Illinois Fine Arts

Dance: Grade 8

Adopted 2016

Creating

1: Generate and conceptualize artistic ideas and work.

a. Implement movement from a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news, social events) to develop dance content for an original dance study or dance. DA:CR1.1.8.A

b. Identify and select personal preferences to create an original dance study or dance. Use genre-specific dance terminology to articulate and justify choices made in movement development to communicate intent. DA:CR1.1.8.B

2: Organize and develop artistic ideas and work.

a. Collaborate to select and apply a variety of choreographic devices and dance structures to choreograph an original dance study or dance with a clear artistic intent. Articulate the group process for making movement and structural choices. DA:CR2.1.8.A

b. Define and apply artistic criteria to choreograph a dance that communicates personal or cultural meaning. Discuss how the criteria clarify or intensify the meaning of the dance. DA:CR2.1.8.B

3: Revise, refine, and complete artistic work.

a. Revise choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback from others. Articulate the reasons for choices and revisions and explain how they clarify and enhance the artistic intent. DA:CR3.1.8.A

b. Experiment with aspects of a recognized system to document a section of a dance by using words, symbols, or media technologies. DA:CR3.1.8.B

Performing

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

a. Sculpt the body in space and design body shapes in relation to other dancers, objects, and environment. Use appropriate focus in direct and indirect pathways. DA:PR4.1.8.A

b. Analyze and select metric, kinetic, and breathe phrasing and apply them appropriately to dance phrases. Perform dance phrases of different lengths that use various timings within the same section. Use different tempi in different body parts at the same time. DA:PR4.1.8.B

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c. Direct energy and dynamics in such a way that movement is textured. Incorporate energy and dynamics to technique exercises and dance performance. Use energy and dynamics to enhance and project movements. DA:PR4.1.8.C

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

a. Embody technical dance skills (for example, functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to replicate, recall, and execute spatial designs and musical or rhythmical dance phrases. DA:PR5.1.8.A

b. Evaluate personal healthy practices in dance activities and everyday life, including nutrition and injury prevention. Discuss choices made, the effects experienced, and methods for improvement. DA:PR5.1.8.B

c. Collaborate with peers to discover strategies for achieving performance accuracy, clarity, and expressiveness. Articulate personal performance goals and practice to reach goals. Document personal improvement over time (for example, journaling, portfolio, timeline). DA:PR5.1.8.C

6: Convey meaning through the presentation of artistic work.

a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, 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 the choreographer and apply corrections to future performances. DA:PR6.1.8.A

b. Collaborate to design and execute production elements that would intensify and heighten the artistic intent of a dance performed on a stage, in a different venue, or for different audiences. Use production terminology to explain reasons for choices. DA:PR6.1.8.B

Responding

7: Perceive and analyze artistic work.

a. Describe and discuss patterns of movement and their relationships in dance in context of artistic intent. DA:RE7.1.8.A

b. Demonstrate and explain 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. DA:RE7.1.8.B

8: Construct meaningful interpretations of artistic work.

a. Select a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique and context. Cite evidence in the dance to support your interpretation, using genre-specific dance terminology. DA:RE8.1.8.A

9: Apply criteria to evaluate artistic work.

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a. Use artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology. DA:RE9.1.8.A

Connecting

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

a. Relate connections found between different dances and discuss the relevance of the connections to the development of one's personal perspectives. DA:CN10.1.8.A

b. Research the historical development of a dance genre or style. Use knowledge gained from the research to create a dance study that evokes the essence of the style or genre. Share the dance study and research with peers. DA:CN10.1.8.B

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

a. Analyze and discuss how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people. DA:CN11.1.8.A