

6th-8th Grades Dance Curriculum Standards

Standards, Learning Expectations, and Performance Indicators

Course Description:

Dance is a course that seeks to give students in grades 6-8 experience in the study and performance of a diverse repertoire of movement. The course will include instruction in proper dance technique, performance skills, and the cultural and historical context of dance history. The course will develop critical thinking, creativity, and perceptual skills, and will reinforce academic studies. Students will develop skills in leadership and teamwork, a heightened sensitivity to the arts, and skills in maintaining an overall healthy lifestyle.

Content Standard 1.0: Elements and Skills

Students will identify and demonstrate movement elements and skills in performing dance.

Learning Expectations:

The student will:

1.1 Demonstrate appropriate skeletal alignment, body part articulation, strength, flexibility, agility, endurance, and coordination in locomotor and nonlocomotor/axial movements.

1.2 Demonstrate rhythmic acuity and musicality.

1.3 Refine technique through self-evaluation and correction.

1.4 Analyze dance movement according to the basic elements of dance (space, shape, time, and energy).

1.5 Identify and understand the basic elements of dance production.

Performance Indicators:

At Level 1, the student is able to

- identify technical skills needed in dance;
- explore basic movement combinations;
- identify differences between the teacher model and the student performance;
- identify the basic elements of dance;
- respond to a movement study.

At Level 2, the student is able to

- demonstrate selected technical skills;

- perform selected movement combinations demonstrating rhythmic accuracy;
- translate verbal corrections to technical performances of skills;
- demonstrate movements with variations in dynamics;
- develop criteria for evaluating a dance piece.

At Level 3, the student is able to

- demonstrate clarity in performing technical skills;
- perform more complex movement combinations with rhythmic accuracy and musicality;
- evaluate student improvement in performing movement combinations;
- perform movement combinations with different dynamics;
- assess a dance piece using student-developed criteria.

Sample Performance Task:

Plie: The student performs a demi-plie in parallel first, turned out first, parallel second, and turned out second with proper spine and leg alignment.

Assessment: Teacher observation based on teacher-made rubrics.

Integration/Linkages:

Anatomy, music, math, visual art, theater, science, spatial abilities, rhythmic abilities, cooperative learning, self-discipline.

Content Standard 2.0: Choreography

Students will understand choreographic principles, processes, and structures.

Learning Expectations:

The student will:

- 2.1 Use sensory information to generate movement through improvisation.
- 2.2 Examine movement studies as related to the principles of choreography.
- 2.3 Analyze solo or group movement studies.

Performance Indicators:

At Level 1, the student is able to

- explore changes that can be made to a given movement;

- identify principles of choreography;
- discuss processes and structures to be observed in a selected dance study.

At Level 2, the student is able to

- respond with movement to different sensory stimuli;
- experiment with movement using the principles of choreography;
- compare processes and structures used in solo and/or group movement studies.

At Level 3, the student is able to

- demonstrate variation in improvisation;
- create movement studies that represent different processes and structures;
- develop criteria for evaluating movement studies.

Sample Performance Task:

Seasonal Composition: The student chooses three activities from one of the four seasons. Next, the student experiments with movements and gestures based on those activities. Finally, the student arranges the movement into a dance composition with a beginning, middle, and an end. The student is able to repeat the dance more than once. (Recommended for Level 3)

Assessment: The student performs the composition consistently three times in a row. The teacher must be able to determine the chosen season. By observing, the teacher is able to identify a clear beginning and ending to the composition, and a variety in compositional elements such as level, tempo, etc.

Integration/Linkages:

Language arts, math, organizational skills, critical thinking skills, creative problem solving, aesthetics, cooperative learning.

Content Standard 3.0: Creativity and Communication

Students will understand dance as a way to create and communicate meaning.

Learning Expectations:

The student will:

- 3.1 Understand that dance heightens self-awareness and communicates concepts.
- 3.2 Demonstrate how various senses change perception and communication.

3.3 Communicate meaning through projecting.

Performance Indicators:

At Level 1, the student is able to

- recognize ideas, thoughts, concepts, and/or feelings that could be expressed through dance;
- explore images, sounds, and varying movements that convey meaning in a dance study;
- recognize dance movement with projection.

At Level 2, the student is able to

- describe ways in which movement could effectively communicate a given idea, thought, concept, and/or feeling to others;
- describe how images, sounds, and varying movements convey meaning in a dance study;
- describe dance movement with projection.

At Level 3, the student is able to

- demonstrate movement that effectively communicates an idea, thought, concept, and/or feeling to others;
- compare and contrast the meaning conveyed by images, sounds, and varying movements in dance;
- demonstrate movement with projection.

Sample Performance Task:

Anger Study: The student chooses one angry gesture from everyday life. To create the composition, the student repeats the gesture three times, then continues to repeat the gesture, exaggerating and abstracting the movement until it becomes a dance.

Assessment: The teacher observes the student performance of the dance, evaluating the development of the movement and presentation of emotion.

Integration/Linkages:

Self-awareness, drama, basic communication, art appreciation, language arts, social studies, math, cooperative learning.

Content Standard 4.0: Criticism and Analysis

Students will apply and demonstrate critical and creative thinking skills in dance.

Learning Expectations:

The student will:

- 4.1 Solve a variety of movement problems.
- 4.2 Discuss a variety of dance interpretations and the basis for these interpretations.
- 4.3 Understand the reasons for artistic decisions and the effects of those decisions.
- 4.4 Understand how skills developed in dance are applicable to a variety of careers.

Performance Indicators:

At Level 1, the student is able to

- experiment with possible solutions to basic movement problems;
- identify his/her own viewpoint;
- recognize aesthetic choices in choreography;
- identify skills learned in dance.

At Level 2, the student is able to

- compare and contrast possible solutions to basic movement problems;
- respond to a dance from his/her own viewpoint;
- discuss aesthetic choices as used in choreography;
- explain how skills learned in dance have multiple applications.

At Level 3, the student is able to

- solve basic movement problems;
- interpret a dance from his/her own viewpoint;
- develop aesthetic criteria for evaluating choreography;
- demonstrate how skills learned in dance are applicable to possible career choices.

Sample Performance Task:

Group Element Study: Students work in small groups to create a study based on level, shape, and time (speed).

Assessment: The students perform the dance for the teacher. The teacher assesses the dance according to the group's usage of specified criteria.

Integration/Linkages:

Critical thinking skills, creative problem solving, aesthetics, language arts, career exploration.

Content Standard 5.0: Cultural/Historical Contexts

Students will demonstrate and understand dance in various cultures and historical periods.

Learning Expectations:

The student will:

5.1 Recognize the diversity of dance expression throughout the world.

5.2 Understand that dance is central to human experience and has its roots in ritual and communal expression.

5.3 Understand the similarities and differences among classical, theatrical, and contemporary forms of dance.

5.4 Understand how dance and dancers are portrayed in contemporary media.

5.5 Explore the significance of dance in different social/historical/cultural contexts.

Performance Indicators:

At Level 1, the student is able to

- identify differences in dance expression throughout the world;
- recognize expressive body movements that occur in the human experience;
- recognize examples of dance works in classical, theatrical, or contemporary forms;
- observe the use of dance in the media;
- observe and discuss dances from selected cultures.

At Level 2, the student is able to

- explain differences in dance expression throughout the world;
- describe expressive body movements that occur in the human experience;
- discuss characteristics of dance works in classical, theatrical, or contemporary forms;
- discuss uses of dance in the media;
- explore the historical context of selected dance forms.

At Level 3, the student is able to

- formulate reasons for differences in dance expression throughout the world;
- demonstrate expressive body movements that occur in the human experience;

- distinguish between dance works that are classical, theatrical, or contemporary;
- identify possible motives for using dance in the media;
- relate selected dance forms to their cultural and historical contexts.

Sample Performance Task:

Gesture List: Homework assignment. The student observes people in his/her environment for one day. The student creates a list of expressive gestures that he/she observes and brings it into class for discussion.

Assessment: The students share their lists with the class. The teacher leads the students in a discussion about the possible meanings of the gestures. The teacher evaluates for content and completion.

Integration/Linkages:

Social studies, current events, geography, history, language arts, research, critical thinking skills, arts history, self-awareness, cultural sensitivity.

Content Standard 6.0: Health

Students will make connections between dance and healthful living.

Learning Expectations:

The student will:

6.1 Discuss how healthful/unhealthful living choices affect the dancer.

6.2 Recognize differences in historical and cultural images of the body.

6.3 Employ basic principles of wellness and physical education.

Performance Indicators:

At Level 1, the student is able to

- observe healthful living choices;
- observe images of the body in various historical periods;
- identify basic principles of wellness and physical education.

At Level 2, the student is able to

- discuss healthful/unhealthful choices;
- discuss images of the body from various historical periods;
- apply basic principles of wellness and physical education to movement.

At Level 3, the student is able to

- compare and contrast healthful and unhealthful choices as they affect performance;
- compare images of the body in dance from various historical periods with contemporary images;
- apply basic principles of wellness and physical education to technical skills in dance.

Sample Performance Task:

Poster: Design a poster for the dance studio depicting a health "DO" or "DON'T" for dancers.

Assessment: The teacher assesses the poster for content and creative delivery of message.

Integration/Linkages:

Health sciences, physical education, self-awareness, history, self-discipline.

Content Standard 7.0: Interdisciplinary Disciplines

Students will make connections between dance and other disciplines.

Learning Expectations:

The student will:

7.1 Understand how the same idea can be expressed in dance and other art forms.

7.2 Examine how technology can be used in the field of dance.

7.3 Articulate principles of other academic areas as they occur in dance.

Performance Indicators:

At Level 1, the student is able to

- observe ideas as they have been expressed in a variety of art forms;
- identify technological equipment that may be used in the field of dance;
- relate ideas from other academic areas to those of dance.

At Level 2, the student is able to

- discuss how the same idea is expressed in different art forms;
- discuss uses of technological equipment in the field of dance;
- discuss movements using vocabulary from other academic areas.

At Level 3, the student is able to

- compare an idea as it has been expressed in dance and another art form;
- use technological equipment in the creative process;
- demonstrate movements based on an idea from another academic area.

Sample Performance Task:

Line, circle, triangle: The student composes a dance in three parts based on the geometric shapes of line, circle, and triangle. The student is expected to explore the properties of the shape through movement and dynamics.

Assessment: The student performs the composition for the teacher. By observing, the teacher should be able to identify the three shapes by section. Other rubrics may be designed to enrich the project.

Integration/Linkages:

Performing and visual arts, arts history, math, language arts, critical thinking skills, technology.