

Dance: by the End of grade 8

Create

Anchor Standard 1 Generating and conceptualizing ideas.

- a Implement movement created from a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) to develop an original dance study. [1.1.8.CR1A](#)
- b Explore various movement genres through the elements of dance. Identify and select personal preferences to create an original dance study. [1.1.8.CR1B](#)

Anchor Standard 2 Organizing and developing ideas.

- a Demonstrate a variety of choreographic devices and dance structures (e.g., ABA, palindrome, theme and variation, rondo, retrograde, inversion, narrative, accumulation), to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to articulate and justify reasons for movement choices. [1.1.8.CR2A](#)
- b Establish criteria to choreograph a dance that communicates personal, historical, sociopolitical, or cultural meaning. Articulate how the criteria clarify or intensify the artistic intent [1.1.8.CR2B](#)

Anchor Standard 3 Refining and completing products.

- a Revise choreography collaboratively or independently based on artistic criteria, self reflection and the feedback of others. Explain movement choices and revisions and how they impact the artistic intent. [1.1.8.CR3](#)
- b Record changes in a dance sequence through writing and/or drawing (e.g., directions, spatial pathways, relationships) using dance notations symbols, or forms of media technology. [1.1.8.CR3B](#)

Anchor Standard 4 Selecting, analyzing, and interpreting work.

- a Perform planned and improvised movement sequences with increasing complexity in the use of floor and air pathways, including various spatial designs for movement interest and contrast to sculpt the body in space. [1.1.8.PR4A](#)

- b** Perform planned and improvised movement sequences of varying lengths with increasing complexity in the use of metric, kinesthetic and breath phrasing. [1.1.8.PR4B](#)
- c** Perform planned and improvised movement sequences and dance combinations applying dynamic phrasing, energy, emotional intent, and characterization. [1.1.8.PR4C](#)

Anchor Standard 5 Developing and refining techniques and models or steps needed to create products.

- a** Examine how healthful strategies (e.g., nutrition, injury prevention, emotional health, overall functioning) and safe body-use practices are essential for the dancer. [1.1.8.PR5A](#)
- b** Examine how kinesthetic principles and various body systems (e.g., cardiovascular, respiratory, musculoskeletal) relate to the dancing body [1.1.8.PR5B](#)
- c** Demonstrate use of elongated spine and engage in release of tension from spine/shoulders. Demonstrate the placement and shifting of energy in the body. Use vertical, off-center and nonvertical alignment. Maintain organization of the body while moving through space. [1.1.8.PR5C](#)
- d** Explore movement that develops a wide range of motion, muscular flexibility, strength, and endurance. Explore different body conditioning techniques (e.g., yoga, weight training, aerobics, Pilates). [1.1.8.PR5D](#)
- e** Transfer vocabulary and codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing. [1.1.8.PR5E](#)

Anchor Standard 6 Conveying meaning through art.

- a** Investigate visualization, motor imagery and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill. [1.1.8.PR6A](#)
- b** Apply specific feedback in rehearsal to refine performance accuracy, consistency and expressiveness. Clarify the execution of complex patterns, sequences and formations. [1.1.8.PR6B](#)
- c** Apply feedback to make changes to and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Accept notes from the choreographer, apply corrections and document performance process using dance and production terminology. Analyze and evaluate the success of a performance. [1.1.8.PR6C](#)

- d Differentiate technical and production elements and terminology to communicate with performers and backstage personnel to enhance the artistic intent of the dances. 1.1.8.PR6D
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Responding

Anchor Standard 7 Perceiving and analyzing products.

- a Use genre-specific terminology to compare and contrast recurring patterns of movement and their relationships in dance in the context of artistic intent. 1.1.8.RE7A
 - b Use genre-specific dance terminology. Explain how the elements of dance are used and how they differ in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-specific dance terminology. 1.1.8.RE7B
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Anchor Standard 8 Interpreting intent and meaning.

- a Examine a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique, and context. Interpret using genre specific dance terminology. 1.1.8.RE8A
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Anchor Standard 9 Applying criteria to evaluate products.

- a Examine artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, and /or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology. 1.1.8.RE9A
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Connecting

Anchor Standard 10 Synthesizing and relating knowledge and personal experiences to create products.

- a Explain how the perspectives expressed by the choreographer impact personal interpretation. Consider how personal background and experiences influence responses to dance works. 1.1.8.CN10A
 - b Employ a variety of research methods to inform the development of original dances about global issues, including climate change. Articulate ways the research deepened understanding of the topic and how big ideas are expressed metaphorically through dance. 1.1.8.CN10B
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Anchor Standard 11 Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding

- a Research and analyze how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people from whom the dances originate. 1.1.8.CN11A