Rhode Island Arts

Dance: Grades 5, 6

Adopted 2010

Artistic Processes – In dance, problem solving uses the human body and techniques of movement and expression to make the imagined tangible.

D1 (5-6)-1. Students use knowledge of movement to problem solve by... D1 (5-6)-1

a. combining and applying pre-selected movement elements and skills in response to a prompt

b. improvising in response to literal and abstract ideas/stimuli

D1 (5-6)-2. Students express ideas, emotions, or cultural aesthetics by... D1 (5-6)-2

a. generating small dance compositions through manipulating choreographic principles (e.g., body use, space, and relationship), simple choreographic structures (e.g., beginning, middle, and end; AB or ABA), and choreographic processes (repetition, variety)

b. improvising , exploring, and selecting dance movement to communicate literal or abstract ideas

c. designing rhythmic patterns and selecting movement qualities

Cultural Contexts – Purpose and motivation (intent) are fundamental to dance and can be expressed through traditional, non-traditional, western, and non-western forms and styles.

D2 (5-6)-1. Students view, interpret, and perform a range of forms and styles of dance by... D2 (5-6)-1

a. explaining the role of dance in various world cultures

b. observing/viewing and responding to dances from a variety of world cultures and historical contexts

c. practicing and performing dances of different forms or styles

Communication – Personal expression and meaning is achieved through the movement of the human body, communicating ideas, values, and emotions.

D3 (5-6)-1. Students demonstrate kinesthetic awareness and movement skills by... D3 (5-6)-1

a. demonstrating concentration while exhibiting awareness of relationships and space, and describing how the body executes a movement

b. demonstrating physical control and accurate memorization of movement in the execution of dance phrases

D3 (5-6)-2. Students demonstrate rhythmic acuity by... D3 (5-6)-2

a. dancing in relation to and in coordination with various tempos, time signatures, and accented beats

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D3 (5-6)-3. Students demonstrate qualitative range and phrasing by... D3 (5-6)-3

a. identifying and incorporating a variety of space, time, weight , and flow (force/energy) qualities in locomotor and non -locomotor movement

b. organizing dance phrases (sentences) that make sense for the concept or idea

c. demonstrating sustained focus while dancing

Aesthetic Judgment – Knowledge of dance as an art form is used to reflect on and evaluate the work of self and others.

D4 (5-6)-1. Students demonstrate understanding of dance forms and styles, techniques and elements, and choreographic processes and principles by... `D4 (5-6)-1`

a. comparing the movement and choreographic choices of different dance compositions or dances

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D4 (5-6)-2. Students analyze construction and achievement of effect or affect by... `D4 (5-6)-2`

a. evaluating and revising performed movement and choreography to fulfill its purpose

b. observing or performing a dance and analyzing its construction