New York Arts

Dance: Grade 5

Adopted 2017

Creating

1 Generate and conceptualize artistic ideas and work.

1.1 Choreographers are inspired by a variety of sources to convey concepts and ideas through movement for artistic expression.

a. Build content for choreography, using a variety of stimuli (e.g. music/sound, dance exemplars, literary forms, notation, ideas and images, own experiences, objects/props, natural phenomena, world news and social issues). DA:CR1.1.5.A

b. Construct and solve multiple movement problems by using the elements of dance to develop choreographic content. Describe the process of creation and the solutions, using genre-specific vocabulary when appropriate. DA:CR1.1.5.B

2 Organize and develop artistic ideas and work.

2.1 The elements of dance, dance structures, and choreographic structures serve as both a foundation and a departure point for choreographers.

a. Apply a variety of choreographic devices (e.g. addition, subtraction) to expand choreographic possibilities and develop a main idea. Explain reasoning for movement choices. DA:CR2.1.5.A

b. Develop a dance study by selecting specific movement vocabulary to communicate a main idea. Discuss how the dance communicates the idea non-verbally. DA:CR2.1.5.B

c. Identify, explore, and select production elements (e.g. music/sound, props, costumes, lights, set, video) that heighten and intensify the artistry of a dance and are adaptable for various performance spaces. Analyze production and non-production dance jobs. DA:CR2.1.5.C

3 Refine and complete artistic work.

3.1 Choreographers analyze, evaluate, refine, and document their work to communicate meaning.

a. Explore alternate movement revisions, using self, peer, or teacher feedback, to expand choreographic ideas for a dance study that communicates artistic intent. Explain movement choices and refinements. DA:CR3.1.5.A

b. Document various stages in the revision of a dance sequence through writing, symbols, or media technology. DA:CR3.1.5.B

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Performing

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

4.1 Space, time, and energy are basic elements of dance.

a. Integrate static and dynamic shapes and floor and air pathways into dance sequences. Establish relationships with other dancers through focus of eyes and other body parts. Convert inward focus to outward focus for projecting out to far space. DA:PR4.1.5.A

b. Dance to a variety of rhythms generated from internal and external sources. Perform movement phrases that show the ability to respond to metric and rhythmical changes. DA:PR4.1.5.B

c. Explore a range of movement qualities, including the effect of music on phrasing and dynamics. Generate movement from both central initiation (torso) and peripheral initiation (distal) and analyze the relationship between initiation and energy. DA:PR4.1.5.C

5 Develop and refine artistic techniques and work for presentation.

5.1 Dancers use the body-mind principles and develop the body as an instrument for artistry and artistic expression.

a. Recall and execute a series of dance phrases, using fundamental dance skills (e.g. alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement). DA:PR5.1.5.A

b. Demonstration safe body use practices during technical exercises and movement combinations. Discuss how these practices, along with healthful eating habits, promote strength, flexibility, endurance, and injury prevention. DA:PR5.1.5.B

c. Collaborate with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance quality. Synthesize kinesthetic awareness and constructive feedback to establish personal performance goals in daily class practice and rehearsal. DA:PR5.1.5.C

6 Convey meaning through the presentation of artistic work.

6.1 Dance performance is an interaction between performers, production elements, and audience that heightens and amplifies artistic expression.

a. Adapt dance to alternative performance venues by modifying spacing and movements in accordance with the performance space. Document the process in writing. Demonstrate appropriate performer and audience etiquette in informal and formal performances. Post-performance, share peer performance experiences and arrive at group decisions about improving performance. DA:PR6.1.5.A

b. Explore solutions to adapt to interaction with production elements (e.g. music/sound, props, costumes, sets) to enhance performance of a dance. Observe video recording as a tool to improve performance. DA:PR6.1.5.B

Re Skip to main content **'erceive and analyze artistic work.**

7.1 Dance is perceived and analyzed to comprehend its compositional structure.

a. Explain the basic structure of a dance (e.g. ABA) and where choreographic devices (e.g. theme and variation, call and response) appear in the dance. DA:RE7.1.5.A

b. Describe, using basic dance terminology, the qualities and characteristics of a dance from one's own cultural movement practice or other dance experiences. Compare them to the qualities and characteristics found in a different dance genre, style, or cultural movement practice. DA:RE7.1.5.B

8 Interpret meaning in artistic work.

8.1 Meaningful interpretations of dance consider artistic intent, style, genre, the elements of dance, technique, structure, and context.

a. Interpret meaning in a dance from its movements and context. Explain how the movements communicate the main idea of the dance, using genre-specific dance terminology when appropriate. DA:RE8.1.5.A

9 Apply criteria to evaluate artistic work.

9.1 Criteria for evaluating dance vary across genres, styles, and cultures.

a. Define the characteristics of a dance that give it a strong overall impression, in relation to the elements of dance in genres, styles, or cultural movement practices. Generate, with peers, criteria for excellence in a dance, considering its cultural context. Use genre-specific dance terminology when appropriate. DA:RE9.1.5.A

Connecting

10 Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.

10.1 Personal experiences, knowledge, and contexts are integrated and synthesized to interpret and create dance.

a. Compare two dances with contrasting themes. Discuss feelings and ideas evoked by each. Describe how the themes and movements relate to points of view and experiences. DA:CN10.1.5.A

b. Choose a topic, concept, or content from another discipline of study and research how other art forms have expressed the topic. Create a dance study that expresses the idea. Explain how the dance study expressed the idea and discuss how this learning process is similar to, or different from, other learning situations. DA:CN10.1.5.B

11 Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.

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11.1 Societal, cultural, historical, and community contexts both influence and are influenced by dance.

a. Describe how the movement characteristics and qualities of a dance in a specific dance genre or style communicate the ideas of the culture, historical period, or community from which it originated. DA:CN11.1.5.A