

Dance Pre 6 - 8 Creating
Process Component: Explore

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.

Essential Question: Where do choreographers get ideas for dances?

Performance Standards		Instructional Examples
6th Grade	<p>DA:Cr1.1.6</p> <p>a. Relate similar or contrasting ideas to develop choreography using a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news, or social events)</p> <p>b. Explore various movement vocabularies to transfer ideas into choreography.</p>	<ul style="list-style-type: none"> • Discuss where ideas come from. • Explore ideas in different disciplines: math, science, history, literature, music, visual art. • Observe patterns and movement flow in nature. • Observe patterns and movement flow in sports. • Observe patterns and movement flow in traffic. • Explore movement qualities: fast, slow, sharp, direct, soft, indirect, etc. • Explore use of space and bodies in space. • Observe, notate, connect.
7th Grade	<p>DA:Cr1.1.7</p> <p>a. Compare a variety of stimuli (for example music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news, or social events) and make selections to expand movement vocabulary and artistic expression.</p> <p>b. Explore various movement vocabularies to express an artistic intent in choreography. Explain and discuss the choices made using genre-specific dance terminology.</p>	

8th Grade	<p>DA:Cr1.1.8</p> <p>a. Implement movement from a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news, or social events) to develop dance content for an original dance study or dance.</p> <p>b. Identify and select personal preferences to create an original dance study or dance. Use genre-specific dance terminology to articulate and justify choices made in movement development to communicate intent.</p>	
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Creating – Dance Pre 6 – 8 (DA:Cr2.1)		
Process Component: Plan		
Anchor Standard 2: Organize and develop artistic ideas and work.		
Enduring Understanding: The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.		
Essential Question: What influences choice-making in creating choreography?		
Performance Standards		Instructional Examples
6th Grade	<p>DA:Cr2.1.6</p> <p>a. Explore choreographic devices and dance structures to develop a dance study that supports an artistic intent. Explain the goal or purpose of the dance.</p>	<ul style="list-style-type: none"> • Explore <ul style="list-style-type: none"> ○ Contrast

	b. Determine artistic criteria to choreograph a dance study that communicates personal or cultural meaning. Based on the criteria, evaluate why some movements are more or less effective than others.	<ul style="list-style-type: none"> ○ Transition ○ Spatial design
7th Grade	<p>DA:Cr2.1.7</p> <p>a. Use a variety of choreographic devices and dance structures to develop a dance study with a clear artistic intent. Articulate reasons for movement and structural choices.</p> <p>b. Determine artistic criteria to choreograph a dance study that communicates personal or cultural meaning. Articulate how the artistic criteria serve to communicate the meaning of the dance.</p>	<ul style="list-style-type: none"> ● Explore structure and form as methods for communicating ideas. ● Explore ideas communicated by a solo dancer. ● Explore ideas communicated with an ensemble. ● Explore choices for accompaniment <ul style="list-style-type: none"> ○ Music ○ Found sound ○ Silence ● Using information gathered from explorations to make choices and create a movement studies designed to convey specific ideas. <ul style="list-style-type: none"> ○ Solo first, then group. ○ Assign specific ideas and observe different choices and interpretations. ○ Allow for free choice of idea to explore. ● Share work and observe. ● Discuss reasons for choices and audience understanding.
8th Grade	<p>DA:Cr2.1.8</p> <p>a. Collaborate to select and apply a variety of choreographic devices and dance structures to choreograph an original dance study or dance with a clear artistic intent. Articulate the group process for making movement and structural choices.</p> <p>b. Define and apply artistic criteria to choreograph a dance that communicates personal or cultural meaning. Discuss how the criteria clarify or intensify the meaning of the dance.</p>	

Creating – Dance Pre 6 - 8 (DA:Cr3.1)

Process Component: Revise

Anchor Standard 3: Refine and complete artistic work.

Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning.

Essential Question: How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?

Performance Standards		Instructional Examples
6th Grade	<p>DA:Cr3.1.6</p> <p>a. Revise dance compositions using collaboratively developed artistic criteria. Explain reasons for revisions and how choices made relate to artistic intent.</p> <p>b. Explore or invent a system to record a dance sequence through writing, symbols, or a form of media technology.</p>	<ul style="list-style-type: none"> • Using previously created movement studies <ul style="list-style-type: none"> ○ Show work ○ Discuss audience interpretation of dance. ○ Discuss how movement choices can convey multiple meanings. ○ Discuss how personal experience influences the interpretation of a dance. • Discuss choreographers ideas • Identify ideas expressed clearly through movement. • Identify areas that could be stronger. • Video tape the movement studies for the choreographers for them to use to review and revise their movement studies.
7th Grade	<p>DA:Cr3.1.7</p> <p>a. Evaluate possible revisions of dance compositions and, if necessary, consider revisions of artistic criteria based on self-reflection and feedback of others. Explain reasons for choices and how they clarify artistic intent.</p> <p>b. Investigate a recognized system to document a dance sequence by using words, symbols, or media technologies.</p>	
8th Grade	<p>DA:Cr3.1.8</p> <p>a. Revise choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback of others. Articulate the reasons for choices and revisions and explain how they clarify and enhance the artistic intent.</p>	

	<p>b. Experiment with aspects of a recognized system to document a section of a dance by using words, symbols, or media technologies.</p>	
<p>Performing – Dance Pre 6 - 8 (DA:Pr4.1) Process Component: Express</p>		
<p>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p>		
<p>Enduring Understanding: Space, time, and energy are basic elements of dance.</p>		
<p>Essential Question: How do dancers work with space, time and energy to communicate artistic expression?</p>		
<p>Performance Standards</p>		<p>Instructional Examples</p>
<p>6th Grade</p>	<p>DA:Pr4.1.6</p> <p>a. Refine partner and ensemble skills in the ability to judge distance and special design. Establish diverse pathways, levels, and patterns in space. Maintain focus with partner or group in near and far space.</p> <p>b. Use combinations of sudden and sustained timing as it relates to both the time and the dynamics of a phrase or dance work. Accurately use accented and unaccented brats in $\frac{3}{4}$ and $\frac{4}{4}$ meter.</p> <p>c. Use thee internal body force created by varying tensions within one’s musculature for movement intention and dynamic expression. Distinguish between bound and free-flowing movements and appropriately apply them to technique exercises and dance phrases.</p>	<ul style="list-style-type: none"> • Explore elements of dance (space, time, effort and force) in relation to communicating ideas in a movement study. • Use elements of alignment, balance, initiation of movement, isolation of body parts, weight shift, elevation and landing, and fall and recovery. • Use elements of timing <ul style="list-style-type: none"> ○ Slow, fast, alternating tempi. • Use elements of scale <ul style="list-style-type: none"> ○ Explore how size of gestures can be used to convey different meanings. • Explore repetition <ul style="list-style-type: none"> ○ For emphasis

<p style="text-align: center;">7th Grade</p>	<p>DA:Pr4.1.7</p> <p>a. Expand movement vocabulary of floor and air pattern designs. Incorporate and modify body designs from different dance genres and styles for the purpose of expanding movement vocabulary to include differently designed shapes and movements for interest and contrast.</p> <p>b. Vary durational approach in dance phrasing by using timing accents and variations within a phrase to add interest kinesthetically, rhythmically, and visually.</p> <p>c. Compare and contrast movement characteristics from a variety of dance genres or styles. Discuss specific characteristics and use adverbs and adjectives to describe them. Determine what dancers must do to perform them clearly.</p>	<ul style="list-style-type: none"> ○ For design coherence ● Explore choices about use of space.
<p style="text-align: center;">8th Grade</p>	<p>DA:Pr4.1.8</p> <p>a. Sculpt the body on space and design body shapes in relation to other dancers, objects, and environment. Use focus of eyes during complex floor and air patterns or direct and indirect pathways.</p> <p>b. Analyze and select metric, kinetic, and breath phrasing and apply appropriately to dance phrases. Perform dance phrases of different lengths that use various timings within the same section. Use different tempi in different body parts at the same time.</p> <p>c. Direct energy and dynamics in such a way that movement is textured. Incorporate energy and dynamics to technique exercises and dance performance. Use energy and dynamics to enhance and project movements.</p>	

Performing – Dance 6 - 8 (DA:Pr5.1)
Process Component: Embody

Anchor Standard 5: Develop and refine artistic technique and work for presentation.

Enduring Understanding: Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.

Essential Question: What must a dancer do to prepare the mind and body for artistic expression?

Performance Standards		Instructional Examples
6th Grade	<p>DA:Pr5.1.6</p> <p>a. Embody technical dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement) to accurately execute changes of direction, levels, facings, pathways, elevations and landings, extensions of limbs, and movement transitions.</p> <p>b. Apply basic anatomical knowledge, proprioceptive feedback, special awareness, and nutrition to promote safe and healthful strategies when warming up and dancing.</p> <p>c. Collaborate as an ensemble to refine dances by identifying what works and does not work in executing complex patterns, sequences, and</p>	<ul style="list-style-type: none"> • Demonstrate basic proficiency in movement skills <ul style="list-style-type: none"> ○ Alignment, ○ Balance, ○ Initiation of movement, ○ Isolation of body parts, ○ Weight shift, ○ Elevation and jumping, ○ Safe landing from jumps, ○ Fall and recovery. • Demonstrate understanding of use of space in dance <ul style="list-style-type: none"> ○ Facings ○ Downstage ○ Upstage

	<p>formations. Solve movement problems to dances by testing options and finding good results. Document self-improvements over time.</p>	
<p>7th Grade</p>	<p>DA:Pr5.1.7</p> <p>a. Apply body-use strategies to accommodate physical maturational development to technical dance skills (for example, functional alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement, weight shifts, flexibility/range of motion).</p> <p>b. Utilize healthful practices and sound nutrition in dance activities and everyday life. Discuss benefits of practices and how choices enhance performance.</p> <p>c. Collaborate with peers to practice and refine dances. Develop group performance expectations through observation and analysis (for example, view live or recorded professional dancers and collaboratively develop group performance expectations based on information gained from observations).</p>	<ul style="list-style-type: none"> • Demonstrate basic dance warm-up exercises with an understanding of their necessity and intention for physical strength, flexibility, agility, and endurance. • Understand how dance can be a means of maintaining personal fitness and wellness. • Begin to develop a healthy lifestyle and a personal plan for healthy living. • Understand how dance builds respect for the body as a whole and the body as an instrument of expression and communication. • Understand why and how dance is the product of intentional and physical actions.
<p>8th Grade</p>	<p>DA:Pr5.1.8</p> <p>a. Embody technical dance skills (for example, functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion). To replicate, recall, and execute spatial designs and musical or rhythmical dance phrases.</p> <p>b. Evaluate personal healthful practices in dance activities and everyday life including nutrition and injury prevention. Discuss choices made, the effects experienced, and methods for improvement.</p>	

	c. Collaborate with peers to discover strategies for achieving performance accuracy, clarity, and expressiveness. Articulate personal performance goals and practice to reach goals. Document personal improvement over time (for example, journaling, portfolio, or timeline).	
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Performing – Dance 6 - 8 (DA:Pr6.1)		
Process Component: Present		
Anchor Standard 6: Convey meaning through the presentation of artistic work.		
Enduring Understanding Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.		
Essential Question: How does a dancer heighten artistry in a public performance?		
Performance Standards		Instructional Examples
6th Grade	DA:Pr6.1.6 a. Recognize needs and adapt movements to performance area. Use performance etiquette and	<ul style="list-style-type: none"> Understand the place of technical skill in communicating ideas through movement.

	<p>performance practice during class, rehearsal, and performance. Post-performance, accept notes from choreographer, and make corrections as needed and apply to future performances.</p> <p>b. Compare and contrast a variety of possible production elements that would intensify and heighten the artistic intent of the work. Select choices and explain reasons for the decisions made using production terminology.</p>	<ul style="list-style-type: none"> • Understand the impact different performance spaces can have on audience’s enjoyment and understanding of dances. • Tour different performance spaces. • Understand terminology for traditional and alternative performance spaces. • Understand the importance of all backstage/technical roles to the dance performance. • Understand the value of teamwork when moving a production from studio to stage.
<p>7th Grade</p>	<p>DA:Pr6.1.7</p> <p>a. Recommend changes to and adapt movements to performance area. Use performance etiquette and performance practice during class, rehearsal, and performance. Maintain journal documenting these efforts. Post-performance, accept notes from choreographer, and apply corrections to future performances.</p> <p>b. Explore possibilities of producing dance in a variety of venues or for different audiences and, using production terminology, explain how the production elements would be handled in different situations.</p>	
<p>8th Grade</p>	<p>DA:Pr6.1.8</p> <p>a. Demonstrate leadership qualities (for example, commitment, dependability, responsibility, and cooperation) when preparing for performances. Use performance etiquette and performance practices during class, rehearsal, and performance. Document efforts and create a plan for ongoing improvements. Post-performance, accept notes from choreographer, and apply corrections to future performances.</p>	

	<p>b. Collaborate to design and execute production elements that would intensify and heighten the artistic intent of a dance performed on a stage, in a different venue, or for different audiences. Explain reasons for choices using performance terminology.</p>	
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<p>Responding – Dance 6 - 8 (DA:Re7.1) Process Component: Analyze</p>		
<p>Anchor Standard 7: Perceive and analyze artistic work.</p>		
<p>Enduring Understanding: Dance is perceived and analyzed to comprehend its meaning.</p>		
<p>Essential Question: How is a dance understood?</p>		
<p>Performance Standards</p>		<p>Instructional Examples</p>
<p>6th Grade</p>	<p>DA:Re7.1.6</p> <p>a. Describe and demonstrate recurring patterns of movement and their relationship in dance.</p> <p>b. Explain how the elements of dance are used in a variety of dance genres, styles, or cultural movement practices. Use genre-specific dance terminology.</p>	<ul style="list-style-type: none"> • Explore physically how different movements and movement qualities make the observer feel. • Explore how different types of music make the observer feel.

<p style="text-align: center;">7th Grade</p>	<p>DA:Re7.1.7</p> <p>a. Compare and contrast, and discuss patterns of movement and their relationships in dance.</p> <p>b. Compare and contrast how the elements of dance are used in a variety of genres, styles, or cultural movement practices. Use genre-specific dance terminology.</p>	<ul style="list-style-type: none"> • Observe and identify different movement qualities, rhythms, and tempi. • Observe and discuss variety and contrast in movement phrases. • Observe and discuss unison movement. • Record visual and/or emotional impact created in observers by above elements. • Discuss the role of dance in community or ancestral roots. • Discuss the historical context of dance within different communities and cultures.
<p style="text-align: center;">8th Grade</p>	<p>DA:Re7.1.8</p> <p>a. Describe, demonstrate, and discuss patterns of movement and their relationships in dance in context of artistic intent.</p> <p>b. Explain how the elements of dance are used in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-specific dance terminology.</p>	

Responding – Dance 6 - 8 (DA:Re8.1)

Process Component: Interpret

Anchor Standard 8: Interpret intent and meaning in artistic work.

Enduring Understanding: Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.

Essential Question: How is dance interpreted?

Performance Standards		Instructional Examples
6th Grade	DA:Re8.1.6 a. Explain how the artistic expression of a dance is achieved through the elements of dance , use of body, dance technique , dance structure , and context. Explain how these communicate the intent of the dance using genre specific dance terminology .	<ul style="list-style-type: none">• Understand why and how dance is the product of intentional and physical actions.• Discuss a dance using appropriate dance terminology.• Discuss the use of elements of dance, movement vocabulary and music in observed dance.• Discuss how personal experience influences understanding of gesture, timing and costuming choices.• Understand the societal influence on choreographic choices based on the time period in which a dance was choreographed.• Discuss the cultural influences that may influence how a dance is received.
7th Grade	DA:Re8.1.7 a. Compare the meaning of different dances. Explain how the artistic expression of each dance is achieved through the elements of dance , use of body, dance technique , and context. Use genre specific dance terminology .	
8th Grade	DA:Re8.1.8 a. Select a dance and explain how artistic expression is achieved through relationships among the elements of dance , use of body, dance technique , and context. Cite evidence in the dance to support your interpretation using genre specific dance terminology .	

Responding – Dance 6 - 8 (DA:Re9.1)
Process Component: Critique

Anchor Standard 9: Apply criteria to evaluate artistic work.

Enduring Understanding: Criteria for evaluating dance vary across genres, styles, and cultures.

Essential Question: What criteria are used to evaluate dance?

Performance Standards		Instructional Examples
6th Grade	<p>DA:Re9.1.6</p> <p>a. Discuss the characteristics and artistic intent of a dance from a genre, style, or cultural movement practice and develop artistic criteria to critique the dance using genre-specific dance terminology.</p>	<ul style="list-style-type: none"> • Understand how one’s personal identity, cultural background, and environment influences appreciation of various dance styles. • Investigate different styles and cultures to better understand the dances created from them. • Explore the impact of social media on the transmission of dance styles around the world.
7th Grade	<p>DA:Re9.1.7</p> <p>a. Compare artistic intent, content, and context from dances to examine the characteristics of genre, style, or cultural movement practice. Based on the comparison, refine artistic criteria using genre-specific dance terminology.</p>	
8th Grade	<p>DA:Re9.1.8</p> <p>a. Use artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.</p>	

Connecting – Dance 6 - 8 (DA:Cn10.1)
Process Component: Synthesize

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.

Essential Question: How does dance deepen our understanding of ourselves, other knowledge, and events around us?

Performance Standards		Instructional Examples
6th Grade	<p>DA:Cn10.1.6</p> <p>a. Observe the movement characteristics or qualities observed in a specific dance genre. Describe differences and similarities about what was observed to one’s attitudes and movement performances.</p> <p>b. Conduct research using a variety of resources to find information about a social issue of great interest. Use the information to create a dance study that expresses a specific point of view on the topic. Discuss whether the experience of creating and sharing the dance reinforces personal views or offers new knowledge and perspectives.</p>	<ul style="list-style-type: none"> • Discuss the ways movement can be used to explore and communicate ideas, emotions, and concepts. • Discuss perceived reasons for artistic decisions. • Discuss what was gained and lost by specific artistic and production decisions <ul style="list-style-type: none"> ○ Performance in the round ○ Site specific work ○ Traditional proscenium ○ Audience on stage with performers

<p style="text-align: center;">7th Grade</p>	<p>DA:Cn10.1.7</p> <p>a. Compare and contrast the movement characteristics or qualities found in a variety of dance genres. Discuss how the movement characteristics or qualities differ from one's own movement characteristics or qualities and how different perspectives are communicated.</p> <p>b. Research the historical development of a dance genre or style. Use knowledge gained from the research to create a dance study that evokes the essence of the style or genre. Share the study with peers as part of a lecture demonstration that tells the story of the historical journey of the chosen genre or style. Document the process of research and application.</p>	<ul style="list-style-type: none"> • Discuss impact of choreographer's personal identity, environmental influences and movement preferences on the choreography. • Discuss and develop aesthetic criteria using elements of dance to evaluate choreographic works <ul style="list-style-type: none"> ○ Movement qualities, ○ Rhythm and tempo, ○ Originality, ○ Visual and/or emotional impact, ○ Variety and contrast • Discuss influence of realistic, abstract, and surreal approaches to understanding dance. • Observe a variety of dances created by choreographers who use different methodologies. • Explore these methodologies. • Explore the use of technology in dance. • Discuss what technology adds or detracts from dance.
<p style="text-align: center;">8th Grade</p>	<p>DA:Cn10.1.8</p> <p>a. Relate connections found between different dances and discuss the relevance of the connections to the development of one's personal perspectives.</p> <p>b. Investigate two contrasting topics using a variety of research methods. Identify and organize ideas to create representative movement phrases. Create a dance study exploring the contrasting ideas. Discuss how the research informed the choreographic process and deepens understanding of the topics.</p>	

Connecting – Dance 6 - 8 (DA:Cn11.1)

Process Component: Relate

Anchor Standard 11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Enduring Understanding: Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.

Essential Question: How does knowing about societal, cultural, historical and community experiences expand dance literacy?

Performance Standards		Instructional Examples
6th Grade	DA:Cn11.1.6 a. Interpret and show how the movement and qualities of a dance communicate its cultural, historical, and/or community purpose or meaning.	<ul style="list-style-type: none">• Explore the relevance of dance in students' current social and cultural environment.• Explore the relevance of dance to people in other cultures.• Explore changes in purposes, uses, meanings of dance in Western and non-Western cultures in various historical periods.
7th Grade	DA:Cn11.1.7 a. Compare, contrast, and discuss dances performed by people in various localities or communities. Formulate possible reasons why similarities and differences developed in relation to the ideas and perspectives are important to each social group.	
8th Grade	DA:Cn11.1.8 a. Analyze and discuss how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people.	