

Dance: Grades 7, 8

Adopted 2010

Artistic Processes – In dance, problem solving uses the human body and techniques of movement and expression to make the imagined tangible.

D1 (7-8)-1. Students use knowledge of movement to problem solve by... D1 (7-8)-1

- a. applying multiple movement elements and skills in response to a prompt
- b. improvising and developing movement sequences

D1 (7-8)-2. Students express ideas, emotions, or cultural aesthetics by... D1 (7-8)-2

- a. generating a structured dance composition through manipulating choreographic principles (e.g., body use, space, and relationship), simple choreographic structures (e.g., beginning, middle, and end; AB or ABA; rondo; canon; call and response) and choreographic processes (repetition, variety, and transition)
- b. improvising, exploring, and selecting dance movement to communicate literal and abstract ideas
- c. selecting appropriate movement qualities and expressing musical phrasing and rhythms

Cultural Contexts – Purpose and motivation (intent) are fundamental to dance and can be expressed through traditional, non-traditional, western, and non-western forms and styles.

D2 (7-8)-1. Students view, interpret, and perform a range of forms and styles of dance by... D2 (7-8)-1

- a. comparing origins and purposes of world or historical dances
- b. comparing dance from different cultures or historical periods
- c. practicing, refining, and performing dances of different forms or styles

Communication – Personal expression and meaning is achieved through the movement of the human body, communicating ideas, values, and emotions.

D3 (7-8)-1. Students demonstrate kinesthetic awareness and movement skills by... D3 (7-8)-1

- a. demonstrating concentration while exhibiting an awareness of relationships and space, and describing how a performed movement feels
- b. demonstrating physical control and accurate memorization of movement in the execution of different dance forms or styles

D3 (7-8)-2. Students demonstrate rhythmic acuity by... D3 (7-8)-2

- a. dancing in relation to and in coordination with changes in rhythm and meter in even and syncopated rhythms

D3 (7-8)-3. Students demonstrate qualitative range and phrasing by... D3 (7-8)-3

- a. demonstrating ability and skill in applying space, time, weight, and flow (force/energy) in reproducing movement phrases
 - b. demonstrating artistic expression and understanding of dance phrasing (e.g., climax, ebb and flow, breath rhythms)
 - c. demonstrating focus on the execution of the movement and communication of the concept
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Aesthetic Judgment – Knowledge of dance as an art form is used to reflect on and evaluate the work of self and others.

D4 (7-8)-1. Students demonstrate understanding of dance forms and styles, techniques and elements, and choreographic processes and principles by... D4 (7-8)-1

- a. comparing how the movements and choreographic choices support or don't support the main idea, theme, or feeling of the dance
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D4 (7-8)-2. Students analyze construction and achievement of effect or affect by... D4 (7-8)-2

- a. evaluating and revising performed movement and choreography to fulfill its purpose
- b. observing or performing a dance, analyzing its construction, and evaluating its effectiveness