

Outcome I: Perceiving, Performing, and Responding - Aesthetic Education

Demonstrate the ability to use perceptual skills through performing and responding in dance.

Outcome II: Historical, Cultural, and Social Context

Demonstrate and 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.

Outcome III: Creative Expression and Production

Demonstrate the ability to create dance by improvising, organizing dance ideas, and performing.

Outcome IV: Aesthetic Criticism

Demonstrate the ability to identify, analyze, and apply criteria for making aesthetic judgments in dance.



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Maryland Essential Learner Outcomes for the Fine Arts: Summary Document



Dance: High School



Arts Education in Maryland Schools Alliance

The Maryland Essential Learner Outcomes for the Fine Arts (ELOs) describe what students should know and be able to do in the fine arts. The four outcomes and their respective expectations and indicators represent a broad guideline for K-12 fine arts education in Maryland. Each outcome embraces a different category of content and should be applied across all grade levels when developing comprehensive fine arts education programs.

The ELOs address the disciplines of dance, music, theatre, and visual arts. This publication includes outcomes, expectations, and indicators of learning for students in dance at the high school level. The outcomes, expectations, and indicators delineate what students should know and be able to do at the end of grade twelve.

The Maryland State Board of Education approved the ELOs as standards for arts education programs in 1997. All school systems across the State are aligning arts curricular programs with the ELOs to ensure that all students are able to meet or exceed State standards in the arts. The ELOs form the basis for programs in the arts content areas and for programs that integrate arts experiences across non-arts subject areas.

Copies of the Essential Learner Outcomes are available at all public schools and school system central offices statewide.

OUTCOME I: PERCEIVING AND RESPONDING – AESTHETIC EDUCATION

Expectation A: Investigate and identify ways that changes in perception affect dance experience

Indicators of Learning

1. Use sensory information as a stimulus for movement
2. Use sensory experiences to communicate through dance
3. Demonstrate ways in which the various senses change movement

Expectation B: 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. Describe the aspects of a dance that convey its meaning
2. Interpret the meaning of different dances
3. Discuss the ways in which interpretations of dance may vary according to experience and environment

Expectation C: 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. Execute proper body placement and alignment
2. Perform movement sequences in one of the dance styles, such as jazz, modern, or folk
3. Explain how the range of movement affects the intent of the dance
4. Discuss how the well-trained body extends potential for movement and the creative process and affects the ability to perform
5. Reflect upon personal progress in dance classes and discuss the care of the body for a lifetime

OUTCOME II: HISTORICAL, CULTURAL, AND SOCIAL CONTEXT

Expectation A: Analyze the ways people use dance as a means of communication and expression

Indicators of Learning

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

Expectation B: Acquire knowledge about dance philosophies and demonstrate their similarities and differences

Indicators of Learning

1. Analyze the structure of a variety of dance forms and distinguish among them
2. Identify, compare, and contrast choreographic approaches within dance styles and form
3. 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. Compare the philosophies and teaching methodologies of noted dance pioneers

Expectation C: Explain and create ways in which the interrelationship of dance occurs with other disciplines

Indicators of Learning

1. Compare and contrast expression in dance

- with expression in other art forms
2. Experience and then discuss the interrelationship of dance with other art forms
 3. Develop a theme by combining dance with elements of other art forms
 4. Create an interdisciplinary project that combines dance with one or more other subject area(s)

OUTCOME III: CREATIVE EXPRESSION AND PRODUCTION

Expectation A: Apply skills and knowledge from the language of dance to improvisation

Indicators of Learning

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

Expectation B: Apply fundamentals of composition to design and perform dance ideas and themes

Indicators of Learning

1. Translate an idea into a theme, applying skills and knowledge from the language of dance into a compositional form
2. Compose a dance using one of the dance styles or forms, such as jazz, African, or ballet
3. Apply aesthetic principals, such as unity, variety, and contrast to dance compositions
4. Create multiple solutions to movement problems that demonstrate knowledge of the principles of composition

Expectation C: Demonstrate an understanding of performance competencies and stage production

Indicators of Learning

1. Perform and analyze a dance focusing on

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

OUTCOME IV: AESTHETIC CRITICISM

Expectation A: Critically analyze and evaluate dance performance based on aesthetic criteria

Indicators of Learning

1. Identify aesthetic criteria applied to a variety of dance forms
2. Compare and contrast the ways in which different choreographers approach similar themes
3. Review articles by dance critics and respond critically to an observed performance of dance
4. Evaluate a performance by a local, regional, or national company
5. Apply aesthetic criteria when participating in the assessment of peer performance

Expectation B: Critically examine personal efforts in choreography and performance

Indicators of Learning

1. 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. Identify specific criteria and analyze self-constructed choreography in relation to that criteria
3. Modify personal performances or choreography as needed based on self-assessment and the assessment of others