Arizona Arts

Dance: Grade 6

Adopted 2015

Creating

1. **Generate and conceptualize artistic ideas and work**
   a. Explore relationships of movement components and concepts through creative processes by investigating various improvisational approaches.
   b. Construct and solve multiple movement problems to develop choreographic content.
   c. Create movement from a variety of stimuli (e.g. music/sound, observed dance, literary forms, natural phenomena, current news or social events, personal experience) that expands movement vocabulary and develops artistic expression. Use movement to create an original dance study.

2. **Organize and develop artistic ideas and work**
   a. Explore choreographic elements, structures and processes to develop a dance study. Explain the choreographic intent of the movement.
   b. Choreograph a dance study that communicates personal or cultural meaning.

3. **Refine and complete artistic work**
   a. Revise dance compositions using collaboratively developed artistic criteria. Explain reasons for revisions and how choices made relate to artistic intent.
   b. Explore or invent a intent. system to record a dance sequence through writing, symbols, or a form of media technology (e.g. Laban motif symbols, creative writing, etc.).

Performing

4. **Select, Analyze and Interpret artistic work for performance**
   a. Refine partner and ensemble skills through the development of kinesthetic awareness while performing diverse pathways, levels, and patterns in space. Maintain focus with partner or group in near and far space. Convert inward focus to outward focus for projecting out to far space.
   b. Use combinations of sudden and sustained timing as it relates to both the time and the dynamics of a sequence or dance work. Accurately use accented and unaccented beats in 3/4 and 4/4 meter. Use timing accents to add rhythmic interest to movement.
   c. Incorporate energy/effort and dynamics to technique exercises and dance performance. Use energy and dynamics to enhance and project movements.

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5. **Develop and refine artistic techniques and work for presentation**

a. Apply technical dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement) to accurately execute changes of direction, weight shifts, flexibility/range of motion, elevations and landings, extensions of limbs, and movement transitions within dance sequences.

b. Identify and evaluate healthful practices including nutrition and basic anatomical knowledge that promote safe and healthful strategies when warming up, dancing, and in everyday life.

c. Apply movement principles such as movement initiation, and use of imagery, while performing dance sequences and movement studies.

6. **Convey meaning through the presentation of artistic work.**

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.

b. Identify and select production elements that would intensify and heighten the artistic intent of the work and explain reasons for the decisions made using production terminology. Explore possibilities of producing dance in a variety of venues or for different audiences. Provide evidence of how the production elements would be handled in different situations.

Responding

7. **Perceive and analyze artistic work**

a. Describe, demonstrate and compare dance sequences within a dance in context of their artistic intent.

b. Explain and compare 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.

8. **Interpret intent and meaning in artistic work**

a. Interpret and provide evidence on how artistic expression of dance is achieved through the relationships among the components of dance using genre-specific dance terminology.

9. **Apply criteria to evaluate artistic work**

a. Use artistic criteria to determine what makes an effective dance work. Utilize criteria to evaluate a specific dance work and consider content, context, genre, style, or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.

Connecting

10. **Synthesize and relate knowledge and personal experiences to make art**

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a. Analyze and compare various movement sources (ex: personal, cross-cultural, styles and genres of movement) and their dance elements. Interpret the movement observed in regards to the development of one's attitudes, knowledge, experiences, and/or personal movement preferences.

b. Research an aspect or contrasting aspects from the cultural, social or historical development of a dance genre or style, and/or the dance elements. Share the findings and discuss how these reinforced or changed personal views and understandings. Document the process of investigation.

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

    a. Investigate the dance literacy skills of dance observation, writing, and critique, understanding cultural influences, engaging in dialogue, and utilizing technology and symbol systems in one's learning.