New York Arts

Dance: Grade 6

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. Relate similar or contrasting ideas to develop choreography, using a variety of stimuli (e.g. music/sound, dance exemplars, literary forms, notation, ideas and images, personal experiences/recall, objects/props, natural phenomena, world news and social issues). DA:CR1.1.6.A

b. Explore the elements of dance in various movement vocabularies to convey ideas through choreography. Describe the connection between the choreography and the ideas conveyed, using genre-specific vocabulary when appropriate. DA:CR1.1.6.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. Explore choreographic devices (e.g. juxtaposition, shifting formations) and dance structures (e.g. ABA, solo or duet with group) with teacher guidance to develop a dance study that supports an artistic intent. Explain the goal or purpose of the dance. Analyze why choreographers use exploration and experimentation. DA:CR2.1.6.A

b. Determine artistic criteria to choreograph a dance study that communicates personal or cultural meaning. Based on the criteria, evaluate why some movements are more or less effective than others. DA:CR2.1.6.B

c. Compare and contrast a variety of possible production elements (e.g. music, props, costumes, lights, set, video) that would intensify and heighten the artistry of the work. Analyze how the choreographer works with all production and non-production professionals. DA:CR2.1.6.C

3 Refine and complete artistic work.

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

a. Revise dance compositions based on artistic criteria developed collaboratively, using self, peer, or teacher feedback. Explain rationale for revisions and how choices relate to artistic intent. DA:CR3.1.6.A

b. Explore or invent a system to document a dance sequence through writing, symbols, or media technology. DA:CR3.1.6.B

Performing

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

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

a. Refine skills for estimating distance and spatial design in partner and ensemble work. Establish diverse pathways, levels, and patterns in space. Maintain focus with partner or group in near and far space. DA:PR4.1.6.A

b. Use combinations of sudden and sustained timing as it relates to both the tempo and the dynamics of a phrase or dance work. Accurately use accented and unaccented beats in various meters. DA:PR4.1.6.B

c. Use varying tensions within one's musculature for movement initiation and dynamic expression. Appropriately apply a range of dynamics and musicality to technique exercises and dance phrases. DA:PR4.1.6.C

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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. Embody technical dance skills (e.g. functional alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement) to accurately execute changes of direction, levels, facings, pathways, elevations and landings, extensions of limbs, and movement transitions. DA:PR5.1.6.A

b. Apply basic anatomical knowledge, proprioceptive feedback, spatial awareness, and understanding of nutrition to promote safe and healthful strategies when warming up and dancing. DA:PR5.1.6.B

c. Collaborate as an ensemble to refine dances by identifying what works and does not work in executing complex patterns, sequences and formations. Solve movement challenges in dances by investigating options and arriving at consensus decisions. Document self-improvements over time. DA:PR5.1.6.C

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6 Convey meaning through the presentation of artistic work.

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

a. Evaluate unique characteristics of a venue and adapt movements to the performance space. Document the process in writing and in other media. Use performance etiquette and performance practices during class, rehearsal, and performance. Post-performance, receive, record, and reflect upon notes from the choreographer, and apply corrections to future performances. DA:PR6.1.6.A

b. Explore and select solutions to adapt to interaction with production elements (e.g. music/sound, props, costumes, sets, lighting) to enhance performance of a dance. Discuss the challenges of dancing with various production elements to intensify and heighten the artistic performance of a work, using dance and production terminology. DA:PR6.1.6.B

Responding

7 Perceive and analyze artistic work.

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

a. Analyze the organization of choreographic devices and their relationships (e.g. transitions, contrasts) in a dance. DA:RE7.1.6.A

b. Explain how the elements of dance are used in a variety of dance genres, styles, or cultural movement practices. DA:RE7.1.6.B

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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. Explain how a dance communicates meaning through the elements of dance, use of body, dance technique, and dance structure, using genre-specific dance terminology. DA:RE8.1.6.A

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9 Apply criteria to evaluate artistic work.

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

a. Discuss the characteristics and context of a dance from a genre, style, or cultural movement practice and develop criteria to critique the dance, using genre-specific dance terminology. DA:RE9.1.6.A

Connecting

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

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

a. Analyze the movement characteristics or qualities observed in a specific dance genre. Relate what was observed to one's attitudes and movement preferences. DA:CN10.1.6.A

b. Conduct research, using a variety of resources, to find information about a social issue of great interest. Use the information to create a dance study that expresses a specific point of view on the topic. Discuss whether the experience of creating and sharing the dance reinforces personal views or offers new knowledge and perspectives. DA:CN10.1.6.B

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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.

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

a. Interpret and show how the movement and qualities of a dance work or practice communicate its cultural, historical, and/or community purpose or meaning. DA:CN11.1.6.A