Rhode Island Arts

Dance: Grades 9, 10, 11, 12

Adopted 2010

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

D1 (9-12)-1. **Students use knowledge of movement to problem solve by...** D1 (9-12)-1

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

b. improvising and developing movement sequences

D1 (9-12)-2. **Students express ideas, emotions, or cultural aesthetics by...** D1 (9-12)-2

a. generating their own choreography that includes, as appropriate, some of the following: unison, contrast, varied facings, varied groupings, level changes, symmetry and asymmetry, choreographic structures (i.e., beginning, middle, and end; AB or ABA; rondo, canon; call and response), and transitions

b. incorporating movement choices to communicate ideas, experiences, feelings, or images

c. designing choreography with an identifiable quality, style, or musicality

D1 (9-12)Ext-1. **Students use knowledge of movement to problem solve by...** D1 (9-12)EXT-1

a. designing a movement solution to a self-initiated problem, applying movement elements, skills, and choreographic principles

b. improvising, developing, and refining movement sequences

D1 (9-12)Ext-2. **Students express ideas, emotions, or cultural aesthetics by...** D1 (9-12)EXT-2

a. generating their own choreography that includes, as appropriate to the dance work and personal or cultural style some of the following: unison, contrast, varied facings, varied groupings, level changes, symmetry and asymmetry, choreographic structures (i.e., beginning, middle, and end; AB or ABA; rondo, canon; call and response), and transitions.

b. incorporating movement choices to communicate ideas, experiences, feelings, or images

c. designing choreography with inherent quality, style, and musicality

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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 (9-12)-1. Students view, interpret, and perform a range of forms and styles of dance by... D2 (9-12)-1

a. analyzing the purpose and motivation of the dance in the specific culture or style

b. analyzing how dances from different cultures or historical periods reflect the values and beliefs of that context

c. practicing, refining, and performing dances of different forms or styles with moderate stylistic fluency

D2 (9-12)Ext–1. Students view, interpret, and perform a range of forms and styles of dance by... D2 (9-12)EXT–1

a. performing a dance so that the purpose of the dance in the specific culture or style is clear

b. analyzing how dances from different cultures or historical periods reflect the values and beliefs of that context

c. practicing, refining, and performing different dance forms or styles with a high level of stylistic fluency

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

D3 (9-12)-1. Students demonstrate kinesthetic awareness and movement skills by... D3 (9-12)-1

a. demonstrating concentration while performing with awareness of the body, relationships, and space

b. demonstrating strength, flexibility, agility, and coordination as appropriate to the form or style

D3 (9-12)-2. Students demonstrate rhythmic acuity by... D3 (9-12)-2

a. performing rhythmic patterns and phrasing and maintaining tempo (when applicable)

D3 (9-12)-3. Students demonstrate qualitative range and phrasing by... D3 (9-12)-3

a. presenting movement with clarity of intention of the body in space, time, weight and flow (force/energy)

b. using artistic expression and understanding of phrasing to organize performance

c. demonstrating commitment to the movement and concept

D3 (9-12)Ext–1. Students demonstrate kinesthetic awareness and movement skills by... D3 (9-12)EXT–1

a. performing with consistent use of awareness of the body, relationships and space

b. demonstrating consistency in performing technical skills that require a great deal of strength, flexibility , agility and coordination as appropriate to the form or style

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D3 (9-12)Ext-2. **Students demonstrate rhythmic acuity by...** D3 (9-12)EXT-2

a. embedding the complexity of the rhythms throughout the whole body, as required by the dance

D3 (9-12)Ext–3. **Students demonstrate qualitative range and phrasing by...** D3 (9-12)EXT-3

a. presenting movement with a clear and strong intention of the body in space, time, weight and flow

b. performing with artistic expression and a heightened sense of personal phrasing, clearly presenting high and low points

c. demonstrating full commitment to the movement and concept

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

D4 (9-12)-1. **Students demonstrate understanding of dance forms and styles, techniques and elements, and choreographic processes and principles by...** D4 (9-12)-1

a. analyzing how movements and structure support the main ideas, theme, or feeling of the dance

D4 (9-12)-2. **Students analyze construction and achievement of effect or affect by...** D4 (9-12)-2

a. evaluating, editing, and revising choreography or performance

b. critically analyzing, interpreting, and evaluating observed or performed dance (using dance terminology)

D4 (9-12)Ext–1. **Students demonstrate understanding of dance forms and styles, techniques and elements, and choreographic processes and principles by...** D4 (9-12)EXT-1

a. providing insightful comments about the nature of a particular dance and its meaning and selecting specific moments within the performance that support these assertions

D4 (9-12)Ext-2. **Students analyze construction and achievement of effect or affect by...** D4 (9-12)EXT-2

a. evaluating, editing, and revising choreography and performance

b. critically analyzing, interpreting, and evaluating observed or performed dance (using dance terminology)