

Dance: Grade 6

Adopted 2007

Identifying and demonstrating movement elements and skills in performing arts

- 1.1 Perform axial movements (e.g., bend, stretch, twist, turn, swing, collapse)
- 1.2 Demonstrate accuracy in moving to a musical beat and responding to changes in tempo
- 1.3 Demonstrate eight basic locomotor movements (e.g., walk, run, hop, jump, leap, gallop, slide, skip) traveling forward, backward, sideward, diagonally, turning
- 1.4 Transfer rhythmic patterns from the aural to the kinesthetic
- 1.5 Explain and execute the underlying principles of movement skill (e.g., alignment, balance, initiation of movement, articulation of isolated body parts, weight shift, elevation and landing, fall and recovery)
- 1.6 Execute basic movement phrases individually and in a group
- 1.7 Transfer spatial patterns from the visual to the kinesthetic
- 1.8 Memorize and reproduce extended movement sequences
- 1.9 Execute techniques from different genres/styles (e.g. ballet, modern dance, jazz, tap, multi-cultural)
- 1.10 Explore the element of time (e.g., syncopation, pauses, meter, tempo) in movement phrases
- 1.11 Demonstrate the ability to remember extended movement sequences
- 1.12 Identify and apply longer and more complex sequences from different genres/styles (e.g., ballet, modern dance, jazz, tap, multi-cultural)
- 1.13 Demonstrate appropriate skeletal alignment, body part articulation, strength, flexibility, agility and coordination in locomotor and axial movements
- 1.14 Refine technique through selfevaluation and correction

Understanding choreographic principles, processes and structures

- 2.1 Demonstrate basic partner skills (e.g., copying, leading and following, mirroring)

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- 2.2** Improvise, create and perform dances based on original ideas and concepts from other sources

 - 2.3** Use improvisation to generate movement for choreography

 - 2.4** Create and identify the sequential parts of a dance phrase (e.g., beginning, middle, and end)

 - 2.5** Demonstrate structures or forms (e.g., AB, ABA, canon, call and response, narrative, palindrome, theme and variation, rondo, round, contemporary forms) through brief dance studies

 - 2.6** Create and perform a phrase utilizing compositional elements (e.g., space, time, force/energy)

 - 2.7** Work alone, with a partner and in a small group during the choreographic process

 - 2.8** Initiate dance composition using improvisational skills

 - 2.9** Communicate emotional themes through dance

 - 2.10** Create and perform movement phrases while connecting to other disciplines (e.g., sound, music, and spoken text)

 - 2.11** Demonstrate clarity, musicality and stylistic nuance while performing dance compositions

 - 2.12** Create and identify transitions within and between movement phrases
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Understanding dance as a way to create and communicate meaning

- 3.1** Take an active role in a class discussion about interpretations of and reactions to a dance

- 3.2** Observe and explain how different accompaniment (such as sound, music, spoken text) can affect the meaning of a dance

- 3.3** Demonstrate and/or explain how lighting and costuming can contribute to the meaning of a dance

- 3.4** Demonstrate the difference between pantomiming and abstracting a gesture

- 3.5** Create a dance that effectively communicates a contemporary social theme

- 3.6** Compare and contrast how meaning is communicated in two personally choreographed works

- 3.7** Formulate and answer questions about how movement choices communicate abstract ideas in dance

- 3.8** Relate how personal experience influences the interpretation of a dance

3.9 Present original dances to peers and articulating their creative process

Applying and demonstrating critical and creative thinking skills in dance

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- 4.1 Demonstrate appropriate audience behavior in watching dance performances; discuss their opinions about the dances with their peers in a supportive and constructive way**

 - 4.2 Discuss how skills developed in dance are applicable to a variety of careers**

 - 4.3 Observe and discuss how dance is different from other forms of human movement (e.g., sports, everyday gestures)**

 - 4.4 Observe two dances and discuss (compare and contrast) how they are similar and different in terms of one of the compositional elements (e.g., space, time, force/energy)**

 - 4.5 Explore, discover and realize multiple solutions to a given movement problem; choose their favorite solution and discuss the reasons for that choice**

 - 4.6 Create a movement problem and demonstrate multiple solutions; choose the most interesting solutions and discuss the reasons for their choice**

 - 4.7 Create a dance and revise it over time, articulating the reasons for their artistic decisions and what was lost and gained by those decisions**

 - 4.8 Describe how a choreographer manipulates and develops the basic movement content in a dance**

 - 4.9 Identify possible aesthetic criteria for evaluating dance (such as skill of performers, originality, visual and/or emotional impact, variety and contrast)**

 - 4.10 Analyze the style of a choreographer or cultural form; then create a dance in that style**

 - 4.11 Analyze issues of ethnicity, gender, social/economic class, age and/or physical condition in relation to dance**

 - 4.12 Establish a set of aesthetic criteria and apply it in evaluating their own work and that of others**
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Demonstrating and understanding dance in various cultures and historical periods

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- 5.1 Perform folk dances from various cultures**

 - 5.2 Perform a broad spectrum of American historical folk, social and/or theatrical dances**

 - 5.3 Compare and contrast dance steps and movement styles from a variety of cultures**

 - 5.4 Analyze the historical traditions and evolution of dance genres/styles (e.g., Ballet, modern, multicultural, jazz)**
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5.5 Reflect on dance in a particular culture and time period

5.6 Describe the role of dance in at least two different cultures or time

5.7 Analyze and evaluate how dance and dancers are portrayed in contemporary media

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Making connections between dance and healthful living

6.1 Explain how healthy practices (such as nutrition, safety) enhance ability to dance, citing multiple examples

6.2 Set goals to improve student performance capabilities as dancers and specify steps taken to reach those goals

6.3 Explore barriers that impede progress and personal growth in dance

6.4 Discuss challenges facing professional performers in maintaining healthy lifestyles

6.5 Explain strategies to prevent dance injuries

Making connections between dance and other disciplines

7.1 Respond to a dance using another art form; explain the connections between the dance and their response to it (such as stating how their paintings reflect the dance they saw)

7.2 Create a dance project that reveals understanding of a concept or idea from another discipline (e.g., poetry, physics, geometry)

7.3 Create a project that reveals similarities and differences between the arts

7.4 Observe dance, both live and recorded on video; compare and contrast the aesthetic impact of the two observations through writing

7.5 Compare and contrast examples of concepts used in dance and another discipline outside the arts (such as balance, shape, pattern)

7.6 Create an interdisciplinary project based on a theme identified by the student, including dance and two other disciplines

7.7 Compare one choreographic work to one other art work from the same culture and time period in terms of how those works reflect the artistic/cultural/historical context

7.8 Demonstrate/discuss how technology can be used to reinforce, enhance, or alter the dance idea in an interdisciplinary project