

South Carolina Correlations for ***Experiencing Dance, 9780736051873***; Publisher: Human Kinetics, Inc.  
 Organized by South Carolina Visual and Performing Arts Curriculum Standards 2003 **Grades 9–12 Advanced**

I. <b>TECHNIQUE.</b> Identifying and demonstrating movement elements and skills in performing dance.	
<i>STANDARDS: STUDENTS WILL</i>	<i>PAGE REFERENCES</i>
A/B. Demonstrate consistency and reliability of technique and performance skills (e.g., preparation, clarity, musicality, stylistic nuance).	SE Ch 1, 1.1 p4-7, 1.2 p8-12; Ch 6, 6.1, p70-73; Ch 8, 8.1 p 98-100; Ch 9, 9.1 p112-114, 9.2 p118-122; Ch 11, 11.1 p150, 11.2 p152-155; IG 6.1; 8.1; 9.1, 9.2; 11.1, 11.2
C. Identify and demonstrate complex steps and patterns from at least four dance styles and <b>genres</b> (e.g., ballet, modern, tap, social, folk).	SE Ch 2, 2.2 p22-24; Ch 7, 7.3 p89-92; Ch 9, 9.2 p 118-120; Ch 11, 11.1, p150-155; IG 7.3; 9.2; 11.1, 11.2
D/E. Transfer a complex spatial pattern (e.g., circle, spiral) from the visual to the <b>kinesthetic</b> (e.g., use a spatial pattern found in the surrounding environment to create a similar spatial pattern in a movement sequence, replicate the spatial pattern of a set dance sequence).	SE Ch 6, 6.1 p70-72; Ch 8, 8.2 p102-104, 8.3 p105-109; Ch 11, 11.1 p150-152, 11.2 p152-155; IG 2.2; 8.2,8.2; 11.1, 11.2
F. Safely maintain personal and <b>general space</b> while moving.	SE Ch 1, 1.3 p12-15; Ch 8, 8.1 p98-100; Ch 11, 11.1, p150-155; IG Ch 1, 1.2, 1.3; Ch 3, 3.1
G. Demonstrate rhythmic acuity dancing with and without sound accompaniment.	SE Ch 8, 8.3 p105-109; Ch 9, 9.2 p118-122; Ch 11, 11.1 p150-155; IG Ch 8.3; Ch 9.2; Ch 11.1
H. Create and perform combinations and variations with a broad range of <b>movement qualities</b> .	SE Ch 1-15 Take the Stage of all three lessons in every chapter; Ch 3, 3.1, p32-35, 3.2, p35-37; 3.3 p38-39; IG Ch 3
I. Demonstrate <b>projection</b> while performing dance.	SE Ch 6, 6.2 p75-76; Ch 11, 11.1 p150-154; IG Ch 6.2; Ch 11.1
J. Remember and reproduce entire dance works.	Ch 7, 7.3 p89-92; Ch 9, 9.2 p118-126, 9.3 p126-131; IG Ch 7.3; Ch 9.2, 9.3
K. Use correct dance terminology when describing dance works.	Ch 8, 8.1 p98-101, 8.2 102-105, 8.3 p 105-109; Ch 11, 11.3 p159; IG Ch 8.1, 8.2, 8.3; Ch 11.3

L. Refine technique through teacher evaluation and correction.	Ch 9, 9.2 p119-126, 9.3 p126-131; Ch 12, 12.3 p169-172; Ch 13 13.3 p180-183; Ch 15, 15.3 p203 -105; IG Ch 9.2, 9.3; 12.3; 13.3; 15.3

**II. CHOREOGRAPHY.** Understanding choreographic principles, processes, and structures.

<i>STANDARDS: STUDENTS WILL</i>	<i>PAGE REFERENCES</i>
A/B. Create original dance works with coherence and aesthetic <b>unity</b> .	SE Ch 5, 5.2 p63-64; Ch 6, 6.2.p74-77, 6.3 p77-78; Ch 8, 8.2 p102-105, 8.3,p105-109; IG 5.2; 6.2, 6.3; 8.2, 8.3
C/D/E/F. Choreograph a duet, trio, or larger group dance that demonstrates an understanding of choreographic principles, processes, and structures.	SE Ch 8, 8.1 p98-102, 8.2 p102-105, 8.3 p105-109; Ch 9, 9.1 p115-118, 9.2 p121-126, 9.3 p126-128; IG Ch 8.1, 8.2, 8.3; Ch 9.1, 9.2, 9.3
G. Direct or facilitate a group of dancers during the choreographic process.	SE Ch 1-15 Take the Stage, and Take a Bow; Ch 7, 7.1 p82-85, 7.2 p86-87; Ch 8 ,8.1 p98-102, 8.2 p102-105, 8.3p109; IG Ch 7.1, 7.2; Ch 8.1, 8.2, 8.3
H. Use partnering skills to generate choreography that incorporates contact (e.g., weight sharing and lifting).	SE Ch 6, 6.1 p70-74; Ch 8, 8.3 p105-109; Ch 13, 13.2 p178-180; IG Ch 6.1; Ch 8.3; Ch 13.2
I. Analyze and describe how a choreographer <b>manipulated</b> and developed the basic movement content in a dance.	SE Ch 8, 8.8.3p105-109; Ch 9 9.2 p118-126, 9.3 p126-131; Ch 10 10.1 p134-137, 10.2 p137-140, 10.3 p140-145; IG Ch 8.3; Ch 9.2, 9.3; Ch 10.1, 10.2, 10.3
J. Use dance notation as a tool for the documentation and reconstruction of <b>choreography</b> .	SE Ch 3 ,3.1 p32-34; Ch 8, 8.3 p105-109; Ch 9, 9.2 p118-126; IG Ch 3.1; Ch 8.3; Ch 9.2

**III. NONVERBAL COMMUNICATION.** Understanding dance as a way to create and communicate meaning.

<i>STANDARDS: STUDENTS WILL</i>	<i>PAGE REFERENCES</i>
A/B. Consider a dance from a variety of perspectives and explain ways that this particular dance creates and conveys meaning.	SE Ch 5,5.2 p60-62, 5.3 p64-67; Ch 8, 8.3 p105-109; Ch 13, 13.1 p176-178, 13.2 p178-180, 13.3 p180-182; IG Ch 5.2, 5.3; 8.3; 13.1, 13.2, 13.3
C/D/E. Create original dance works that have coherence and aesthetic <b>unity</b> and that integrate the full spectrum of production elements (e.g., sound, light, costuming) to communicate contemporary social themes.	SE Ch 5, 5.2 p63; 5.3 p66; Ch 7, 7.2 p85-88, 7.3 p89-93; Ch 9, 9.3 p126-128; Ch 10, 10.1 p134-137, 10.2 p137-140, 10.3 p140-145; Ch 14, 14.1 p186-188; IG Ch 5.2, 5.3; 7.2, 7.3; 9.3; 10.1, 10.2, 10.3; 14.1

**IV. CRITICAL AND CREATIVE THINKING.** Applying and demonstrating critical and creative thinking skills in dance.

<i>STANDARDS: STUDENTS WILL</i>	<i>PAGE REFERENCES</i>
A. Discuss how critical and creative thinking skills developed in dance are applicable to a variety of careers.	SE Ch 9 9.1 p112-118, 9.2 p118-126, 9.3 p126-128; Ch 10, 10.2 p137-140, 10.3 p140-145; Ch 1- 15 Each lesson Take the Stage, Take a Bow IG Ch 9.1,9.2,9.3; 10.2, 10.3
B. Analyze and describe choreographers' choices with respect to manipulation of dance elements in a variety of dance styles and <b>genres</b> .	SE Ch 5, 5.1 p58-9; Ch 6, 6.1 p70-74, 6.2 p74-77; Ch 8, 8.1 p98-100, 8.2 p102-104; Ch 11, 11.1 p150-152, 11.2 p152-156; IG Ch 5.1; 6.1,6.2; 8.1, 8.2; 11.1, 11.2
C. Analyze issues of ethnicity, gender, socioeconomic class, age, and/or physical condition in relation to the evaluation of dances.	SE Ch 5, 5.1 p58-60, 5.2 p60-64; Ch 6, 6.3, p77-79; Ch 13, 13.1 p176-178, 13.2 p178-180, 13.3 p180-183; Ch 14, 14.3 p193-194; IG Ch 5.1, 5.2; 6.3; 13.1, 13.2, 13.3; 14.3
D. Formulate and answer their own aesthetic questions (e.g., "What is it that makes a particular dance unique?" "How much can one change a dance before it becomes a different dance?").	SE Ch 6, 6.1 p70-73, 6.2 p74-77, 6.3 p77-80; Ch 7, 7.3 p89-93; Ch 13, 13.1 p176-178, 13.2 p178-180, 13.3 p180-183; IG Ch 6.1, 6.2, 6.3; 7.3; 13.1, 13.2, 13.3
E. Demonstrate appropriate audience behavior while watching and responding to dance performances.	SE CH 2,2.2 P23-24; CH 12, 12.1, P163-165; IG CH 1-15 STUDENT JOURNAL ENTRIES

**V. HISTORY AND CULTURE.** Demonstrating and understanding dance in various cultures and historical periods.

<i>STANDARDS: STUDENTS WILL</i>	<i>PAGE REFERENCES</i>
A/B. Perform a variety of Western and non-Western dance forms and describe their traditions.	SE Ch 6, 6.2 p74-77; Ch 7, 7.1 p82-84, 7.2 p85-88, 7.3 p89-91; Ch 11,11.1 p150-152, 11.2.[152-156; Ch 13, 13.3 p180-182; IG Ch 6.1, 6.2, 6.3; 7.1, 7.2, 7.3; Ch11; Ch 13.3
C/D. Create a time line illustrating important dance events, placing them in social, historical, cultural, and political contexts.	SE Ch 5, 5.2 p60-63, 5.3 p64-67; Ch 7, 7.1 p82-85, 7.2 p85-88, 7.3 p89-93; Ch 12. 12.3 p169-172; Ch 13, p13.3 p180-181, Spotlight in all chapters; IG Ch 5.2, 5.3; 7.1, 7.2, 7.3; 12.3; 13.3

E. Perform complex steps from two contemporary theatrical forms of dance and describe similarities and differences in these two dance forms.	SE Ch 7, 7.1 p82-84, 7.2 p85-88, 7.3 p89-92, Ch 11, 11.1 p150-152, 11.2 p152-155; Ch 13, 13.2 p178-180, 13.3 p180-183; IG Ch 7.1, 7.2, 7.3; 11.1, 11.2; 13.2, 13.3
F. Analyze and describe the contributions of a variety of dance artists (e.g., performers, teachers, choreographers) to the art of theatrical dance.	SE Ch 5 5.2 p60-63; All chapters: Spotlight in each of the three lessons Ch 1-15
G. Perform entire repertory etudes and/or masterworks (with all copyright restrictions observed).	SE Ch 9, 9.2 p118-125; Ch 11, 11.1 p 50-152, 11.3, p157-159; Ch 12, 12.3 p169-171; Ch 13, 13.3 p180-182; IG Ch 9.2; 11.1, 11.3; 12.3; 13.3

**VI. HEALTHFUL LIVING.** Making connections between dance and healthful living.

<i>STANDARDS: STUDENTS WILL</i>	<i>PAGE REFERENCES</i>
A. Describe the progress toward healthful living that their study of dance has helped them to make.	SE Ch 1, 1.1 p4-7; 1.4 p15-18; Ch 2, 2.3 p26-28; Ch 12, 12.3 p169-172; IG Ch 1.1; 2.3; 12.3
B. Describe challenges facing professional performers in maintaining healthy lifestyles.	SE Ch1, 1.1 p4-7; Ch 2, 2.2 p23-25, 2.3 p26-29; Ch 12, 12.3 p169-171; IG 1.1; 2.2, 2.3; 12.3
C. Create an extended warm-up sequence and teach it to their peers; discuss the relationship between the warm-up and the dance activity that follows it.	SE Ch 2, 2.1 p20-22, 2.3 p26-28; Ch 11, 11.3 p57-58; IG 2.1,2.3; 11.3
D. Compare and contrast historical and cultural images of the body in dance with those that appear in contemporary media.	SE Ch 5, 5.1 p58-60, 5.2 p60-64, 5.3 p65-67; Ch 7, 7.1 p82-85, 7.2 p85-89, 7.3 p89-91; IG 5.1, 5.2, 5.3; 7.1, 7.2; 8.3
E. Identify the benefits of dancing as part of a healthy lifestyle for people of all ages.	SE Ch 1, 1.3 p12-14; Ch 4, 4.2, p47-51; Ch 7,7.3 p92 spotlight; IG 1.3; Ch 2 review, 2.1; 4.2; 7.3

**VII. CONNECTIONS.** Making connections between dance and other disciplines.

<i>STANDARDS: STUDENTS WILL</i>	<i>PAGE REFERENCES</i>
A. Compare a choreographic work to another artwork from the same culture and historical period in terms of how the two works reflect the particular artistic, cultural, and historical context.	SE Ch 5, 5.2 p60-63, 5.3 p64-67; Ch 7, 7.1 p83-84; Ch 10, 10.1 p134-137, 10.2 p137-140, 10.3 p140-146; Ch 12, 12.2 p166-168; IG 5.2, 5.3; 7.1; 10.1, 10.2, 10.3; 12.2,
B/C. Compare and contrast dance and other disciplines with regard to fundamentals such as materials, elements, and ways of communicating meaning.	SE Ch 7, 7.1 p82-85, 7.2 p85-89, 7.3, 89-91; Ch 8, 8.2 p102-105, 8.3 p105-110; Ch 13, 13.1 p176-178, 13.2 p178-180; IG 7.1, 7.2, 7.3; 8.2, 8.3; 13.1, 13.2
D/E. Create an interdisciplinary project using media technologies (e.g., video, computer) that presents dance in a new or enhanced form (e.g., video dance, video/computer-aided live performance, animation).	SE Ch 9, 9.1 p112-118; Ch 10, 10.1 p134-137, 10.2 p137-140, 10.3 p140-146; IG 9.1; 10.1, 10.2 Spotlight and Did You Know