**Lyndon Institute Differentiated Diploma**

**Dance Graduation Proficiencies for the Fine & Performing Arts Diploma**

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| Proficiency  Categories | Performance Indicators  Advanced Level |
| **CREATE**  Students create work by generating and conceptualizing, organizing and developing, and refining and completing artistic ideas. | Synthesize content generated from stimulus material, demonstrate fluency with personal voice with design, and **experiment** with personal movement preferences/strengths to **take risks** to discover a personal voice to communicate artistic intent with personal, cultural, or artistic perspective.  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. Analyze and evaluate **impact of choices** made in the revisions.  Discover **new movement challenges/problems and analyze solutions**. Explain why they were effective in **expanding artistic intent** by manipulating/refining choreographic devices/structures, using artistic criteria, self-reflection, and feedback from others.  **Document a dance using recognized systems** of dance documentation (writing, a form of notation symbols, or using media technologies). |
| **PERFORM**  Students perform work by selecting, analyzing and interpreting ideas, developing and refining technical and artistic techniques, and conveying meaning. | Expands use of space, inward/outward movements, uses musicality or phrasing without accompaniment, complex rhythms/patterns, and relationships from movements to self/others/environment for **artistic and expressive clarity projecting to the audience**. Apply **body-mind principles** to technical dance skills in choreography when performing solo, partnering, or ensemble work. **Self-evaluate** performances.  Demonstrate **leadership qualities** (commitment, dependability, responsibility, and cooperation) when **planning and executing rehearsal and performance processes** with attention to healthy lifestyle plan, technique, and artistry goals. Reflect on **personal achievements and document strategies** for performance/production growth.  Research healthful and safe practices for dancers and **modify personal practice** based on findings. Discuss how research informs practice.  **Initiate, plan, and direct rehearsals documenting strategies for success** using leadership qualities (dependability, responsibility, and cooperation) with attention to technical details and artistic expression. Work collaboratively to **produce dance concerts** in a variety of venues. Design and organize the production elements. **Model performance etiquette** during class, rehearsal and performance. Enhance performance using a broad repertoire of strategies for **dynamic projection**.  Develop a **professional portfolio** with evidence of technical, artistic, and personal growth in dance. |
| **RESPOND**  Students respond to work by perceiving and analyzing, interpreting artistic intent, and applying criteria to evaluate product. | Analyze dances using genre-specific terminology and elements of dance/ devices/structures from a variety of dance genres/styles. Explain how recurring patterns of movement and relationships **create well-structured meaningful choreography and aesthetic/cultural views**.  Define **personal artistic preferences** by considering societal, personal, and artistic views. Discuss and justify perspectives with peers. |
| **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. | Review original choreography developed over time (looking at several genres/styles, historical or world dance forms) with respect to its content, context, and relationship to personal perspectives. Reflect on learning/perspectives gained and **analyze the variables that contributed to changes in one’s personal growth**.  Investigate various **dance related careers** through a variety of research methods and techniques. Select those careers of most interest. Develop and implement a **Capstone Project** that reflects possible career choice. |