

# Dance Grades 7-8

| Enduring Understanding & Strands   | Vocabulary & Skills | Content Objectives   | Essential Questions   |
|--|---------------------|--|---|
| <p><u>Enduring Understanding:</u></p> <ul style="list-style-type: none"> <li>Dance develops physical, mental, emotional, and social well-being</li> <li>Dance uses the body as an instrument to create movements which express ideas and emotions.</li> <li>Dance develops critical thinkers that explore different methods of creative problem solving through collaboration and communication.</li> </ul> <p><u>Strands:</u></p> <ol style="list-style-type: none"> <li>CREATE Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine dance works.</li> <li>PERFORM Students will analyze, interpret and select artistic work for performance. They will develop techniques and concepts to refine artistic work and express meaning through the presentation of dance works.</li> <li>RESPOND Students will perceive and analyze artistic work and process. They will interpret intent and meaning and apply criteria to evaluate artistic work and process.</li> <li>CONNECT Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</li> </ol> |                     | <ul style="list-style-type: none"> <li><u>CREATE</u> <ol style="list-style-type: none"> <li>Create a dance based on a variety of stimuli, and discuss the process using accurate dance terminology.</li> <li>Collaboratively create an original dance studies with clear artistic intent.</li> <li>Revise the choreography based on self reflection and feedback; document the process and/or product.</li> </ol> </li> <li><u>PERFORM</u> <ol style="list-style-type: none"> <li>Demonstrate knowledge in the elements of space.</li> <li>Demonstrate knowledge in the elements of time.</li> <li>Direct energy and dynamics in technique exercises in dance performance in such a way that movement is textured.</li> <li>Apply body-mind principals while using a variety of dance genres and styles.</li> <li>Articulate personal performance goals, practice to reach goals and document personal improvements over the time.</li> </ol> </li> <li><u>RESPOND</u> <ol style="list-style-type: none"> <li>Experience a variety of culturally based dance forms and explain how they differ from one another.</li> <li>Discuss and evaluate dance genres, styles and cultural movement practices, based on a variety of artistic criteria</li> </ol> </li> <li><u>CONNECT</u> <ol style="list-style-type: none"> <li>Compare the process used in choreography to that of other creative academic or scientific procedures.</li> <li>Explore the connections between dance and the world around us.</li> </ol> </li> </ul> | <ul style="list-style-type: none"> <li>Where do ideas for original movement come from?</li> <li>How do choreographers revise their work to clarify intent?</li> <li>How do dancers work with space, time and energy to communicate artistic expression?</li> <li>What must a dancer do to prepare the mind and body for artistic expression?</li> <li>What criteria is used to understand, interpret and evaluate dance?</li> <li>How does dance deepen our understanding of ourselves?</li> </ul> <p style="text-align: center;"><i>“Dance is the hidden language of the soul.”</i><br/>-Martha Graham</p> |
| <b>Deepen Understanding</b>  |                     | <b>Learning Extensions and Assessments</b>   |   |
| <p>As dancers continue to explore the creative process and to refine skills these concepts are revisited again and again.</p>  |                     | <p>Dance sharing concerts, professional concerts, TV, Video, DVD programs. Learning in dance may be demonstrated in a variety of ways, including paper/pen format, presentation/performance, class discussion/group critique, audio, video recording, along with a rubric that accurately reflects the learning outcomes.</p>  |   |