Maryland Fine Arts

Dance: Grades 6, 7, 8

Adopted 2019

Creating

1. Generate and conceptualize artistic ideas and work. D.1

I:6-8:1. Demonstrate the ability to use improvisation, perceptual skills, and a variety of stimuli to create and perform dance. D.1.I:6-8:1

I:6-8:2. Use movement vocabulary and dance terminology to create and articulate work with artistic intent. D.1.I:6-8:2

E:6-8:1. Demonstrate flexibility by improvising phrases of varying length from given criteria. D.1.E:6-8:1

E:6-8:2. Think critically to create phrases from student-identified criteria. D.1.E:6-8:2

E:6-8:3. Improvise using the information from a given phrase to create contrasting sections. D.1.E:6-8:3

E:6-8:4. Demonstrate flexibility in solving movement problems by working independently and collaboratively to find different solutions. D.1.E:6-8:4

2. Organize and develop artistic ideas and work. D.2

I:6-8:1. Use fundamentals of composition to create dance in a variety of forms, and explain reasons for movement choices and organization. D.2.I:6-8:1

I:6-8:2. Determine and apply artistic criteria to create dance and evaluate its artistic effectiveness. D.2.I:6-8:2

E:6-8:1. Create, manipulate, and perform movement phrases using information from the elements of dance. (BEST) D.2.E:6-8:1

E:6-8:2. Produce a floor plan for an original independent or collaborative composition and perform the composition following the floor plan. D.2.E:6-8:2

E:6-8:3. Work independently to decide on a personal set of artistic criteria. Create a phrase utilizing the criteria, and communicate choices clearly. D.2.E:6-8:3

3. Refine and complete artistic work. D.3

I:6-8:1. Revise created work based on artistic intent, feedback from self and others, and articulate reasons for revisions. D.3.I:6-8:1

I:6-8:2. Use a recognized system to document dance (e.g. writing, notation, oral, media). D.3.I:6-8:2

E:6-8:1. Revise created work and support decisions with clear communication. D.3.E:6-8:1

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E:6-8:2. Create dance work and journal or notate the process, managing goals and time. D.3.E:6-8:2

E:6-8:3. Create a system for documentation of independent dance work. D.3.E:6-8:3

E:6-8:4. Revise independent or collaborative work using feedback, thereby showing flexibility. D.3.E:6-8:4

Presenting

4. Analyze, interpret, and select artistic work for presentation. D.4

I:6-8:1. Increase movement vocabulary and using BEST and compare and contrast with a variety of genres and styles. D.4.I:6-8:1

E:6-8:1. Be a self- directed learner and work independently to improve dance technique and expand movement vocabulary using the BEST principles. D.4.E:6-8:1

E:6-8:2. Work independently to increase range of performance energies using different styles and genres. D.4.E:6-8:2

E:6-8:3. Demonstrate flexibility in ability to change directions and levels within a phrase or dance. D.4.E:6-8:3

E:6-8:4. Work collaboratively with others to perform a dance that includes a variety of spatial patterns and relationships. D.4.E:6-8:4

E:6-8:5. Work collaboratively with others to perform a variety of rhythms, speeds, and phrasing. D.4.E:6-8:5

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5. Develop and refine artistic work for presentation. D.5

I:6-8:1. Embody technical dance skills to replicate, recall, and execute dance choreography. D.5.I:6-8:1

I:6-8:2. Apply basic anatomical knowledge, spatial awareness and nutritional knowledge to promote safe and healthful strategies when warming up and dancing. D.5.I:6-8:2

I:6-8:3. Collaborate with peers to determine and document strategies for enhancing performance accuracy. D.5.I:6-8:3

I:6-8:4. Display knowledge and execution of performance competencies in dance. D.5.I:6-8:4

E:6-8:1. Memorize and perform technically and artistically accurate dance phrases or dance works. D.5.E:6-8:1

E:6-8:2. Recognize the relationship of healthful practices, alignment and technical accuracy to injury prevention. D.5.E:6-8:2

E:6-8:3. Analyze how personal dance practices contribute to safe movement and injury prevention. D.5.E:6-8:3

E:6-8:4. Be a self-directed learner and develop strategies for attaining greater clarity of performance. D.5.E:6-8:4

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

I:6-8:1. Dance for a variety of audiences in a variety of venues demonstrating performance etiquette, techniques, and practices during class, rehearsal, and performance. D.6.I:6-8:1

I:6-8:2. Work collaboratively on the design of production elements that support the artistic intent and meaning of a dance. D.6.I:6-8:2

E:6-8:1. Perform dances for audiences with the intent of communicating meaning clearly through articulate technique and projection. D.6.E:6-8:1

E:6-8:2. Be a self-directed learner by assuming personal responsibility for rehearsal and performance (costumes, make-up, hair, personal warm-up). D.6.E:6-8:2

E:6-8:3. Manage goals and time as an effective participant and/or leader for class, rehearsal, and performance. D.6.E:6-8:3

E:6-8:4. Demonstrate consistent application of performance competencies, such as awareness of space, physical discipline, and concentration in rehearsals and dance performances. D.6.E:6-8:4

E:6-8:5. Interact with an audience in a formal and informal reflection activity. D.6.E:6-8:5

Responding

7. Perceive and analyze artistic work. D.7

I:6-8:1. Describe and demonstrate patterns of movement and their connection to context and choreographic intent. D.7.I:6-8:1

I:6-8:2. Describe movement characteristics of multiple genres, cultures, and styles as they relate to choreographic intent. D.7.I:6-8:2

E:6-8:1. Make judgments about how patterns in a dance help to communicate artistic intent. D.7.E:6-8:1

E:6-8:2. Use information from dance terminology and movement descriptors to discuss possible meanings of a dance. D.7.E:6-8:2

E:6-8:3. Apply technology effectively by creating a compare and contrast instrument for describing characteristics of various styles of dance. D.7.E:6-8:3

E:6-8:4. Using information from BEST principles, compare and contrast how elements of dance are used within a dance. D.7.E:6-8:4

E:6-8:5. Work collaboratively with others to re-create patterns and movements observed in a dance. D.7.E:6-8:5

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

I:6-8:1. Using dance terminology, explain how artistic intent is achieved through the use of the elements of dance, technique, and intent. D.8.I:6-8:1

E:6-8:1. Using information from dance and non-dance vocabulary, describe how the elements of dance are used in an observed dance. D.8.E:6-8:1

E:6-8:2. Make judgments and decisions regarding the possible meanings of an observed dance, justify by relating these meanings to specific moments in the dance. D.8.E:6-8:2

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E:6-8:3. Analyze choreographic intent in a variety of contrasting dances. D.8.E:6-8:3

E:6-8:4. Using information from BEST principles, explain how they influence artistic expression in and interpretation of a dance. D.8.E:6-8:4

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

I:6-8:1. Create, analyze, and apply criteria for making aesthetic judgments in dance. D.9.I:6-8:1

E:6-8:1. Evaluate the relationship of costume, make-up, sets, lighting, music, etc. to the meaning of a dance. D.9.E:6-8:1

E:6-8:2. Collaborate to create criteria for evaluating a dance, and apply those criteria to an observed dance. D.9.E:6-8:2

E:6-8:3. Select and use aesthetic criteria to evaluate personal performances, improvised and choreographed, and the performance of others. D.9.E:6-8:3

E:6-8:4. Articulate rationales to explain conceptualizations, aesthetic decisions, and effectiveness of personal performances, improvisations, and choreography. D.9.E:6-8:4

E:6-8:5. Engage appropriately as an audience participant in formal and informal settings. D.9.E:6-8:5

Connecting

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

I:6-8:1. Connect the concepts of a variety of dances with personal perspectives. D.10.I:6-8:1

I:6-8:2. Create and document a dance study exploring contrasting ideas based on research. D.10.I:6-8:2

E:6-8:1. Analyze how personal perspectives and experiences influence how one interprets the choreographer's theme, central idea, or meaning. D.10.E:6-8:1

E:6-8:2. Work independently to identify different aspects of personal interests and identity and use the information to create a dance that expresses the self. D.10.E:6-8:2

E:6-8:3. Examine literature, scientific texts, artistic works, current events, etc., and communicate that information through a dance created collaboratively with others. D.10.E:6-8:3

E:6-8:4. Identify and communicate reasons to create dance outside of school. D.10.E:6-8:4

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

I:6-8:1. Compare and contrast the contexts of dances from a variety of cultures, societies, and histories. D.11.I:6-8:1

I:6-8:2. Explain how dance reflects and influences history and society. D.11.I:6-8:2

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I:6-8:3. Describe the relationships of dance to music, theatre, visual arts, media arts, and other disciplines. D.11.I:6-8:3

E:6-8:1. Think critically to compare and contrast specific ideas and perspectives in a variety of styles of dance. D.11.E:6-8:1

E:6-8:2. Apply technology effectively to create a time line that connects social, cultural, and historical context to the artistic development of dance. D.11.E:6-8:2

E:6-8:3. Analyze how various media have affected the development of dance. D.11.E:6-8:3

E:6-8:4. Analyze how response to dance is influenced by understanding the time and place in which it was created, the available resources, and cultural uses. D.11.E:6-8:4