Rhode Island Arts

Dance: Grades 7, 8

Adopted 2010

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

D1 (7-8)-1. Students use knowledge of movement to problem solve by... D1 (7-8)-1

a. applying multiple movement elements and skills in response to a prompt

b. improvising and developing movement sequences

D1 (7-8)-2. Students express ideas, emotions, or cultural aesthetics by... D1 (7-8)-2

a. generating a structured dance composition through manipulating choreographic principles (e.g., body use, space, and relationship), simple choreographic structures (e.g., beginning, middle, and end; AB or ABA; rondo; canon; call and response) and choreographic processes (repetition, variety, and transition)

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

c. selecting appropriate movement qualities and expressing musical phrasing and rhythms

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 (7-8)-1. Students view, interpret, and perform a range of forms and styles of dance by... D2 (7-8)-1

a. comparing origins and purposes of world or historical dances

b. comparing dance from different cultures or historical periods

c. practicing, refining, 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 (7-8)-1. Students demonstrate kinesthetic awareness and movement skills by... D3 (7-8)-1

a. demonstrating concentration while exhibiting an awareness of relationships and space, and describing how a performed movement feels

b. demonstrating physical control and accurate memorization of movement in the execution of different dance forms or styles

D3 (7-8)-2. Students demonstrate rhythmic acuity by... D3 (7-8)-2

a. dancing in relation to and in coordination with changes in rhythm and meter in even and syncopated rhythms

Skip to main content

D3 (7-8)-3. **Students demonstrate qualitative range and phrasing by...** D3 (7-8)-3

a. demonstrating ability and skill in applying space, time, weight, and flow (force/energy) in reproducing movement phrases

b. demonstrating artistic expression and understanding of dance phrasing (e.g., climax, ebb and flow, breath rhythms)

c. demonstrating focus on the execution of the movement and communication of the concept

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

D4 (7-8)-1. **Students demonstrate understanding of dance forms and styles, techniques and elements, and choreographic processes and principles by...** D4 (7-8)-1

a. comparing how the movements and choreographic choices support or don't support the main idea, theme, or feeing of the dance

D4 (7-8)-2. **Students analyze construction and achievement of effect or affect by...** D4 (7-8)-2

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

b. observing or performing a dance, analyzing its construction, and evaluating its effectiveness