



# Arizona Arts Standards

# Dance 6-8

## 2015

Artistic Process	Anchor Standard	Enduring Understanding	Essential Question
<p><b>Creating (Cr)</b>  <b>Conceiving and developing new artistic ideas and work.</b></p>	<ol style="list-style-type: none"> <li>1. Generate and conceptualize artistic work.</li> <li>2. Organize and develop artistic ideas and work.</li> <li>3. Refine and complete artistic work.</li> </ol>	<ol style="list-style-type: none"> <li>1. Choreographers use a variety of sources as inspiration to transform concepts and ideas into movement for artistic expression.</li> <li>2. The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.</li> <li>3. Choreographers analyze, evaluate, refine, and document their work to communicate meaning.</li> </ol>	<ol style="list-style-type: none"> <li>1. Where do choreographers get ideas for dances?</li> <li>2. What influences choice-making in creating choreography?</li> <li>3. How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?</li> </ol>
<p><b>Performing (Pr)</b>  <b>Realizing artistic ideas and work through interpretation and presentation.</b></p>	<ol style="list-style-type: none"> <li>4. Select, analyze, and interpret artistic work for performance.</li> <li>5. Develop and refine artistic techniques and work for presentation.</li> <li>6. Convey meaning through the presentation of artistic work.</li> </ol>	<ol style="list-style-type: none"> <li>4. Space, time, and energy are basic elements of dance.</li> <li>5. Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.</li> <li>6. Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.</li> </ol>	<ol style="list-style-type: none"> <li>4. How do dancers work with space, time, and energy to communicate artistic expression?</li> <li>5. What must a dancer do to prepare the mind and body for artistic expression?</li> <li>6. How does a dancer heighten artistry in public performance?</li> </ol>
<p><b>Responding (Re)</b>  <b>Understanding and evaluating how the arts convey meaning.</b></p>	<ol style="list-style-type: none"> <li>7. Perceive and analyze artistic work.</li> <li>8. Interpret intent and meaning in artistic work.</li> <li>9. Apply criteria to artistic work.</li> </ol>	<ol style="list-style-type: none"> <li>7. Dance is perceived and analyzed to comprehend its meaning.</li> <li>8. Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.</li> <li>9. Criteria for evaluating dance vary across genres, styles, and cultures.</li> </ol>	<ol style="list-style-type: none"> <li>7. How is a dance understood?</li> <li>8. How is dance interpreted?</li> <li>9. What criteria are used to evaluate dance?</li> </ol>
<p><b>Connecting (Cn)</b>  <b>Relating artistic ideas and work with personal meaning and external context.</b></p>	<ol style="list-style-type: none"> <li>10. Synthesize and relate knowledge and personal experiences to make art.</li> <li>11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</li> </ol>	<ol style="list-style-type: none"> <li>10. As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.</li> <li>11. Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.</li> </ol>	<ol style="list-style-type: none"> <li>10. How does dance deepen our understanding of ourselves, other knowledge, and events around us?</li> <li>11. How does knowing about societal, cultural, historical and community experiences expand dance literacy?</li> </ol>

## Dance – Grade 6

Creating (Cr)		
<b>Cr1</b> Generate and conceptualize artistic ideas	DA.6.Cr1.a	<b>Explore</b> relationships of movement components and concepts through creative processes by investigating various improvisational approaches.
	DA.6.Cr1.b	Construct and solve multiple <b>movement problems</b> to develop choreographic content.
	DA.6.Cr1.c	Create movement from a variety of <b>stimuli</b> (for example music/sound, observed dance, literary forms, natural phenomena, current news or social events, personal experience) that expands <b>movement vocabulary</b> and develops <b>artistic expression</b> . Use movement to create an original <b>dance study</b> .
<b>Cr2</b> Organize and develop artistic ideas and work	DA.6.Cr2.a	<b>Explore</b> choreographic elements, structures and processes to develop a <b>dance study</b> . Explain the choreographic intent of the movement.
	DA.6.Cr2.b	Choreograph a <b>dance study</b> that communicates personal or cultural meaning.
<b>Cr3</b> Refine and complete artistic work	DA.6.Cr3.a	Revise dance compositions using collaboratively developed <b>artistic criteria</b> . Explain reasons for revisions and how choices made relate to artistic intent.
	DA.6.Cr3.b	<b>Explore</b> or invent a system to record a dance sequence through writing, symbols, or a form of media technology (e.g., Laban motif symbols, creative writing, etc.).
Performing (Pr)		
<b>Pr4</b> Select, analyze, and interpret artistic work for performance	DA.6.Pr4.a	Refine partner and ensemble skills through the development of <b>kinesthetic awareness</b> while performing diverse pathways, levels, and patterns in <b>space</b> . Maintain focus with partner or group in near and far <b>space</b> . Convert inward focus to outward focus for projecting out to far <b>space</b> .
	DA.6.Pr4.b	Use combinations of sudden and sustained timing as it relates to both the time and the <b>dynamics</b> of a sequence or <b>dance work</b> . Accurately use accented and unaccented beats in 3/4 and 4/4 meter. Use timing accents to add rhythmic interest to movement.
	DA.6.Pr4.c	Incorporate <b>energy/effort</b> and <b>dynamics</b> to technique exercises and dance performance. Use <b>energy</b> and <b>dynamics</b> to enhance and project movements.
<b>Pr5</b> Develop and refine artistic techniques and work for presentation	DA.6.Pr5.a	Apply <b>technical dance skills</b> (for example, <b>alignment</b> , coordination, balance, core support, <b>kinesthetic awareness</b> , clarity of movement) to accurately execute changes of direction, weight shifts, flexibility/range of motion, elevations and landings, extensions of limbs, and movement transitions within dance sequences.
	DA.6.Pr5.b	Identify and evaluate healthful practices including nutrition and basic anatomical knowledge that promote safe and healthful strategies when warming up, dancing, and in everyday life.
	DA.6.Pr5.c	Apply movement principles such as movement initiation, and use of imagery, while performing dance sequences and movement studies.
<b>Pr6</b> Convey meaning through the presentation of artistic work	DA.6.Pr6.a	Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Use <b>performance etiquette</b> 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.
	DA.6.Pr6.b	Identify and select <b>production elements</b> that would intensify and heighten the artistic intent of the work and explain reasons for the decisions made using <b>production terminology</b> . <b>Explore</b> possibilities of producing dance in a variety of venues or for different audiences. Provide evidence of how the <b>production elements</b> would be handled in different situations.
Responding (Re)		
<b>Re7</b> Perceive and analyze artistic work	DA.6.Re7.a	Describe, demonstrate and compare dance sequences within a dance in context of their artistic intent.
	DA.6.Re7.b	Explain and compare how the <b>elements of dance</b> are used in a variety of <b>genres, styles, or cultural movement practices</b> to communicate intent. Use <b>genre-specific dance terminology</b> .
<b>Re8</b> Interpret intent and meaning in artistic work	DA.6.Re8.a	Interpret and provide evidence on how <b>artistic expression</b> of dance is achieved through the relationships among the components of dance using <b>genre-specific dance terminology</b> .
<b>Re9</b> Apply criteria to evaluate artistic work	DA.6.Re9.a	Use <b>artistic criteria</b> to determine what makes an effective <b>dance work</b> . Utilize criteria to evaluate a specific <b>dance work</b> and consider content, context, <b>genre, style, or cultural movement practice</b> to comprehend <b>artistic expression</b> . Use <b>genre-specific dance terminology</b> .

**Connecting (Cn)**

<b>Cn10</b> Synthesize and relate knowledge and personal experiences to make art	DA.6.Cn10.a	Analyze and compare various movement sources (ex: personal, cross-cultural, <b>styles</b> and <b>genres</b> of movement) and their dance elements. Interpret the movement observed in regard to the development of one's attitudes, knowledge, experiences, and/or personal movement preferences.
	DA.6.Cn10.b	Research an aspect or contrasting aspects from the cultural, social or historical development of a dance <b>genre</b> or <b>style</b> , and/or the dance elements. Share the findings and discuss how these reinforced or changed personal views and understandings. Document the process of investigation.
<b>Cn11</b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding	DA.6.Cn11.a	Investigate the <b>dance literacy</b> skills of dance observation, writing, and critique, understanding cultural influences, engaging in dialogue, and utilizing technology and symbol systems in one's learning.

## Dance – Grade 7

Creating (Cr)		
<b>Cr1</b> Generate and conceptualize artistic ideas	DA.7.Cr1.a	<b>Explore</b> relationships of movement components and concepts through creative processes by investigating various improvisational approaches.
	DA.7.Cr1.b	Construct and solve multiple <b>movement problems</b> to develop choreographic content.
	DA.7.Cr1.c	Create movement from a variety of <b>stimuli</b> (for example music/sound, observed dance, literary forms, natural phenomena, current news or social events, personal experience) that expands <b>movement vocabulary</b> and develops <b>artistic expression</b> . Use movement to create an original <b>dance study</b> .
<b>Cr2</b> Organize and develop artistic ideas and work	DA.7.Cr2.a	<b>Explore</b> choreographic elements, structures and processes to develop a <b>dance study</b> . Explain the choreographic intent of the movement.
	DA.7.Cr2.b	Choreograph a <b>dance study</b> that communicates personal or cultural meaning.
<b>Cr3</b> Refine and complete artistic work	DA.7.Cr3.a	Revise dance compositions using collaboratively developed <b>artistic criteria</b> . Explain reasons for revisions and how choices made relate to artistic intent.
	DA.7.Cr3.b	<b>Explore</b> or invent a system to record a dance sequence through writing, symbols, or a form of media technology (e.g., Laban motif symbols, creative writing, etc.).
Performing (Pr)		
<b>Pr4</b> Select, analyze, and interpret artistic work for performance	DA.7.Pr4.a	Refine partner and ensemble skills through the development of <b>kinesthetic awareness</b> while performing diverse pathways, levels, and patterns in <b>space</b> . Maintain focus with partner or group in near and far <b>space</b> . Convert inward focus to outward focus for projecting out to far <b>space</b> .
	DA.7.Pr4.b	Use combinations of sudden and sustained timing as it relates to both the time and the <b>dynamics</b> of a sequence or <b>dance work</b> . Accurately use accented and unaccented beats in 3/4 and 4/4 meter. Use timing accents to add rhythmic interest to movement.
	DA.7.Pr4.c	Incorporate <b>energy/effort</b> and <b>dynamics</b> to technique exercises and dance performance. Use <b>energy</b> and <b>dynamics</b> to enhance and project movements.
<b>Pr5</b> Develop and refine artistic techniques and work for presentation	DA.7.Pr5.a	Apply <b>technical dance skills</b> (for example, <b>alignment</b> , coordination, balance, core support, <b>kinesthetic awareness</b> , clarity of movement) to accurately execute changes of direction, weight shifts, flexibility/range of motion, elevations and landings, extensions of limbs, and movement transitions within dance sequences.
	DA.7.Pr5.b	Identify and evaluate healthful practices including nutrition and basic anatomical knowledge that promote safe and healthful strategies when warming up, dancing, and in everyday life.
	DA.7.Pr5.c	Apply movement principles such as movement initiation, and use of imagery, while performing dance sequences and movement studies.
<b>Pr6</b> Convey meaning through the presentation of artistic work	DA.7.Pr6.a	Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Use <b>performance etiquette</b> 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.
	DA.7.Pr6.b	Identify and select <b>production elements</b> that would intensify and heighten the artistic intent of the work and explain reasons for the decisions made using <b>production terminology</b> . <b>Explore</b> possibilities of producing dance in a variety of venues or for different audiences. Provide evidence of how the <b>production elements</b> would be handled in different situations.
Responding (Re)		
<b>Re7</b> Perceive and analyze artistic work	DA.7.Re7.a	Describe, demonstrate and compare dance sequences within a dance in context of their artistic intent.
	DA.7.Re7.b	Explain and compare how the <b>elements of dance</b> are used in a variety of <b>genres, styles, or cultural movement practices</b> to communicate intent. Use <b>genre-specific dance terminology</b> .
<b>Re8</b> Interpret intent and meaning in artistic work	DA.7.Re8.a	Interpret and provide evidence on how <b>artistic expression</b> of dance is achieved through the relationships among the components of dance using <b>genre-specific dance terminology</b> .
<b>Re9</b> Apply criteria to evaluate artistic work	DA.7.Re9.a	Use <b>artistic criteria</b> to determine what makes an effective <b>dance work</b> . Utilize criteria to evaluate a specific <b>dance work</b> and consider content, context, <b>genre, style, or cultural movement practice</b> to comprehend <b>artistic expression</b> . Use <b>genre-specific dance terminology</b> .

**Connecting (Cn)**

<b>Cn10</b> Synthesize and relate knowledge and personal experiences to make art	DA.7.Cn10.a	Analyze and compare various movement sources (ex: personal, cross-cultural, <b>styles</b> and <b>genres</b> of movement) and their dance elements. Interpret the movement observed in regard to the development of one's attitudes, knowledge, experiences, and/or personal movement preferences.
	DA.7.Cn10.b	Research an aspect or contrasting aspects from the cultural, social or historical development of a dance <b>genre</b> or <b>style</b> , and/or the dance elements. Share the findings and discuss how these reinforced or changed personal views and understandings. Document the process of investigation.
<b>Cn11</b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding	DA.7.Cn11.a	Investigate the <b>dance literacy</b> skills of dance observation, writing, and critique, understanding cultural influences, engaging in dialogue, and utilizing technology and symbol systems in one's learning.

## Dance – Grade 8

Creating (Cr)		
<b>Cr1</b> Generate and conceptualize artistic ideas	DA.8.Cr1.a	<b>Explore</b> relationships of movement components and concepts through creative processes by investigating various improvisational approaches.
	DA.8.Cr1.b	Construct and solve multiple <b>movement problems</b> to develop choreographic content.
	DA.8.Cr1.c	Create movement from a variety of <b>stimuli</b> (for example music/sound, observed dance, literary forms, natural phenomena, current news or social events, personal experience) that expands <b>movement vocabulary</b> and develops <b>artistic expression</b> . Use movement to create an original <b>dance study</b> .
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	DA.8.Cn10.b	Research an aspect or contrasting aspects from the cultural, social or historical development of a dance <b>genre</b> or <b>style</b> , and/or the dance elements. Share the findings and discuss how these reinforced or changed personal views and understandings. Document the process of investigation.
<b>Cn11</b> Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding	DA.8.Cn11.a	Investigate the <b>dance literacy</b> skills of dance observation, writing, and critique, understanding cultural influences, engaging in dialogue, and utilizing technology and symbol systems in one's learning.



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