



Visual and Performing Arts Curriculum – Middle School: Dance 6, Dance Experience 7, Dance Performance 8

Standard 1: *Identifying and demonstrating movement elements and skills in performing dance*

Dance 6 ¹	Dance Experience 7 ²	Dance Performance 8 ³
<p><i>Students will:</i></p> <p>D6.1.1 Demonstrate movement skills and explain their underlying principles: alignment, balance, initiation of movement, articulation of isolated body parts, weight shift, elevation and landing, fall and recovery</p>	<p><i>Students will:</i></p> <p>D7.1.1 Demonstrate movement skills and explain their underlying principles: alignment, balance, initiation of movement, articulation of isolated body parts, weight shift, elevation and landing, fall and recovery</p> <p>D7.1.2 Identify and clearly demonstrate a range of dynamics/movement qualities</p>	<p><i>Students will:</i></p> <p>D8.1.1 Demonstrate movement skills and explain their underlying principles: alignment, balance, initiation of movement, articulation of isolated body parts, weight shift, elevation and landing, fall and recovery</p> <p>D8.1.2 Identify and clearly demonstrate a range of dynamics/movement qualities</p> <p>D8.1.3 Describe the action and movement elements observed in a dance, using movement/dance vocabulary</p>

Standard 2: *Understanding choreographic principles, process and structures*

D6.2.1 Successfully demonstrate the structures or forms of AB, ABA, cannon	<p>D7.2.1 Successfully demonstrate the structures or forms of AB, ABA, cannon</p> <p>D7.2.2 Demonstrate the ability to work cooperatively in a small group during the choreographic process</p>	<p>D8.2.1 Successfully demonstrate the structures or forms of AB, ABA, cannon</p> <p>D8.2.2 Demonstrate the ability to work cooperatively in a small group during the choreographic process</p> <p>D8.2.3 Demonstrate partner skills in a visually interesting way with focus on; creating contrasting and complementary shapes, taking and supporting weight</p>
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Standard 3: *Understanding dance as a way to create and communicate meaning*

D6.3.1 Effectively demonstrate the difference between pantomiming and abstracting a gesture	<p>D7.3.1 Effectively demonstrate the difference between pantomiming and abstracting a gesture</p> <p>D7.3.2 Observe and explain how different accompaniment (such as sound, music, spoken text) can affect the meaning of a dance</p>	<p>D8.3.1 Effectively demonstrate the difference between pantomiming and abstracting a gesture</p> <p>D8.3.2 Observe and explain how different accompaniment (such as sound, music, spoken text) can affect the meaning of a dance</p> <p>D8.3.3 Demonstrate and/or explain how lighting and costuming can contribute to the meaning of a dance</p>
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¹ Grade 6 is a six week exploratory course that meets for 45 minutes every other day

^{2 & 3} Grade 7 and 8 are written as progressive courses but a student can enter at either....



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Standard 4: *Applying and demonstrating critical and creative thinking skills in dance*

Dance 6 ⁴	Dance Experience 7 ⁵	Dance Performance 8 ⁶
<p><i>Students will:</i></p> <p>D6.4.1 Demonstrate appropriate audience behavior in watching dance performances; discussing their opinions about the dances with their peers in a supportive and constructive way</p>	<p><i>Students will:</i></p> <p>D7.4.1 Demonstrate appropriate audience behavior in watching dance performances; discussing their opinions about the dances with their peers in a supportive and constructive way</p> <p>D7.4.2 Compare and contrast two dance compositions in terms of space (such as shape and pathways), time (such as rhythm and tempo, and force/energy (movement qualities)</p>	<p><i>Students will:</i></p> <p>D8.4.1 Demonstrate appropriate audience behavior in watching dance performances; discussing their opinions about the dances with their peers in a supportive and constructive way</p> <p>D8.4.2 Compare and contrast two dance compositions in terms of space (such as shape and pathways), time (such as rhythm and tempo, and force/energy (movement qualities)</p> <p>D8.4.3 Identify possible aesthetic criteria for evaluating dance such as skill of performers, originality , visual and/or emotional impact, variety and contrast</p>

Standard 5: *Demonstrating and understanding dance in various cultures and historical periods*

D6.5.1 Begin to recognize elements of dances from twentieth century America	<p>D7.5.1 Begin to recognize elements of dances from twentieth century America</p> <p>D7.5.2 Accurately describe the role of dance in at least two different cultures or time periods</p>	<p>D8.5.1 Begin to recognize dances from twentieth century America</p> <p>D8.5.2 Accurately describe the role of dance in at least two different cultures or time periods</p> <p>D8.5.3 Describe similarities and differences in steps and movement styles used in dances from various cultures</p>
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Standard 6: *Making connections between dance and healthful living*

<p>D6.6.1 Identify at least three personal goals to improve self as a dancer and step being taken to reach those goals</p> <p>D6.6.2 Explain strategies to prevent dance injuries</p>	<p>D7.6.1 Identify at least three personal goals to improve self as a dancer and step being taken to reach those goals</p> <p>D7.6.2 Explain strategies to prevent dance injuries</p> <p>D7.6.3 Demonstrate an appropriate warm-up to prepare the body for movement</p>	<p>D8.6.1 Identify at least three personal goals to improve self as a dancer and step being taken to reach those goals</p> <p>D8.6.2 Explain strategies to prevent dance injuries</p> <p>D8.6.3 Demonstrate and explain an appropriate warm-up to prepare the body and mind for movement and for expression</p>
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Visual and Performing Arts Curriculum – Middle School: Dance 6, Dance Experience 7, Dance Performance 8

Standard 7: *Making connections between dance and other disciplines*

Dance 6 ⁷	Dance Experience 7 ⁸	Dance Performance 8 ⁹
<p><i>Students will:</i></p> <p>D6.7.1 Cite examples of concepts used in dance and another discipline outside the arts (such as balance, shape, and pattern)</p>	<p><i>Students will:</i></p> <p>D7.7.1 Cite examples of concepts used in dance and another discipline outside the arts (such as balance, shape, and pattern)</p> <p>D7.7.2 Create a project that reveals similarities and differences between the arts</p>	<p><i>Students will:</i></p> <p>D8.7.1 Cite examples of concepts used in dance and another discipline outside the arts (such as balance, shape, and pattern)</p> <p>D8.7.2 Create a project that reveals similarities and differences between the arts</p> <p>D8.7.3 Observe the same dance both live and recorded to compare and contrast the aesthetic impact of the two observations</p>

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