

# Dance: Jazz Dance

## Levels I-II

### Creating

- 1 Demonstrate an understanding of creative/choreographic principles, processes, and structures. **DHSJD.CR.1**
  - a Identify the elements of choreography. **DHSJD.CR.1.A**
  - b Discuss ways to document dance choreography (e.g. photography, video, writing computer programs). **DHSJD.CR.1.B**
  - c Manipulate the elements of personal choreography. **DHSJD.CR.1.C**
  - d Recognize a variety of structures or forms (e.g. AB, ABA, cannon, call-response, narrative). **DHSJD.CR.1.D**
- 2 Demonstrate an understanding of dance as a form of communication. **DHSJD.CR.2**
  - a Recognize how the use of choreographic structure is used to communicate meaning in a dance. **DHSJD.CR.2.A**
  - b Demonstrate the use of theme through movement. **DHSJD.CR.2.B**

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## Performing

- 1 Identify and demonstrate movement elements, skills, and terminology in dance. [DHSJD.PR.1](#)
  - a Execute a warm-up that is jazz dance specific, related to strength, muscular endurance, and flexibility. [DHSJD.PR.1.A](#)
  - b Demonstrate an understanding of basic jazz dance terminology and techniques. [DHSJD.PR.1.B](#)
  - c Develop focus, control, and coordination in performing combinations of locomotor and axial movements using basic isolations and syncopated rhythms. [DHSJD.PR.1.C](#)
  - d Demonstrate the ability to transfer weight, change direction, and maintain balance. [DHSJD.PR.1.D](#)
  - e Identify dance vocabulary from codified techniques (e.g. Fosse, Luigi, Giordano, Mat Mattox). [DHSJD.PR.1.E](#)
- 2 Understand and model dance etiquette as a classroom participant, performer, and observer. [DHSJD.PR.2](#)
  - a Demonstrate attentiveness, focus, concentration, initiative, and self-discipline when participating in the dance learning environment. [DHSJD.PR.2.A](#)
  - b Understand and demonstrate that punctuality is an industry standard, as it promotes safety, courtesy, and professionalism. [DHSJD.PR.2.B](#)
  - c Demonstrate concentration and focus, and help to maintain a respectful performance environment for others. [DHSJD.PR.2.C](#)
  - d Exhibit ability to perform with focus and concentration, and attend rehearsals and classes in preparation for performances. [DHSJD.PR.2.D](#)
  - e Exhibit initiative in modeling appropriate behaviors and skills as an audience member and dance observer, and understand the role of an arts patron. [DHSJD.PR.2.E](#)
- 3 Recognize concepts of anatomy and kinesiology in movement. [DHSJD.PR.3](#)
  - a Understand and execute principles of major muscles and proper alignment. [DHSJD.PR.3.A](#)
  - b Recognize that proper alignment facilitates efficiency of movement. [DHSJD.PR.3.B](#)
  - c Understand imagery (ideokinesis) and its ability to increase efficiency of movement. [DHSJD.PR.3.C](#)
  - d Identify basic principles of injury prevention in jazz. [DHSJD.PR.3.D](#)
- 4 Understand and apply music concepts to dance. [DHSJD.PR.4](#)
  - a Investigate syncopation, polyrhythms counterpoint, and call-response within instructed and created jazz specific phrases. [DHSJD.PR.4.A](#)
  - b Phrase movements artistically, aesthetically, and musically. [DHSJD.PR.4.B](#)

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## Responding

- 1 Demonstrate critical and creative thinking in all aspects of dance. [DHSJD.RE.1](#)
  - a Critique movement qualities and choreography using the elements of dance (e.g. spatial design, variety, contrast, clear structure). [DHSJD.RE.1.A](#)
  - b Observe and formulate opinions about the quality of dances on the basis of established criteria. [DHSJD.RE.1.B](#)
  - c Engage in self-reflection and self-assessment as creator and performer. [DHSJD.RE.1.C](#)

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## Connecting

- 1 Understand and demonstrate dance throughout history and in various cultures. [DHSJD.CN.1](#)
    - a Describe the similarities and differences in jazz techniques and movement from various cultures and forms. [DHSJD.CN.1.A](#)
    - b Describe how other dance genres are integrated into jazz dance performances. [DHSJD.CN.1.B](#)
    - c Identify and explore various jazz dance genres and innovations throughout history (e.g. jazz funk, Broadway, musical theatre, contemporary jazz). [DHSJD.CN.1.C](#)
  - 2 Recognize connections between dance and wellness. [DHSJD.CN.2](#)
    - a Explain how health and nutrition enhance dance ability. [DHSJD.CN.2.A](#)
    - b Define the elements of personal safety in dance. [DHSJD.CN.2.B](#)
    - c Demonstrate respect for personal well-being and the well-being of others [DHSJD.CN.2.C](#)
    - d Describe how dance builds physical and emotional well-being (e.g. positive body imaging, physical goals, creative goals, focus/concentration). [DHSJD.CN.2.D](#)
  - 3 Demonstrate an understanding of dance as it relates to other areas of knowledge. [DHSJD.CN.3](#)
    - a Identify and explore various dance genres and innovations throughout history. [DHSJD.CN.3.A](#)
    - b Use a variety of resources to investigate dance genres. [DHSJD.CN.3.B](#)
    - c Identify and explores various dance related professions. [DHSJD.CN.3.C](#)
    - d Explore the use of media and technology to self-assess, critique, and communicate about dance. [DHSJD.CN.3.D](#)
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## Levels III-IV

### Creating

- 1 Demonstrate an understanding of creative/choreographic principles, processes, and structures. [DHSJDADV.CR.1](#)
  - a Generate original movement phrases from a variety of sources (e.g. instructor and selfguided improvisation). [DHSJDADV.CR.1.A](#)
  - b Manipulate movement phrases using the elements of choreography. [DHSJDADV.CR.1.B](#)
  - c Demonstrate various choreographic forms through both personal and group choreography. [DHSJDADV.CR.1.C](#)
  - d Demonstrate the use of choreographic form and notation using long combinations. [DHSJDADV.CR.1.D](#)
  - e Manipulate structured personal and structured group combinations to create a formal dance work. [DHSJDADV.CR.1.E](#)
  - f Demonstrate a variety of structures or forms (e.g. AB, ABA, cannon, call-response, narrative). [DHSJDADV.CR.1.F](#)
- 2 Demonstrate an understanding of dance as a form of communication. [DHSJDADV.CR.2](#)
  - a Recognize how the use of choreographic structure is used to communicate meaning in a dance. [DHSJDADV.CR.2.A](#)
  - b Identify and demonstrate the use of theme through movement. [DHSJDADV.CR.2.B](#)
  - c Demonstrate the use of props as an extension of theme. [DHSJDADV.CR.2.C](#)

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## Performing

- 1 Identify and demonstrate movement elements, skills, and terminology in dance. [DHSJDADV.PR.1](#)
  - a Execute an intermediate/advanced technique-based jazz warm-up related to strength, muscular endurance, and flexibility including multi-isolations, accelerated tempo, stronger contraction, quicker swing, and release. [DHSJDADV.PR.1.A](#)
  - b Execute intermediate/advanced principles of jazz dance technique with precision for classroom and performance. [DHSJDADV.PR.1.B](#)
  - c Execute focus, control, and coordination in performing complex combinations through the integration of jazz dance elements. [DHSJDADV.PR.1.C](#)
  - d Refine the ability to transfer weight, change direction, and maintain balance in a dynamic movement context without losing focus. [DHSJDADV.PR.1.D](#)
  - e Synthesize knowledge of jazz dance vocabulary. [DHSJDADV.PR.1.E](#)
- 2 Understand and model dance etiquette as a classroom participant, performer, and observer. [DHSJDADV.PR.2](#)
  - a Demonstrate attentiveness, focus, concentration, initiative, and self-discipline when participating in the dance learning environment. [DHSJDADV.PR.2.A](#)
  - b Demonstrate concentration and focus, and help to maintain a respectful performance environment for others. [DHSJDADV.PR.2.B](#)
  - c Exhibit ability to perform with focus and concentration, and attend rehearsals and classes in preparation for performances. [DHSJDADV.PR.2.C](#)
  - d Exhibit leadership skills in modeling appropriate behaviors and skills as an audience member and dance observer. [DHSJDADV.PR.2.D](#)
- 3 Recognize concepts of anatomy and kinesiology in movement. [DHSJDADV.PR.3](#)
  - a Exhibit use of self-monitoring methods to refine and improve alignment and technical skills. [DHSJDADV.PR.3.A](#)
  - b Define, describe, and execute the physiological demands of different dance techniques and repertoire, and how to prepare for those demands within rehearsals and performances. [DHSJDADV.PR.3.B](#)
  - c Engage in self-directed learning strategies to increase accuracy, precision, artistry, and expressiveness. [DHSJDADV.PR.3.C](#)
  - d Apply principles of injury prevention for dance. [DHSJDADV.PR.3.D](#)
- 4 Understand and apply music concepts to dance. [DHSJDADV.PR.4](#)
  - a Synthesize musical concepts with self-initiation in instructed and created dance movements and phrases. [DHSJDADV.PR.4.A](#)
  - b Demonstrate initiative in phrasing movements artistically, aesthetically, and musically. [DHSJDADV.PR.4.B](#)

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## Responding

- 1 Demonstrate critical and creative thinking in all aspects of dance. [DHSJDADV.RE.1](#)
  - a Critique movement qualities and choreography using the elements of dance (e.g. spatial design, variety, contrast, clear structure). [DHSJDADV.RE.1.A](#)
  - b Observe, critique, analyze, and respond to the quality of dance performances and compositions using specified criteria and appropriate dance terminology. [DHSJDADV.RE.1.B](#)
  - c Compare and contrast multiple choreographed works. [DHSJDADV.RE.1.C](#)
  - d Describe and demonstrate aesthetic qualities particular to various styles of dance. [DHSJDADV.RE.1.D](#)
  - e Propose ways to revise choreography according to established assessment criteria. [DHSJDADV.RE.1.E](#)
  - f Engage in self-reflection and self-assessment as a creator and performer. [DHSJDADV.RE.1.F](#)
  - g Defend and/or justify the similarities and differences between observing live and recorded dance performances. [DHSJDADV.RE.1.G](#)

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## Connecting

- 1 Understand and demonstrate dance throughout history and in various cultures. [DHSJDADV.CN.1](#)
  - a Analyze the role and significance of dance in social, historical, cultural, and political contexts. [DHSJDADV.CN.1.A](#)
  - b Analyze the dance style of important twentieth century choreographers. [DHSJDADV.CN.1.B](#)
  - c Understand similarities and differences between contemporary forms of dance. [DHSJDADV.CN.1.C](#)
  - d Evaluate the development of dance during the twentieth century and contemporary eras, focusing on the purpose of dance, dance genres and styles, artistic conflicts and resolutions, significant contributors, and innovations. [DHSJDADV.CN.1.D](#)
  - e Execute movement from various cultural dance genres. [DHSJDADV.CN.1.E](#)
- 2 Recognize connections between dance and wellness. [DHSJDADV.CN.2](#)
  - a Communicate how lifestyle choices effect the dancer. [DHSJDADV.CN.2.A](#)
  - b Analyze the historical and cultural images of the body in dance, and compare these to images of the body in contemporary media. [DHSJDADV.CN.2.B](#)
  - c Discuss challenges facing a performer in maintaining a healthy lifestyle. [DHSJDADV.CN.2.C](#)
  - d Assess consequences of personal actions, and commitment and discipline necessary to achieve dance goals. [DHSJDADV.CN.2.D](#)
- 3 Demonstrate an understanding of dance as it relates to other areas of knowledge. [DHSJDADV.CN.3](#)
  - a Understand and demonstrate how media and technology can reinforce, enhance, and/or alter a specified dance concept and performance setting. [DHSJDADV.CN.3.A](#)
  - b Utilize technological tools to educate and advocate current trends in the global dance environment. [DHSJDADV.CN.3.B](#)
  - c Understand how technology can reinforce, enhance, and/or alter the dance concept and performance setting. [DHSJDADV.CN.3.C](#)