

Arizona Arts Standards



Dance 6-8

Student-Friendly-Language
Learning Intentions

2022

Creating - Conceiving and developing new artistic ideas and work.

1

Anchor Standard: Cr1 Generate and conceptualize artistic work.

Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.

Essential Question: Where do choreographers get ideas for dances?

Standard	Student Friendly Language
<p>DA:6-8.Cr1.a Explore relationships of movement components and concepts through creative processes by investigating various improvisational approaches.</p>	<p>a. I am learning to use improvisation as a creative process to explore movement components and concepts.</p>
<p>DA:6-8.Cr1.b Construct and solve multiple movement problems to develop choreographic content.</p>	<p>b. I am learning to create choreography by solving movement problems.</p>
<p>DA:6-8.Cr1.c Create movement from a variety of stimuli (for example music/sound, observed dance, literary forms, natural phenomena, current news or social events, personal experience) that expands movement vocabulary and develops artistic expression. Use movement to create an original dance study.</p>	<p>c. I am learning to use a variety of stimuli to grow my movement vocabulary and create an original dance.</p>
<p>2 Anchor Standard: Cr2 Organize and develop artistic ideas and work.</p> <p>Enduring Understanding: The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.</p> <p>Essential Question: What influences choice-making in creating choreography?</p>	
<p>DA:6-8.Cr2.a Explore choreographic elements, structures and processes to develop a dance study. Explain the choreographic intent of the movement.</p>	<p>a1. I am learning to explore different choreographic elements, formats, and processes to develop movement.</p> <p>a2. I am learning to explain the choreographic intent of my movement.</p>
<p>DA:6-8.Cr2.b Choreograph a dance study that communicates personal or cultural meaning.</p>	<p>b. I am learning to choreograph a dance that communicates personal or cultural meaning.</p>
<p>3 Anchor Standard: Cr3 Refine and complete artistic work.</p> <p>Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning.</p> <p>Essential Question: How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?</p>	
<p>DA:6-8.Cr3.a Revise dance compositions using collaboratively developed artistic criteria. Explain reasons for revisions and how choices made relate to artistic intent.</p>	<p>a1. I am learning to work with others to revise dance choreography.</p> <p>a2. I am learning to explain why I made artistic choices and changes.</p>
<p>DA:6-8.Cr3.b Explore 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.).</p>	<p>b. I am learning to explore or create a way to record a dance sequence through writing, symbols, or form of media technology.</p>

Performing - Realizing artistic ideas and work through interpretation and presentation.

4 Anchor Standard: Pr4 Select, analyze, and interpret artistic work for performance.
Enduring Understanding: Space, time, and energy are basic elements of dance.
Essential Question: How do dancers work with space, time, and energy to communicate artistic expression?

Standard	Student Friendly Language
<p>DA:6-8.Pr4.a Refine partner and ensemble skills through the development of kinesthetic awareness while performing diverse pathways, levels, and patterns in space. Maintain focus with partner or group in near and far space. Convert inward focus to outward focus for projecting out to far space.</p>	<p>a1. I am learning to navigate space through different pathways, levels, and patterns as a part of an ensemble.</p> <p>a2. I am learning to keep focus with my partner or group in near and far space.</p> <p>a3. I am learning to change my inward focus to outward focus and extend it out to far space.</p>
<p>DA:6-8.Pr4.b Use combinations of sudden and sustained timing as it relates to both the time and the dynamics of a sequence or dance work. Accurately use accented and unaccented beats in 3/4 and 4/4 meter. Use timing accents to add rhythmic interest to movement.</p>	<p>b1. I am learning to use combinations of sudden and sustained timing as it relates to both the time and the dynamics of a sequence in movement.</p> <p>b2. I am learning to move to both accented and unaccented beats in 3/4 and 4/4 meters.</p> <p>b3. I am learning to use timing accents to emphasize the beat of a measure through movement.</p>
<p>DA:6-8.Pr4.c Incorporate energy/effort and dynamics to technique exercises and dance performance. Use energy and dynamics to enhance and project movements.</p>	<p>c1. I am learning to use energy/effort and dynamics in my movement exercises and dance performance.</p> <p>c2. I am learning to use energy and dynamics to improve and expand my movements.</p>

5 Anchor Standard: Pr5 Develop and refine artistic techniques and work for presentation.
Enduring Understanding: Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.
Essential Question: What must a dancer do to prepare the mind and body for artistic expression?

<p>DA:6-8.Pr5.a Apply technical dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness, 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.</p>	<p>a1. I am learning to apply dance skills to demonstrate direction changes, weight shifts, flexibility/range of motion, elevations, and landings.</p> <p>a2. I am learning to apply dance skills to demonstrate flexibility/range of motion and, extensions of limbs</p> <p>a3. I am learning to apply dance skills to demonstrate movement transitions within dance sequences..</p>
<p>DA:6-8.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.</p>	<p>b. I am learning to identify and assess best practices that support safe and healthy strategies when warming up, dancing and in everyday life.</p>
<p>DA:6-8.Pr5.c Apply movement principles such as movement initiation, and use of imagery, while performing dance sequences and movement studies.</p>	<p>c. I am learning to use initiation and imagery while performing dance sequences and movement studies.</p>

<p>Anchor Standard: Pr6 Convey meaning through the presentation of artistic work.</p> <p>6 Enduring Understanding: Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.</p> <p>Essential Question: How does a dancer heighten artistry in public performance?</p>	
<p>DA:6-8.Pr6.a Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) 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.</p>	<p>a1. I am learning to demonstrate leadership qualities when preparing for performances.</p> <p>a2. I am learning to use performance etiquette and practices during class, rehearsal, and performance.</p> <p>a3. I am learning to document what I am doing and create a plan for continued improvement.</p> <p>a4. I am learning to accept post-performance notes from the choreographer and apply notes to future performances.</p>
<p>DA:6-8.Pr6.b Identify and select production elements that would intensify and heighten the artistic intent of the work and explain reasons for the decisions made using production terminology. Explore possibilities of producing dance in a variety of venues or for different audiences. Provide evidence of how the production elements would be handled in different situations.</p>	<p>b1. I am learning to identify and use production elements to support artistic work.</p> <p>b2. I am learning to use production terminology to explain reasons for using production elements in artistic work.</p> <p>b3. I am learning to explore opportunities to produce dance in different types of venues and for different audiences.</p> <p>b4. I am learning to use production elements in different situations.</p>

Responding - Understanding and evaluating how the arts convey meaning.

<p>7 Anchor Standard: Re7 Perceive and analyze artistic work.</p> <p>Enduring Understanding: Dance is perceived and analyzed to comprehend its meaning.</p> <p>Essential Question: How is a dance understood?</p>	
Standard	Student Friendly Language
<p>DA:6-8.Re7.a Describe, demonstrate and compare dance sequences within a dance in context of their artistic intent.</p>	<p>a1. I am learning to describe, demonstrate, and compare dance sequences.</p> <p>a2. I am learning to understand a dance sequence in the context of artistic intent.</p>
<p>DA:6-8.Re7.b 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.</p>	<p>b1. I am learning to explain and compare how the elements of dance are used in a variety of genres, styles, or cultural movement practices.</p> <p>b2. I am learning to communicate intent using genre-specific dance terminology.</p>
<p>Anchor Standard: Re8 Interpret intent and meaning in artistic work.</p> <p>8 Enduring Understanding: 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.</p> <p>Essential Question: How is dance interpreted?</p>	
<p>DA:6-8.Re8.a Interpret and provide evidence on how artistic expression of dance is achieved through the relationships among the components of dance using genre-specific dance terminology.</p>	<p>a. I am learning to interpret how artistic expression of dance is achieved using relationships among the components of dance using genre-specific terminology.</p>

9

Anchor Standard: Re9 Apply criteria to artistic work.

Enduring Understanding: Criteria for evaluating dance vary across genres, styles, and cultures.

Essential Question: What criteria are used to evaluate dance?

DA:6-8.Re9.a Use **artistic criteria** to determine what makes an effective **dance work**. Utilize criteria to evaluate a specific **dance work** and consider content, context, **genre, style, or cultural movement practice** to comprehend **artistic expression**. Use **genre-specific dance terminology**.

- a1. I am learning to use **artistic criteria** to determine what makes an effective dance work.
- a2. I am learning to utilize criteria to evaluate a specific dance work and consider content, context, **genre, style, or cultural movement practice** to comprehend **artistic expression** using **genre-specific dance terminology**.

Connecting - Relating artistic ideas and work with personal meaning and external context.

10

Anchor Standard: Cn10 Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.

Essential Question: How does dance deepen our understanding of ourselves, other knowledge, and events around us?

Standard

Student Friendly Language

DA:6-8.Cn10.a Analyze and compare various movement sources (ex: personal, cross-cultural, **styles** and **genres** 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.

- a1. I am learning to analyze and compare various movement sources and their dance elements.
- a2. I am learning to interpret the movement I observe.
- a3. I am learning that my attitudes, knowledge, experiences, and/or personal movement preferences influence my interpretation.

DA:6-8.Cn10.b Research an aspect or contrasting aspects from the cultural, social or historical development of a dance **genre** or **style**, and/or the dance elements. Share the findings and discuss how these reinforced or changed personal views and understandings. Document the process of investigation.

- b1. I am learning to research an aspect or contrasting aspects from the cultural, social, or historical development of a **dance genre** or **style**, and/or the dance elements.
- b2. I am learning to share the findings and discuss how these reinforced or changed my personal views and understandings.
- b3. I am learning to document the process of investigation.

11

Anchor Standard: Cn11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Enduring Understanding: Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.

Essential Question: How does knowing about societal, cultural, historical and community experiences expand dance literacy?

DA:6-8.Cn11.a Investigate the **dance literacy** skills of dance observation, writing, and critique, understanding cultural influences, engaging in dialogue, and utilizing technology and symbol systems in one's learning.

- a1. I am learning to investigate the **dance literacy** skills of dance observation, writing, and critique.
- a2. I am learning to understand cultural influences, engage in dialogue, and use technology and symbols in my learning.

