



What 8th Grade Students in Dance Are Expected to Know and Be Able to Do

DANCE 8 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 ability and skill to apply the elements of space, time, and force/energy in producing a wide range of dance sequences.
- 1.2 Demonstrate capacity for centering/shifting body weight and tension/release in performing movement for artistic intent.
- 1.3 Demonstrate greater technical control in generating bigger and stronger movements through space in rehearsal and performance.

Comprehension and Analysis of Dance Elements

- 1.4 Analyze gestures and movements viewed in live or recorded professional dance performances and apply that knowledge to their own dance activity.

Development of Dance Vocabulary

- 1.5 Identify and analyze the variety of ways in which a dancer can move, using space, time and force/energy vocabulary.

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 dance studies demonstrating technical expertise and artistic expression.
- 2.2 Expand and refine a personal repertoire of dance movement vocabulary.

Application of Choreographic Principles and Processes to Creating Dance

- 2.3 Apply basic music elements to the making and performance of dances (e.g., rhythm, meter, accents).
- 2.4 Record personal movement patterns and phrases, using a variety of methods (e.g., drawings, graphs, words).

Communication of Meaning Through Dance Performance

- 2.5 Demonstrate performance skill in their ability to project energy and express ideas through dance.
- 2.6 Demonstrate the use of personal images as motivation for individual and group dance performances.

Development of Partner and Group Skills

- 2.7 Demonstrate originality in using partner or group relationships to define spatial patterns and use of overall performing space.

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 Compare and contrast specific kinds of dances (e.g., work, courtship, ritual, entertainment) after performing dances.

History and Function of Dance

- 3.2 Explain the roles dance plays among different socio/economic groups in selected countries (e.g., royalty and peasants).

Diversity of Dance

- 3.3 Describe the roles of males and females in dance in the United States during various time periods.

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 Identify their own preferences for choreography and discuss those preferences, using the elements of dance.

Meaning and Impact of Dance

- 4.2 Explain the advantages and disadvantages of various technologies in the presentation of dance (e.g., video, film, computer, D.V.D, recorded music).
- 4.3 Describe and analyze how choices of costume, lighting, props, and venue can enhance or detract from the meaning of a dance.

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 compare how they apply learning habits from dance to the study of other school subjects (e.g., memorizing, research, practicing).
- 5.2 Describe how dancing builds positive mental, physical, and health-related practices (e.g., discipline, stress management, anatomic awareness, perseverance,).

Development of Life Skills and Career Competencies

- 5.3 Research and explain how dancers transition from their performing careers into alternative careers.

**Standards, Curriculum and Instruction
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916.264.4108**