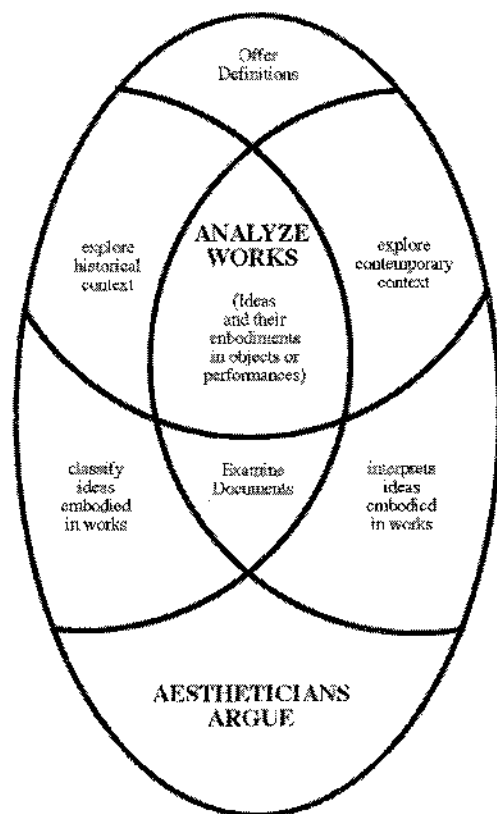


High School

*The student will demonstrate the ability to use perceptual skills through performing and responding in dance.*

### Expectation A

The student will investigate and identify ways that changes in perception affect dance experience.



### Indicators of Learning

1. The student will use sensory information as a stimulus for movement.
2. The student will use sensory experiences to communicate through dance.
3. The student will demonstrate ways in which the various senses change movement.

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**SAMPLE INSTRUCTIONAL STRATEGIES****OUTCOME I : DANCE***Expectation A*

*The following is an example of a classroom instructional strategy that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.*

**Sample Strategy for Indicators One (1), Two (2), and Three (3)**

The student will move to selected sounds of nature (for example: wind, thunder, rain). **In responding to this indicator, the student will create a pattern using 5-8 movements in which the sound is interpreted and should include: 1) directional changes; 2) floor level changes; and 3) the use of time, space, and energy. The student will perform the pattern for the class.**



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## DANCE OUTCOME I

Perceiving and Responding –  
Aesthetic Education



High School

*The student will demonstrate the ability to use perceptual skills through performing and responding in dance.*

### **Expectation B**

**The student will translate and convey the meaning of dance and explain the ways in which a person's experiences and environment impact that meaning.**

#### Indicators of Learning

1. The student will describe the aspects of a dance that convey its meaning.
2. The student will interpret the meaning of different dances.
3. The student will discuss the ways in which interpretations of dance may vary according to experience and environment.

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## **SAMPLE INSTRUCTIONAL STRATEGIES**

### **OUTCOME I : DANCE**

#### *Expectation B*

*The following is an example of a classroom instructional strategy that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.*

#### Sample Strategy for **Indicators One (1), Two (2), and Three (3)**

The student will view several choreographed works representing a diversity of cultures and styles. Students will determine some of the ways human experience and environment affect meaning and interpretation in dance. **In responding to this indicator, the student will research:**

- 1. some of the ways environment and personal experiences impact on the dance of the selected cultures**
- 2. dance conventions of those cultures**
- 3. the meaning or purpose of the dances being studied.**

**The student will discuss the identified dance conventions and how the choreographed works represent the researched cultures. The student will compare personal interpretations of the dance to research findings in order to draw conclusions about how interpretations of dance may vary according to experience and environment.**

*Dance is about creating and applying meaning to our cognitive, affective, and physical experiences.*

- Barbara Wagner Bashaw



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## **DANCE OUTCOME I**

Perceiving and Responding –  
Aesthetic Education



**High School**

*The student will demonstrate the ability to use perceptual skills through performing and responding in dance.*

### **Expectation C**

**The student will demonstrate proficiency in dance form and technique, discuss ways in which proficiency affects dance performance, and describe how training to achieve proficiency translates to personal life experiences.**

#### Indicators of Learning

1. The student will execute proper body placement and alignment.
2. The student will perform movement sequences in one of the dance styles, such as jazz, modern, or folk.
3. The student will explain how the range of movement affects the intent of the dance.
4. The student will discuss how the well-trained body extends potential for movement and the creative process and affects the ability to perform.
5. The student will reflect upon personal progress in dance classes and discuss the care of the body for a lifetime.

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## SAMPLE INSTRUCTIONAL STRATEGIES

### OUTCOME I : DANCE

#### *Expectation C*

*The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.*

#### Sample Strategy for **Indicators One (1), Four (4), and Five (5)**

The student will execute selected positions, using proper body placement and alignment. The student will select a partner and analyze these positions in terms of proper placement using a checklist of specific points for alignment. The student will identify factors that inhibit and enhance the ability to perform movement with proficiency (for example: range of motion, flexibility, strength, agility). **In responding to this indicator, the student will design a personalized life program to improve body placement and alignment, increase flexibility, and extend potential for movement.**

#### Sample Strategy for **Indicator Two (2)**

The student will perform a choreographed movement sequence in one of the following styles of dance: modern, folk, jazz. The student will critique the movement sequence to determine strengths and weaknesses, and will incorporate suggestions for improvement into the performance. **In responding to this indicator, the student will perform the movement sequence for the class and repeat the critiquing process as needed.**

#### Sample Strategy for **Indicator Three (3)**

The student will identify how range of movement can affect the meaning of a dance. The student will execute a choreographed movement phrase with a limited range of movement and repeat it with an exaggerated range of movement. **In responding to this indicator, the student will perform both phrases for a partner and compare how differences in range of movement potentially affect the intent of the dance.**





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## DANCE OUTCOME II

Historical, Cultural, and  
Social Context



High School

*The student will demonstrate an understanding of dance, its relationship to other significant components of history and human experience, and ways that it provides opportunities for individual, cultural, and creative expression.*

### Expectation A

**The student will analyze the ways people use dance as a means of communication and expression.**

#### Indicators of Learning

1. The student will investigate the specific contributions of dance as a means of communication by various cultures.
2. The student will describe the roles of dance in various world cultures and ways that they relate to roles in American dance.
3. The student will discuss ways that culture is reflected through social, ceremonial, ritual, and concert dance.
4. The student will discuss issues concerning various stereotypes relating to dance, i.e., ethnicity, gender, social and economic class, age, and physical condition.
5. The student will identify and describe the significance of major historical dance events.
6. The student will discuss and analyze the role of dance in relation to the social and political climate of various times and places.

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## SAMPLE INSTRUCTIONAL STRATEGIES

### OUTCOME II : DANCE

#### *Expectation A*

*The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.*

#### Sample Strategy for **Indicators One (1), Two (2), and Three (3)**

The student will select two different cultures and research the use of dance for celebration, ceremonial ritual, or concert performance. The student will relate occasions to the ways people use dance as a means of communication and expression. Students will describe the role of dance in the two cultures and relate them to American dance. **In responding to this indicator, the student, as member of a group, will give a presentation and performance based on the research.**

#### Sample Strategy for **Indicator Four (4)**

The student will investigate issues concerning stereotypes in dance that relate to gender. The student will research, collect, and present information from a variety of media sources that supports or refutes the class-generated list of issues. **In responding to this indicator, the student will discuss perceptions of why the stereotype exists and the impact of media on stereotypes.**

#### Sample Strategy for **Indicators Five (5) and Six (6)**

The student will research a major historical dance event (for example: Agnes deMille choreographing the musical "Oklahoma;" the formation of the Royal Academy of Music and Dance; Josephine Baker performing in Europe), describe its impact on dance and culture, and analyze the event for its social and political significance. **In responding to this indicator, the student will create a collage of written and pictorial materials gathered about the researched dance event and present it to the class.**



## DANCE OUTCOME II

Historical, Cultural, and  
Social Context

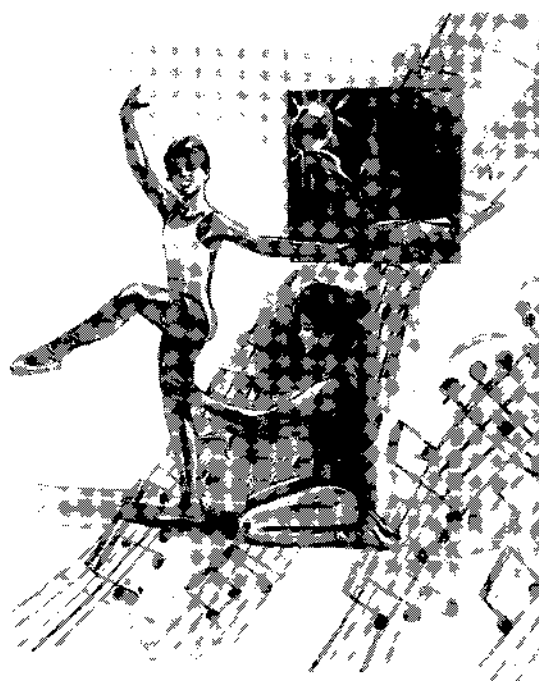


High School

*The student will demonstrate an understanding of dance, its relationship to other significant components of history and human experience, and ways that it provides opportunities for individual, cultural, and creative expression.*

### Expectation B

The student will acquire knowledge about dance philosophies and demonstrate their similarities and differences.



#### Indicators of Learning

1. The student will analyze the structure of a variety of dance forms and distinguish among them.
2. The student will identify, compare, and contrast choreographic approaches within dance styles and form.
3. The student will compare creative expression by early dance pioneers in concert dance, i.e., modern, ballet, tap, and jazz, and identify performances of their major works.
4. The student will compare the philosophies and teaching methodologies of noted dance pioneers.

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## **SAMPLE INSTRUCTIONAL STRATEGIES**

### **OUTCOME II : DANCE**

#### *Expectation B*

*The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.*

#### Sample Strategy for **Indicators One (1) and Two (2)**

The student will review the structure of a variety of dance forms (for example: modern, tap, jazz) and view the work of several dances representing one specific form. **In responding to this indicator, the student will select two choreographers and compare their styles. The comparison should include:**

- 1. the time period in which the piece was originally created and presented**
- 2. the form(s) used**
- 3. the distinguishing elements of the choreographer's work**
- 4. how the work represented the choreographer's style.**

#### Sample Strategy for **Indicators Three (3) and Four (4)**

The student will view works by early dance pioneers and discuss one of their major choreographic works and its philosophical basis. The student will research the teaching methodology and choreographic style of a selected dance pioneer. **In responding to this indicator, the student will present movement sequences related to the teaching methodology and choreographic style of the selected pioneer.**



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## DANCE OUTCOME II

Historical, Cultural, and  
Social Context



High School

*The student will demonstrate an understanding of dance, its relationship to other significant components of history and human experience, and ways that it provides opportunities for individual, cultural, and creative expression.*

### Expectation C

**The student will explain and create ways in which the interrelationship of dance occurs with other disciplines.**

#### Indicators of Learning

1. The student will compare and contrast expression in dance with expression in other art forms.
2. The student will experience and then discuss the interrelationship of dance with other art forms.
3. The student will develop a theme by combining dance with elements of other art forms.
4. The student will create an interdisciplinary project that combines dance with one or more other subject area(s).

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## **SAMPLE INSTRUCTIONAL STRATEGIES**

### **OUTCOME II : DANCE**

#### *Expectation C*

*The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.*

#### **Sample Strategy for Indicators One (1), Two (2), and Four (4)**

The student will view selected art works by visual artists representing contrasting styles (for example: Michaelangelo, Edgar Degas, Jacob Lawrence). The student will choose one of the selected art works and create a brief dance interpretation of it. **In responding to this indicator, the student will perform the dance and discuss the following:**

**Why did you choose the art work for interpretation?**

**What steps were involved in the creative process?**

**Did your perception of the art work change as the dance developed?**

**What similarities did you find between visual art and dance as a result of your work?**

#### **Sample Strategy for Indicators Three (3) and Four (4)**

The student will select a historical time period and collect examples of representative art forms from that period. The student will examine the collected art works to identify potential themes for a movement project. **In responding to these indicators, the student will present this project to the class in a self-selected form for presentation.**



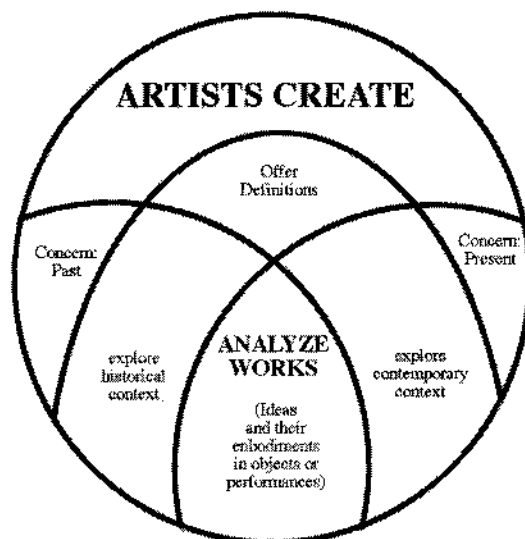
**DANCE**  
**OUTCOME III**  
 Creative Expression and  
 Production



*The student will demonstrate the ability to create dance by improvising, organizing dance ideas, and performing.*

**Expectation A**

The student will apply skills and knowledge from the language of dance to improvisation.



Indicators of Learning

1. The student will improvise dance phrases using a variety of stimuli, including ideas, feelings and emotions.
2. The student will improvise variations to dance phrases by selecting and manipulating the elements of movement: time, space, and energy.
3. The student will improvise movement patterns/dance phrases individually and in groups.

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## SAMPLE INSTRUCTIONAL STRATEGIES

### OUTCOME III : DANCE

#### *Expectation A*

*The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.*

#### Sample Strategy for **Indicators One (1) and Two (2)**

The student will improvise a dance phrase by selecting three emotions or thoughts (for example: joy, fear, hate), and organize them into a sequential pattern. The student will vary the created phrase by using changes in level, direction, time, and energy. **In responding to this indicator, the student will present the original and varied improvised phrases.**

#### Sample Strategy for **Indicator Three (3)**

Students, in groups of three, will select one quality of movement (for example: swinging, collapsed, suspended) and use locomotor and non-locomotor movements to travel across the space improvising movements which emphasize the selected quality. Students will incorporate the use of stillness and respond, through movement, to the movement and stillness of others. **In responding to this indicator, the students will present their group improvisations to the class.**

*Improvisation allows students to think creatively and to sense, feel and more without questioning how.*

- Joy Lurie Friedlander





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**DANCE**  
**OUTCOME III**  
Creative Expression and  
Production



**High School**

*The student will demonstrate the ability to create dance by improvising, organizing dance ideas, and performing.*

**Expectation B**

**The student will apply fundamentals of composition to design and perform dance ideas and themes.**

Indicators of Learning

1. The student will translate an idea into a theme, applying skills and knowledge from the language of dance into a compositional form (simple compositional form - ABA; variation forms - theme and variations; modern forms - introspection).
2. The student will compose a dance using one of the dance styles or forms, such as jazz, African or ballet.
3. The student will apply aesthetic principles, such as unity, variety, and contrast to dance compositions.
4. The student will create multiple solutions to movement problems that demonstrate knowledge of the principles of composition.

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## SAMPLE INSTRUCTIONAL STRATEGIES

### OUTCOME III : DANCE

#### *Expectation B*

*The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.*

#### Sample Strategy for **Indicators One (1) and Four (4)**

The student will select a theme based on daily experiences, the environment, or a social problem and create and present a short dance using simple compositional form. The student will use that same theme and create and present a dance of similar length using another compositional form. **In responding to this indicator, the student will perform his or her solutions to the problem and discuss the challenges inherent in the process of using two different compositional forms.**

#### Sample Strategy for **Indicator Two (2)**

The student will research the style and form of a noted contributor to the world of dance. The student will compose a dance depicting that contributor's style and form. **In responding to this indicator, the student will present the created dance and discuss how it characterizes a particular form or style.**

#### Sample Strategy for **Indicator Three (3)**

The student will view a variety of dance compositions and discuss the presence or absence of selected aesthetic principles (unity, variety, contrast) in each work. The student will select one of the aesthetic principles and focus on it while composing a short dance. **In responding to this indicator, the student will present the created dance and discuss how the aesthetic principle was applied to the dance composition.**



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**DANCE**  
**OUTCOME III**  
Creative Expression and  
Production



High School

*The student will demonstrate the ability to create dance by improvising, organizing dance ideas, and performing.*

**Expectation C**

**The student will demonstrate an understanding of performance competencies and stage production.**

Indicators of Learning

1. The student will perform and analyze a dance, focusing on performance competencies, such as projection, awareness of space, expression in movement, or choreographic intent.
2. The student will perform and analyze a dance, focusing on aspects of stage production: lighting, sound, or costuming.

*The term “dance composition” . . . requires more of a composer than putting together a series of movements to form a unit. Dance . . . necessitates a selection and transformation of compositional material through reflection and aesthetic evaluation.*

- Elizabeth Hayes

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## SAMPLE INSTRUCTIONAL STRATEGIES

### OUTCOME III : DANCE

#### *Expectation C*

*The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.*

#### Sample Strategy for **Indicator One (1)**

The student will read a selected resource focusing on performance competencies (for example: the study of space, dynamics and projection). Based on this information, the student will create a movement phrase that demonstrates a performance competency they have selected. **In responding to this indicator, the student will, using video technology for self-analysis, perform and analyze the movement phrase in terms of the selected competency.**

#### Sample Strategy for **Indicator Two (2)**

The student will view a recorded stage production, utilizing forms of dance such as tap, African, modern, or social. The student will analyze and discuss the impact of the elements of stage production (for example: lighting, sets, sound, props, costuming) on dance and the entire production. **In responding to this indicator, the student will create a short stylistic dance and select one aspect of stage production to incorporate in the presentation of that dance. In a subsequent class discussion, the student will tell how the selected production element enhanced the dance.**



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**DANCE**  
**OUTCOME IV**  
Aesthetics and Criticism



*The student will demonstrate the ability to identify, analyze, and apply criteria for making aesthetic judgments in dance.*

**Expectation A**

**The student will critically analyze and evaluate dance performance based on aesthetic criteria.**

Indicators of Learning

1. The student will identify aesthetic criteria applied to a variety of dance forms.
2. The student will compare and contrast the ways in which different choreographers approach similar themes.
3. The student will review articles by dance critics and respond critically to an observed performance of dance.
4. The student will evaluate a performance by a local, regional, or national company.
5. The student will apply aesthetic criteria when participating in the assessment of peer performance.

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## SAMPLE INSTRUCTIONAL STRATEGIES

### OUTCOME IV : DANCE

#### *Expectation A*

*The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.*

#### Sample Strategy for **Indicators One (1) and Two (2)**

The student will view a variety of stage productions that exemplify contrasting styles for a given theme (for example: *The Wizard of Oz* and *The Wiz*; ballet of *Romeo and Juliet* and *West Side Story*; Moor's *Pavane* and San Francisco Ballet's *Othello*, *Nutcracker* by the Kirov Ballet and by the Dance Theatre of Harlem) and identify the aesthetic criteria (for example: contrast, unity, balance) in the production. The student will compare and contrast the ways in which the choreographers approached the theme. **In responding to this indicator, the student will analyze and discuss how the aesthetic criteria of the choreographers impacts on the production.**

#### Sample Strategy for **Indicator Three (3)**

Students will review articles by dance critics, describe judgments made by the critics, and discuss the critics' criteria. **In responding to this indicator, the student will view (live or recorded) a performance of a critiqued dance and discuss how their evaluations were influenced by, similar to, or differed from those of the critics.**

#### Sample Strategy for **Indicators One (1), Three (3), Four (4), and Five (5)**

The student will view a dance concert by classmates, or by local, regional or national companies. The student will establish criteria to identify aesthetic qualities in the viewed works and describe how elements of dance, compositional form, performance competencies, and aspects of stage production were used to create the aesthetic quality. **In responding to this indicator, the student will attend a performance and evaluate the effectiveness of the production.**



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**DANCE**  
**OUTCOME IV**  
Aesthetics and Criticism



*The student will demonstrate the ability to identify, analyze, and apply criteria for making aesthetic judgments in dance.*

**Expectation B**

**The student will critically examine personal efforts in choreography and performance.**

Indicators of Learning

1. The student will identify specific aesthetic criteria, and analyze personally performed works in relation to that criteria, such as interpretation of theme, use of space, and selection of accompaniment.
2. The student will identify specific criteria and analyze self-constructed choreography in relation to that criteria.
3. The student will modify personal performances or choreography as needed based on self-assessment and the assessments of others.

*Obviously, the critical process is not simply one of delivering instant opinions about a work . . . Instead, the viewer must first focus on the work in a concentrated manner and, later, engage in reflective consideration of the work's aesthetic properties.*

- Larry Lavender

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## SAMPLE INSTRUCTIONAL STRATEGIES

### OUTCOME IV : DANCE

#### *Expectation B*

*The following is an example of a classroom instructional strategy that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.*

#### Sample Strategy for **Indicators One (1), Two (2), and Three (3)**

The student will review, analyze, and select criteria to evaluate a personally choreographed dance phrase. The student will construct a short dance phrase and will evaluate it according to the selected criteria. **In responding to this indicator, the student will modify the dance based on self critique and the assessment of others.** (To aid in the self-assessment process, the dance may be recorded.)

