



What 7th Grade Students in Dance Are Expected to Know and Be Able to Do

DANCE 7 STANDARDS

ARTISTIC PERCEPTION

1.0 Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance

Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.

Development of Motor Skills, Technical Expertise, and Dance Movements

- 1.1 Demonstrate increased focus, physical control, coordination, skill, and accurate reproduction in performing locomotor and axial movement.
- 1.2 Demonstrate increased ability and skill to sustain longer and more complex movement sequences for expression in a variety of dance styles.
- 1.3 Demonstrate risk taking in generating bigger and stronger movements through space in rehearsal and performance.

Comprehension and Analysis of Dance Elements

- 1.4 Identify and use a wider range of space, time, and force/energy to manipulate locomotor and axial movements.

Development of Dance Vocabulary

- 1.5 Use appropriate dance vocabulary to describe everyday gestures and other movements observed in viewing live or recorded dance performances. (Descriptions may take the form of a drawing or video/computer documentation.)

CREATIVE EXPRESSION

2.0 Creating, Performing, and Participating in Dance

Students apply choreographic principles, processes, and skills to create and communicate meaning through improvisation, composition, and performance of dance.

Creation/Invention of Dance Movement

- 2.1 Create, memorize, and perform improvised movement sequences, dance studies, and choreography with dynamic range and fulfillment.

- 2.2 Demonstrate the ability to use personal discovery and invention through improvisation and choreography.

Application of Choreographic Principles and Processes to Creating Dance.

- 2.3 Demonstrate the ability to use dance elements to develop dance phrases reflecting various musical rhythms, styles, and dynamics.
- 2.4 Demonstrate skill in using ideas and themes to develop simple dance forms (e.g., rondo, ABA).

Communication of Meaning in Dance Through Dance Performance

- 2.5 Demonstrate performance skill in their ability to interpret and communicate through dance.
- 2.6 Collaborate with others in preparing a dance presentation for an audience (short informal dance, lecture/demo, evening concert).

Development of Partner and Group Skills

- 2.7 Demonstrate increased originality in using partner or group relationships to define spatial floor patterns, shape designs, and entrances and exits.

HISTORICAL AND CULTURAL CONTEXT

3.0 Understanding Dance in Relation to History and Culture

Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.

Identification, Description, and Analysis of Dances

- 3.1 Identify and perform dances from countries studied in the history–social science curriculum.

History and Function of Dance

- 3.2 Explain the function of dance in daily life during specific time periods and in countries being studied in history-social science (e.g., North African, Middle Eastern, and Central American dance in ceremonies, social events, traditional settings, and theatrical performances).

Diversity of Dance

- 3.3 Explain how dance functions among people of different age groups, including their own.

AESTHETIC VALUING

4.0 Responding to, Analyzing, and Making Judgments About Works of Dance

Students critically assess and derive meaning from works of dance, performance of dancers, and original works based on the elements of dance and aesthetic qualities.

Description, Analysis, and Criticism of Dance

- 4.1 Demonstrate their understanding of the elements of dance and the craft of choreography when they critique two kinds of dance (e.g., solo, duet).
- 4.2 Identify assessment criteria used for outstanding performances in different styles of dance (e.g., theatre, social, ceremonial).

Meaning and Impact of Dance

- 4.3 Explain and analyze the impact of live or recorded music on dance performances. (Recorded music is consistent. Live music can be altered.)
- 4.4 Explain how varied venues influence the experience and impact of dancing (e.g., a studio setting, traditional stage, theater in the round, site specific).

CONNECTIONS, RELATIONSHIPS, APPLICATIONS

5.0 Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers

Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They learn about careers in and related to dance.

Connections and Applications Across Disciplines

- 5.1 Identify and use different sources to generate ideas for dance compositions (e.g., poetry, photographs, political/social issues).

- 5.2 Describe how dancing builds physical and emotional well-being (e.g., positive body imaging, physical goals, creative goals and focus/concentration).

Development of Life Skills and Career Competencies

- 5.3 Appraise how their time management, listening, problem-solving, and teamwork skills used with other dancers in composing and rehearsing a dance can be applied to other group activities research and compare careers of dance and dance related fields.

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