

## **DANCE CURRICULUM STANDARDS GRADES 6-8**

### **STANDARD 1.0 Elements and Skills**

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

#### **Course Level Expectations (CLEs)**

The student will

- 1.1 Demonstrate appropriate technique through skeletal and muscular alignment.
- 1.2 Demonstrate appropriate technique through body part articulation.
- 1.3 Demonstrate strength, flexibility, agility, endurance, and coordination.
- 1.4 Identify and demonstrate locomotor and nonlocomotor/axial movements.
- 1.5 Demonstrate rhythmic acuity and musicality.
- 1.6 Refine technique through teacher-directed corrections and self-evaluations/self-corrections.
- 1.7 Analyze dance movement according to the basic elements of dance (i.e., space, shape, time, and energy).
- 1.8 Identify and use appropriate dance terminology.
- 1.9 Identify and use correct studio and performance etiquette.
- 1.10 Identify and understand the basic elements of dance performance and production.

#### **Checks for Understanding**

- 1.1 Perform a demi-plie in parallel first, turned out first, parallel second, and turned out second with proper body alignment.
- 1.2 Demonstrate a tendu articulating through the metatarsals.  
Initiate a movement with a specific body part.
- 1.3 Execute a warm-up in its entirety.  
Perform center floor or traveling exercises in proper form.
- 1.4 Memorize and perform locomotor movements (e.g., walk, run, jump, hop, skip, leap, crawl, roll).  
Memorize and perform nonlocomotor movements (e.g., twist, bend, shake, vibrate, swing, push, pull, kick, rise, fall).
- 1.5 Execute a combination using appropriate counts and proper accents with the musical accompaniment.  
Dance to contrasting tempos and meters.
- 1.6 Correct technical element identified by the teacher.  
Self correct a technical element given to the class by the teacher.
- 1.7 Create movements, properly using space and shape, as directed by teacher.  
Create movements, properly using time and energy, as directed by teacher.
- 1.8 Perform steps, physically, following verbal instructions in dance terminology given by the teacher.

- Identify steps demonstrated using correct terminology.
- 1.9 Perform in a dance class adhering to proper etiquette.  
Perform in a rehearsal adhering to proper etiquette.  
Participate as an audience member with proper etiquette.
- 1.10 Assist and/or perform in a dance production.

### **Student Performance Indicators (SPIs)**

The student is able to

- 1.1.1 Demonstrate an awareness of the proper alignment from a standing position.
- 1.1.2 Demonstrate proper alignment from a standing position.
- 1.1.3 Apply proper alignment while executing a movement combination.
- 1.2.1 Recognize how to perform movement by muscular articulation.
- 1.2.2 Demonstrate muscular articulation in simple movement combinations.
- 1.2.3 Apply muscular articulation while executing movement combinations.
- 1.3.1 Demonstrate basic strength, flexibility, agility, endurance, and coordination in simple movements.
- 1.3.2 Apply basic strength, flexibility, agility, endurance, and coordination in a combination of various movements.
- 1.3.3 Execute movement combinations with strength, flexibility, agility, endurance, and coordination.
- 1.4.1 Identify locomotor and nonlocomotor/axial movements.
- 1.4.2 Demonstrate basic locomotor and nonlocomotor/axial movements.
- 1.4.3 Perform basic locomotor and nonlocomotor/axial movements in simple combinations.
- 1.5.1 Identify the connection between music and movement.
- 1.5.2 Demonstrate basic movements to musical phrases in various meters and styles.
- 1.5.3 Perform movements with a clear musical connection.
- 1.6.1 Demonstrate improvement in performing movement combinations through application of demonstrated corrections.
- 1.6.2 Demonstrate improvement in performing movement combinations through application of verbal corrections.
- 1.6.3 Demonstrate improvement in performing movement combinations using self- and peer-evaluation.
- 1.7.1 Identify basic terminology of the elements of dance (e.g., space, shape, time, and energy) in a visual presentation.
- 1.7.2 Demonstrate the elements of dance in a teacher-directed movement series.
- 1.7.3 Create a movement phrase incorporating the elements of dance.
- 1.8.1 Recognize and verbalize basic dance vocabulary.

- 1.8.2 Define and use basic dance vocabulary.
- 1.8.3 Apply dance vocabulary appropriately in the class/rehearsal setting.
- 1.9.1 Identify and discuss the value of proper etiquette for the studio, performance, audition, and audience.
- 1.9.2 Recognize appropriate dance studio, performance, audition, and audience etiquette.
- 1.9.3 Apply proper studio, performance, audition, and audience etiquette in real life situations.
- 1.10.1 Recognize the basic elements of a dance production via a live or recorded concert.
- 1.10.2 Apply the basic elements of a dance production as directed by teacher.
- 1.10.3 Evaluate the use of various elements of a dance production.

## **Standard 2.0 Choreography**

**Students will understand choreographic principles, processes, and structures.**

### **Course Level Expectations (CLEs)**

The student will

- 2.1 Use sensory information to generate movement through improvisation.
- 2.2 Generate and analyze movement with a clear intent, purpose, or structure.
- 2.3 Understand the differences in choreography as relative to specific genres of dance.
- 2.4 Recognize and apply the basic principles and structures of choreography.

### **Checks for Understanding**

- 2.1 Generate movement through a teacher-directed auditory prompt.
- 2.2 Construct a movement study using a teacher-specified intent, purpose, or structure.
- 2.3 View three pieces of differing choreography and determine their genres (e.g., modern, ballet, jazz, tap).
- 2.4 Define, written or oral, the basic structures of choreography (e.g., AB, ABA, ABAB, canon, retrograde, call and response).  
Demonstrate, physically, an example of selected structures of choreography.  
Define (written or oral) or physically demonstrate basic principles of choreography (e.g., intent, form/design, theme, repetition).

### **Student Performance Indicators (SPIs)**

The student is able to

- 2.1.1 Identify basic senses (visual, auditory) used to create movement.
- 2.1.2 Use basic senses (visual, auditory) to create movement through improvisation.

- 2.1.3 Improvise movement phrases from sensory information (e.g., visual, auditory, emotional).
- 2.2.1 Define intention, purpose, or structure in movement.
- 2.2.2 Identify intention, purpose, and structure in a specified movement phrase.
- 2.2.3 Construct movement phrases with a defined intent, purpose, or structure
- 2.3.1 Identify the genres of dance.
- 2.3.2 Identify the similarities and differences among genres of dance.
- 2.3.3 Create movement phrases in a specified genre of dance.
- 2.4.1 Identify the basic structures of choreography (e.g., AB, ABA, ABAB, canon, narrative, call and response).
- 2.4.2 Identify selected basic principles of choreography (e.g., intent, form/design, theme, repetition).
- 2.4.3 Create and analyze compositions using the basic principles and structures of choreography.

### **Standard 3.0 Creativity and Communication**

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

#### **Course Level Expectations (CLEs)**

The student will

- 3.1 Use dance as a medium to develop self-awareness and self-confidence.
- 3.2 Analyze how dance can communicate meaning and broaden perceptions.
- 3.3 Understand how dance can be used to create an awareness of social issues.

#### **Checks for Understanding**

- 3.1 Generate movement which portrays a specific personality trait.  
View and evaluate movement of peers to determine personality trait being depicted.  
Perform movements with appropriate eye contact, expression, projection, posture, and energy to exhibit self-confidence.
- 3.2 Create a movement to depict a specified idea.
- 3.3 View selected choreography depicting a social issue and determine the message.

#### **Student Performance Indicators (SPIs)**

The student is able to

- 3.1.1 Identify self-awareness and self-confidence in the dance studio.
- 3.1.2 Demonstrate self-awareness and self-confidence in the dance studio.

- 3.1.3 Create a dance study that exhibits self-awareness and self-confidence.
- 3.2.1 Identify how an idea, thought, and/or feeling communicate meaning through dance.
- 3.2.2 Explore how images, sounds, and sensory experiences convey meaning in dance.
- 3.2.3 Create a dance study that communicates a self-chosen idea, thought and/or feeling to others.
- 3.3.1 Identify and define social issues.
- 3.3.2 Discuss ways dance is used to create an awareness of social issues.
- 3.3.3 Create movement to portray a specified social issue.

## **Standard 4.0 Criticism and Analysis**

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

### **Course Level Expectations (CLEs)**

The student will

- 4.1 Construct original movement phrases using the elements of dance to solve given problems.
- 4.2 Apply technical critique given in a class/rehearsal setting.
- 4.3 Compare and analyze student and professional performances.
- 4.4 Analyze the choreographic intent in performances.

### **Checks for Understanding**

- 4.1 Create a dance in ABA form using selected locomotor and nonlocomotor movements.
- 4.2 Demonstrate a specified technical correction given by the teacher in a class/rehearsal. Work with a partner to determine correct versus incorrect execution of a specified technical movement.
- 4.3 View two works and compare their choreographic structures. View two works and critique the dancers' performance (technique and artistry).
- 4.4 Determine, in a peer setting, the intent of a given piece. Write a critique determining the intent of a given piece.

### **Student Performance Indicators (SPIs)**

The student is able to

- 4.1.1 Discover movement solutions to technical or structural movement problems.
- 4.1.2 Create movement phrases to demonstrate a solution to a specified movement problem.
- 4.1.3 Edit and revise movement phrases to refine solutions of movement problems.
- 4.2.1 Apply critique given by teacher to refine technique and performance.

- 4.2.2 Refine technique and performance using teacher and peer evaluation.
- 4.2.3 Refine technique and performance using self-reflection and self-evaluation.
- 4.3.1 Identify the elements of a dance critique.
- 4.3.2 Identify the elements of a dance critique and apply to a performance.
- 4.3.3 Construct a formal written critique of a student and/or professional performance.
- 4.4.1 Identify intent in specified choreographic works.
- 4.4.2 Discuss the use and impact of intent in specified choreographic works.
- 4.4.3 Discover ways personal experiences affect the creation of choreographic intent.

## **Standard 5.0 Cultural/Historical Contexts**

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

### **Course Level Expectations (CLEs)**

The student will

- 5.1 Recognize the diversity of dance expression throughout the world.
- 5.2 Understand that dance has its roots in rituals.
- 5.3 Understand the historical background of classical, theatrical, and contemporary forms of dance.
- 5.4 Understand the similarities and differences of various dance genres.

### **Checks for Understanding**

- 5.1 View a selection of cultural/folk dances from around the world and list their characteristics.
- 5.2 Identify historic rituals, and identify and list the purposes of these rituals (e.g., religious, fertility, harvest, hunting).
- 5.3 Create a timeline of the evolution of a specified genre of dance.
- 5.4 Compare two genres of dance and identify their unique characteristics (e.g., modern vs ballet).

### **Student Performance Indicators (SPIs)**

The student is able to

- 5.1.1 Identify diverse forms of dance throughout the world.
- 5.1.2 Compare and contrast differences in dance expression throughout the world.
- 5.1.3 Explore reasons dance expression differs throughout the world.
- 5.2.1 Identify primitive rituals.
- 5.2.2 Identify and define the role dance played in primitive rituals.

- 5.2.3 Explore ways expressive ritual movement is connected to present day dance.
- 5.3.1 Discover the origins of classical, theatrical, and contemporary forms of dance.
- 5.3.2 Identify the similarities and differences between the origins of classical, theatrical, and contemporary forms of dance.
- 5.3.3 Explore the effects history had upon the development of classical, theatrical, and contemporary forms of dance.
- 5.4.1 Identify different genres of dance.
- 5.4.2 Discuss similarities and differences of genres of dance.
- 5.4.3 Categorize dance works according to dance genres.

## **Content Standard 6.0 Health**

**Students will make connections between dance and healthful living.**

### **Course Level Expectations (CLEs)**

The student will

- 6.1 Discuss how healthful/unhealthful living choices affect the dancer.
- 6.2 Understand how anatomy relates to dance.
- 6.3 Employ proper safety measures in the studio and theatre.

### **Checks for Understanding**

- 6.1 Create a visual presentation depicting health “DO’s and DON’Ts” for dancers.
- 6.2 Identify specific muscles and skeletal structures used in specific dance technique.
- 6.3 Design a visual presentation listing and defining studio and theatre safety measures.

### **Student Performance Indicators (SPIs)**

The student is able to

- 6.1.1 Identify healthful living choices.
- 6.1.2 Describe ways in which dance promotes health and well being.
- 6.1.3 Develop personal goals which achieve a healthy dancer and lifestyle.
- 6.2.1 Define selected principles of anatomy related to dance
- 6.2.2 Identify selected principles of anatomy related to dance.
- 6.2.3 Apply selected principles of anatomy to dance.
- 6.3.1 Identify the important safety measures that should be taken in the dance studio and theatre.
- 6.3.2 Employ the proper safety measures in the studio and theatre.

6.3.3 Develop, via peer monitoring, a safe studio and theatre environment.

## **Content Standard 7.0 Interdisciplinary Connections**

**Students will make connections between dance and other disciplines.**

### **Course Level Expectations (CLEs)**

The student will

- 7.1 Understand how the same idea can be expressed in dance and in other art forms.
- 7.2 Examine how technology can be used in dance.
- 7.3 Identify principles of other academic areas as they occur in dance.

### **Checks for Understanding**

- 7.1 Create a movement demonstrating an emotion depicted in a painting.
- 7.2 View an innovative use of technology in dance (live or recorded) and evaluate its impact on choreography (e.g., view David Parson's *Caught*).
- 7.3 Create a dance using specified geometric shapes (e.g., line, circle and triangle).  
Create a dance expressing the meaning and/or form of a poem.

### **Student Performance Indicators (SPIs)**

The student is able to

- 7.1.1 Discuss how the same idea is expressed in dance and in other art forms.
- 7.1.2 Examine how the same ideas are expressed in dance and in other art forms.
- 7.1.3 Create a multi-disciplinary (arts) dance composition.
- 7.2.1 Identify ways technology can be used in dance.
- 7.2.2 Discuss how technology can be used in the creative process.
- 7.2.3 Evaluate how technology can impact choreography
- 7.3.1 Identify ideas from other academic areas that appear in dance.
- 7.3.2 Identify connections between movement and other academic disciplines.
- 7.3.3 Create a dance study based upon a principle from another academic discipline.