South Dakota Fine Arts

Grade 6

Adopted 2022

Dance

Creating

1. Generate and develop artistic ideas and work. K-12.DA.CR.1
    1. Relate similar and contrasting ideas to develop choreography. Implement movement from a variety of stimuli to develop an original dance. 6-8.DA.CR.1.1
    2. Create an original dance using personal preference. Use dance terminology to articulate and justify choices made in movement. 6-8.DA.CR.1.2
2. Organize and revise artistic ideas and work. K-12.DA.CR.2
    1. Collaborate and explore using a variety of choreographic devices and dance structures to develop and choreograph a dance with artistic intent. Articulate the group process for making movement and structural choices. 6-8.DA.CR.2.1
    2. Determine, define, and apply artistic criteria to choreograph a dance that communicates personal or cultural meaning. Evaluate and discuss how the criteria clarifies or intensifies the meaning of the dance. 6-8.DA.CR.2.2
    3. Demonstrate the understanding and responsibility of fair use and copyright as applied to the creation and sharing of dance. 6-8.DA.CR.2.3
3. Refine and complete artistic ideas and work. K-12.DA.CR.3
    1. Revise and evaluate choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback of others. Articulate the reasons for choices and revisions and explain how they clarify and enhance the artistic intent. 6-8.DA.CR.3.1
    2. Explore, investigate, and experiment with documentation of a section of a dance by using words, symbols, or media technologies. 6-8.DA.CR.3.2

Performing, Presenting, and Producing

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4. Select, analyze, and interpret, artistic ideas and work for presentation. K-12.DA.PR.4
    1. Refine partner and ensemble skills in the ability to judge distance and spatial design. Expand movement vocabulary of floor and air pattern designs. Sculpt the body in space and design body shapes in relation to other dancers, objects, and environment. Incorporate and modify body designs from different dance genres and styles for the purpose of expanding movement vocabulary. Including differently designed shapes and movements for interest and contrast. Maintain focus with partner or group in near or far space. Use focus of eyes during complex floor and air patterns or direct and indirect pathways. 6-8.DA.PR.4.1
    2. Use a combination of sudden and sustained timing as it relates to both the time and dynamics of a dance phrase or dance work. Vary and analyze durational approach in dance phrasing by using timing accents and variations within a phrase to add interest kinesthetically, rhythmically, and visually. Accurately use accented and unaccented beats in a variety of meters. Use different tempi in different body parts at the same time. 6-8.DA.PR.4.2
    3. Use internal impulse movement initiation and dynamic expression. Distinguish between bound and free flow movements and apply them to technique exercises and dance phrases. Compare and contrast movement characteristics from a variety of dance genres or styles. Direct energy and dynamics in such a way that movement is textured. Incorporate energy and dynamics to technique exercises and dance performance using them. 6-8.DA.PR.4.3
5. Develop and refine ideas and work for presentation. K-12.DA.PR.5
    1. Embody technical dance skills to replicate, recall, and execute spatial designs and musical or rhythmical dance phrases. Apply body-use strategies to accommodate physical maturational development to technical dance skills. Accurately execute changes of direction, levels, facing, pathways, elevations and landings, extensions of limbs, and movement transitions. 6-8.DA.PR.5.1
    5. 2 Apply basic anatomical principles, proprioceptive feedback, spatial awareness, and nutrition to promote safe and healthful strategies when warming up and dancing. Evaluate personal healthful practices in dance activities and everyday life including nutrition and injury prevention. Discuss benefits of practices, and how choices enhance performance, and methods for improvement. 6-8.DA.PR.5
    3. Collaborate with peers and ensemble to practice and refine dances by identifying what works and does not work in executing complex patterns, sequences, and formations. Discover strategies for achieving performance accuracy, clarity, and expressiveness. Develop group performance expectations through observation and analysis. Solve movement problems to dances by testing options and finding good results. Articulate personal performance goals and practice to reach goals. Document personal improvement over time. 6-8.DA.PR.5.3

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6. Convey meaning through the presentation of artistic ideas and work. K-12.DA.PR.6
    1. Recognize and recommend needs and adapt movements to a performance area. Demonstrate leadership qualities when preparing for performances. Use performance etiquette and performance practices during class, rehearsal, and performance. Document efforts and create a plan for ongoing improvements. Post-performance, accept notes from choreographer and apply corrections to future performances. 6-8.DA.PR.6.1
    2. Compare and contrast a variety of possible production elements that would intensify and heighten the artistic intent of the work. Select choices and explain reasons for the decisions made using production terminology. Explore possibilities of producing dance in a variety of venues or for different audiences and, using production terminology, explain how the production elements would be handled in different situations. Collaborate to design and execute production elements that would intensify and heighten the artistic intent of a dance performed on a stage, in a different venue, or for different audiences. Explain reasons for choices using production terminology. 6-8.DA.PR.6.2

Responding

7. Perceive and analyze artistic ideas and work. K-12.DA.RE.7
    1. Describe, demonstrate, and compare and contrast patterns of movement and their relationships to artistic intent. 6-8.DA.RE.7.1
    2. Explain and compare how the elements of dance are used in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-specific dance terminology. 6-8.DA.RE.7.2
8. Interpret intent and meaning in artistic ideas and work. K-12.DA.RE.8
    1. Select and compare different dances and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique and context. Cite elements of the artistic expression in the dance to support the interpretation using genre specific dance terminology. 6-8.DA.RE.8.1
9. Apply criteria to evaluate artistic ideas and work. K-12.DA.RE.9
    1. Using genre specific dance terminology and artistic criteria, compare artistic intent, content, and context from a variety of dances to examine the characteristics of each and determine what makes an effective performance. 6-8.DA.RE.9.1

Connecting

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10. Synthesize related knowledge with personal experiences to make artistic work. K-12.DA.CN.10

    1. Compare, contrast, and relate movement characteristics and connections between dance genres. Discuss the relevance of the connections to the development of one's personal perspectives. 6-8.DA.CN.10.1

    2. Investigate two contrasting topics, such as historical development of a dance genre or an issue of great interest, using a variety of research methods. Create a dance study exploring the contrasting ideas. Document the process of research and application. 6-8.DA.CN.10.2

11. Relate artistic ideas and work with societal, historical, cultural, and personal context to deepen understanding. K-12.DA.CN.11

    1. Analyze and discuss, how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people. 6-8.DA.CN.11.1

Music

Creating

1. Generate and develop artistic ideas and work. K-12.MU.CR.1

    1. Create musical ideas for simple rhythmic and melodic phrases. 6-8.MU.CR.1.1

2. Organize and revise artistic ideas and work. K-12.MU.CR.2

    1. Select, revise, and preserve previously created musical ideas. 6-8.MU.CR.2.1

3. Refine and complete artistic ideas and work. K-12.MU.CR.3

    1. Evaluate and refine musical ideas based on knowledge, skill, and teacher-provided criteria. 6-8.MU.CR.3.1

    2. Share personally developed musical ideas, individually or as an ensemble. 6-8.MU.CR.3.2

Performing, Presenting, and Producing

4. Select, analyze, and interpret artistic ideas and work for presentation. K-12.MU.PR.4

    1. Demonstrate and explain how the selection of repertoire is influenced by personal interest, knowledge, and context, as well as their personal and others' musicianship skills. 6-8.MU.PR.4.1

    2. Compare, and explain the structure of contrasting repertoire. 6-8.MU.PR.4.2

    3. Read and identify standard symbols for musical elements. 6-8.MU.PR.4.3

5. Develop and refine artistic ideas and work for presentation. K-12.MU.PR.5

    1. Identify and apply teacher, collaborative, or personally-developed criteria to rehearse, refine, and determine when the music is ready to perform in varied ensembles. 6-8.MU.PR.5.1

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6. Convey meaning through the presentation of artistic ideas and work. K-12.MU.PR.6
    1. Perform repertoire with technical accuracy, and expressive qualities, intent to convey meaning and intent. 6-8.MU.PR.6.1
    2. Identify intent as a means for connecting with an audience through musical work. 6-8.MU.PR.6.2

Responding

7. Perceive and analyze artistic ideas and work. K-12.MU.RE.7
    1. Select personal music choices based on interests and experiences. 6-8.MU.RE.7.1
    2. Describe how musical elements and expressive qualities, genre, or culture relate to structures of pieces. 6-8.MU.RE.7.2
8. Interpret intent and meaning in artistic ideas and work. K-12.MU.RE.8
    1. Describe how expressive qualities relate to structures of pieces. 6-8.MU.RE.8.1
9. Apply criteria to evaluate artistic ideas and work. K-12.MU.RE.9
    1. With guidance, apply teacher-provided or personally-developed criteria to evaluate musical work. 6-8.MU.RE.9.1

Connecting

10. Synthesize related knowledge with personal experiences to make artistic work. K-12.MU.CN.10
    1. Demonstrate how interests, knowledge, and skills can relate to personal choices and intent when creating, performing, and responding to music. 6-8.MU.CN.10.1
11. Relate artistic ideas and work with societal, historical, cultural, and personal context to deepen understanding. K-12.MU.CN.11
    1. Analyze relationships between music, other arts, other disciplines, historical and cultural contexts, and daily life. 6-8.MU.CN.11.1
    2. Identify and demonstrate different roles of performance participants in various settings 6-8.MU.CN.11.2

Theater Arts

Creating

1. Generate and develop artistic ideas and work. K-12.TH.CR.1
    1. Investigate and apply multiple perspectives and solutions to performance problems in a dramatic/ theatrical work. 6-8.TH.CR.1.1
    2. Explore and develop a character by articulating the character's inner thoughts, objectives, and motivations in a dramatic/ theatrical work. 6-8.TH.CR.1.2
    3. Identify and explore multiple perspectives and solutions to the challenges of the technical elements within a dramatic/ theatrical work. 6-8.TH.CR.1.3

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2. Organize and revise artistic ideas and work. K-12.TH.CR.2
    1. Articulate and apply script analysis, personal experience, and research in historical, social, and cultural contexts to the development of a dramatic/ theatrical work. 6-8.TH.CR.2.1
    2. Demonstrate mutual respect for self and others by sharing leadership and responsibilities to develop collaborative goals in a dramatic/ theatrical work. 6-8.TH.CR.2.2
    3. Demonstrate an understanding of copyrights and consequences for violating copyright laws. 6-8.TH.CR.2.3
3. Refine and complete artistic ideas and work. K-12.TH.CR.3
    1. Demonstrate focus and concentration in the rehearsal process to analyze and revise choices in dramatic/theatrical work. 6-8.TH.CR.3.1
    2. Identify, develop, and refine elements of physical, vocal, and psychological traits of characters in theatrical work. 6-8.TH.CR.3.2
    3. Explore and implement the elements of technical design utilizing simple technology during the rehearsal process of a dramatic/theatrical work. 6-8.TH.CR.3.3

Performing, Presenting, and Producing

4. Select, analyze, and interpret, artistic ideas and work for presentation. K-12.TH.PR.4
    1. Identify and explore essential literary elements and various staging choices to enhance the story in a dramatic/theatrical work. 6-8.TH.PR.4.1
    2. Experiment using various character objectives, motives, and tactics in a scene to overcome obstacles in a dramatic/theatrical work. 6-8.TH.PR.4.2
5. Develop and refine artistic ideas and work for presentation. K-12.TH.PR.5
    1. Recognize and participate in a variety of theater games and acting techniques that can be used in rehearsal or performance of a dramatic/theatrical work. 6-8.TH.PR.5.1
    2. Identify and utilize a variety of technical elements to create a design that can be applied to a dramatic/theatrical work. 6-8.TH.PR.5.2
6. Convey meaning through the presentation of artistic ideas and work. K-12.TH.PR.6
    1. Audition, participate, and rehearse a dramatic/theatrical work to be shared with an audience in a performance setting. 6-8.TH.PR.6.1

Responding

7. Perceive and analyze artistic ideas and work. K-12.TH.RE.7
    1. Compare and contrast personal and peer reactions to the evaluation of artistic choices made in a dramatic/theatrical work. 6-8.TH.RE.7.1

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8. Interpret intent and meaning in artistic ideas and work. K-12.TH.RE.8
    1. Compare and contrast personal experiences within a group and choose the most appropriate based on textual evidence when participating in a dramatic/theatrical work. 6-8.TH.RE.8.1
    2. Explain how cultural perspectives influence the evaluation of a dramatic/theatrical work. 6-8.TH.RE.8.2
    3. Identify and apply personal aesthetics, preferences, and beliefs to discuss and evaluate a dramatic/theatrical work. 6-8.TH.RE.8.3
9. Apply criteria to evaluate artistic ideas and work. K-12.TH.RE.9
    1. Explain preferences to evaluate a dramatic/theatrical work using personal experiences and aesthetics. 6-8.TH.RE.9.1
    2. Identify aesthetic choices used to create the technical elements in a dramatic/theatrical work. 6-8.TH.RE.9.2
    3. Identify how a dramatic/theatrical work may impact an audience and assess the intended purpose of that work. 6-8.TH.RE.9.3

Connecting

10. Synthesize related knowledge with personal experiences to make artistic work. K-12.TH.CN.10
    1. Describe how the actions and motivations of characters impact perspectives and diverse community ideas by examining an issue through a dramatic/theatrical work. 6-8.TH.CN.10.1
11. Relate artistic ideas and work with societal, historical, cultural, and personal context to deepen understanding. K-12.TH.CN.11
    1. Incorporate different forms of arts to examine contemporary social, cultural, or global issues in a dramatic/theatrical work. 6-8.TH.CN.11.1
    2. Compare and contrast the visual and verbal worlds of two different versions of the same play. 6-8.TH.CN.11.2
    3. Research the time period and artifacts from a particular location to articulate performance and design choices in a dramatic/theatrical work. 6-8.TH.CN.11.3
    4. Investigate and identify various opportunities in theater related careers both on and off stage. 6-8.TH.CN.11.4

Visual Arts

Creating

1. Generate and develop artistic ideas and work. K-12.VA.CR.1
    1. Brainstorm and apply multiple approaches to overcome creative blocks with chosen media. 6-8.VA.CR.1.1
    2. Individually or collaboratively investigate techniques and media to develop a plan for artistic work. 6-8.VA.CR.1.2

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2. Organize and revise artistic ideas and work. K-12.VA.CR.2
    2. Safely demonstrate quality practice and handling of materials, tools, and equipment. 5.VA.CR.2.2
    1. Experiment with techniques and demonstrate innovative risk-taking during the art-making process. 6-8.VA.CR.2.1
    2. Demonstrate proper techniques for conservation, care, and cleanup of art materials, tools, and equipment. 6-8.VA.CR.2.2
    3. Apply artistic foundations, the elements of art, and the principles of design, to produce that clearly communicates information or ideas. 6-8.VA.CR.2.3
3. Refine and complete artistic ideas and work. K-12.VA.CR.3
    1. Analyze, discuss, and reflect on art after seeking feedback to determine revisions and completion. 6-8.VA.CR.3.1
    2. Refine artworks by emphasizing elements to reflect an understanding of purpose, audience, or place. 6-8.VA.CR.3.2
    3. Demonstrate adaptability using tools, techniques, and content in standard and experimental ways to communicate intent in the creation of artwork. 6-8.VA.CR.3.3

Performing, Presenting, and Producing

4. Select, analyze, and interpret, artistic ideas and work for presentation. K-12.VA.PR.4
    1. Analyze similarities and differences associated with preserving and presenting two-dimensional, three-dimensional, and digital artwork. 6-8.VA.PR.4.1
    2. Develop and apply criteria for evaluating a collection of artwork for presentation. 6-8.VA.PR.4.2
5. Develop and refine ideas and work for presentation. K-12.VA.PR.5
    1. Individually or collaboratively prepare and present artwork with the consideration of the viewer's needs and the format of the exhibit. 6-8.VA.PR.5.1
6. Convey meaning through the presentation of artistic ideas and work. K-12.VA.PR.6
    1. Assess an art exhibit to understand how and why art may influence ideas, beliefs, and experiences. 6-8.VA.PR.6.1

Responding

7. Perceive and analyze artistic ideas and work. K-12.VA.RE.7
    1. Describe how an artist's choices are influenced by culture, environment, and experiences. 6-8.VA.RE.7.1
    2. Analyze and interpret how visual imagery influences the viewer's ideas, emotions, and actions. 6-8.VA.RE.7.2
8. Interpret intent and meaning in artistic ideas and work. K-12.VA.RE.8
    1. Interpret the subject matter, art-making approaches, genre, and the context in which the art was created to understand meaning and mood of art. 6-8.VA.RE.8.1

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9. Apply criteria to evaluate artistic ideas and work. K-12.VA.RE.9
    1. Utilizing established criteria, formulate a logical and convincing critique of artwork. 6-8.VA.RE.9.1

Connecting

10. Synthesize related knowledge with personal experiences to make artistic work. K-12.VA.CN.10
    1. Individually or collaboratively create art to reflect current interests, concerns, events, community, or group identity. 6-8.VA.CN.10.1
11. Relate artistic ideas and work with societal, historical, cultural, and personal context to deepen understanding. K-12.VA.CN.11
    1. Analyze how artwork reflects the history, values, and cultural identity of a community or group. 6-8.VA.CN.11.1
    2. Understand how art from the past and present represents history and has evolved over time. Discuss how past and present art, artists, and genres influence personal art. 6-8.VA.CN.11.2