Illinois Fine Arts

Dance: Grade 7

Adopted 2016

Creating

1: Generate and conceptualize artistic ideas and work.

a. Compare a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news, social events) and make selections to expand movement vocabulary and artistic expression. DA:CR1.1.7.A

b. Explore various movement vocabularies to express an artistic intent in choreography. Explain and discuss the choices made using genre-specific dance terminology. DA:CR1.1.7.B

2: Organize and develop artistic ideas and work.

a. Use a variety of choreographic devices and dance structures to develop a dance study with a clear artistic intent. Articulate reasons for movement and structural choices. DA:CR2.1.7.A

b. Determine artistic criteria to choreograph a dance study that communicates personal or cultural meaning. Articulate how the artistic criteria serve to communicate the meaning of the dance. DA:CR2.1.7.B

3: Revise, refine, and complete artistic work.

a. Evaluate possible revisions of dance compositions and, if necessary, consider revisions of artistic criteria based on self-reflection and the feedback from others. Explain reasons for choices and how they clarify artistic intent. DA:CR3.1.7.A

b. Investigate a recognized system to document a dance sequence by using words, symbols, or media technologies. DA:CR3.1.7.B

Performing

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

a. Expand movement vocabulary of varied pattern designs. Incorporate and modify body designs from different dance genres and styles to expand movement vocabulary to include differently designed shapes and movements for interest and contrast. DA:PR4.1.7.A

b. Vary durational approach in dance phrasing by using timing accents and variations within a phrase to add interest kinesthetically, rhythmically, and visually. DA:PR4.1.7.B

c. Compare and contrast movement characteristics from a variety of dance genres or styles. Discuss specific characteristics using adjectives and adverbs to describe them. Determine what dancers must do to perform them clearly. DA:PR4.1.7.C

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

a. Apply body use strategies to accommodate physical maturational development to technical dance skills (for example, functional alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement, weight shifts, flexibility/range of motion). DA:PR5.1.7.A

b. Utilize healthy practices and sound nutrition in dance activities and everyday life. Discuss benefits of practices and how choices enhance performance. DA:PR5.1.7.B

c. Collaborate with peers to practice and refine dances. Develop group performance expectations through observation and analyses (for example, view live or recorded professional dancers and collaboratively develop group performance expectations based on information gained from observations). DA:PR5.1.7.C

6: Convey meaning through the presentation of artistic work.

a. Use performance etiquette and performance practices during class, rehearsal, and performance. Maintain a journal documenting these efforts. Post-performance: accept notes from the choreographer and apply corrections to future performances. DA:PR6.1.7.A

b. Explore possibilities of producing dance in a variety of venues or for different audiences. Use production terminology to explain how the production elements would be handled in different situations to enhance artistic intent. DA:PR6.1.7.B

Responding

7: Perceive and analyze artistic work.

a. Compare, contrast, and discuss patterns of movement and their relationships in dance. DA:RE7.1.7.A

b. Compare and contrast how the elements of dance are used in a variety of genres, styles, or cultural movement practices. Use genre-specific dance terminology. DA:RE7.1.7.B

8: Construct meaningful interpretations of artistic work.

a. Compare the meaning of different dances. Explain how the artistic expression of each dance is achieved through the elements of dance, use of body, dance technique, and context. Use genre-specific dance terminology. DA:RE8.1.7.A

9: Apply criteria to evaluate artistic work.

a. Compare artistic intent, content, and context from dances to examine the characteristics of genre, style, or cultural movement practice. Based on the comparison, refine artistic criteria, using genre-specific dance terminology. DA:RE9.1.7.A

Connecting

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

a. Compare and contrast the movement characteristics or qualities found in a variety of dance genres. Discuss how the movement characteristics or qualities differ from one's own movement preferences and perspectives. DA:CN10.1.7.A

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b. Identify and research a dance related question or problem. Communicate new perspectives or realizations through a dance study with an oral and written defense. DA:CN10.1.7.B

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

a. Compare, contrast, and discuss dances performed by people in various localities or communities. Formulate possible reasons why similarities and differences developed in relation to the ideas and perspectives important to each social group. DA:CN11.1.7.A