Illinois Fine Arts

Dance: Grade 6

Adopted 2016

Creating

1: Generate and conceptualize artistic ideas and work.

a. Relate similar or contrasting ideas to develop choreography using a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news, social events). DA:CR1.1.6.A

b. Explore various movement vocabularies to transfer ideas into choreography. DA:CR1.1.6.B

2: Organize and develop artistic ideas and work.

a. Explore choreographic devices and dance structures to develop a dance study that supports an artistic intent. Explain the goal or purpose of the dance. DA:CR2.1.6.A

b. Determine artistic criteria to choreograph a dance study that communicates personal or cultural meaning. Based on the criteria, evaluate why some movements are more or less effective than others. DA:CR2.1.6.B

3: Revise, 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. DA:CR3.1.6.A

b. Explore or invent a system to record a dance sequence through writing, symbols, or a form of media technology. DA:CR3.1.6.B

Performing

4: Select, analyze, and interpret artistic work for presentation.

a. Refine partner and ensemble skills in the ability to judge distance and spatial design. Establish diverse pathways, levels, and patterns in space. Maintain focus with partner or group in near and far space. DA:PR4.1.6.A

b. Use combinations of sudden and sustained timing as it relates to both the time and the dynamics of a phrase or dance work. Accurately use accented and unaccented beats. DA:PR4.1.6.B

c. Explore dynamic expression as it relates to energy relationships in a variety of dance genres or styles. DA:PR4.1.6.C

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

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a. Embody technical dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement) to accurately execute changes of direction, levels, facings, pathways, elevations and landings, extensions of limbs, and movement transitions. DA:PR5.1.6.A

b. Apply basic anatomical knowledge, proprioceptive feedback, spatial awareness, and nutrition to promote safe and healthy strategies when warming up and dancing. DA:PR5.1.6.B

c. Collaborate as an ensemble to refine dances by identifying what does and does not work in executing complex patterns, sequences, and formations. Solve movement problems to dances by testing options and finding good results. Document self-improvements over time. DA:PR5.1.6.C

6: Convey meaning through the presentation of artistic work.

a. Use performance etiquette and performance practices during class, rehearsal, and performance. Post-performance: accept notes from the choreographer, make corrections as needed, and apply to future performances. DA:PR6.1.6.A

b. Compare and contrast a variety of possible production elements that would intensify and heighten the artistic intent of the work. Select choices and use production terminology to explain reasons for the decisions made. DA:PR6.1.6.B

Responding

7: Perceive and analyze artistic work.

a. Describe recurring patterns of movement and their relationships in dance. DA:RE7.1.6.A

b. Explain how the elements of dance are used in a variety of dance genres, styles, or cultural movement practices. Use genre-specific dance terminology. DA:RE7.1.6.B

8: Construct meaningful interpretations of artistic work.

a. Explain how the artistic expression of a dance is achieved through the elements of dance, use of body, dance technique, dance structure, and context. Use genre-specific dance terminology to explain how these communicate the intent of the dance. DA:RE8.1.6.A

9: Apply criteria to evaluate artistic work.

a. Discuss the characteristics and artistic intent of a dance from a genre, style, or cultural movement practice and develop artistic criteria to critique the dance, using genre-specific dance terminology. DA:RE9.1.6.A

Connecting

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

a. Observe the movement characteristics or qualities observed in a specific dance genre. Describe differences and similarities about what was observed to one's attitudes and movement preferences. DA:CN10.1.6.A

b. Choose a topic, concept, or content from another subject of interest and research how other art forms have expressed the topic. Create and explain a dance study that expresses the idea. DA:CN10.1.6.B

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

a. Interpret and show how the movement and qualities of a dance communicate its cultural, historical, and/or community purpose or meaning. DA:CN11.1.6.A