

Dance Standards Grades 4-8

Anchor Standard 1: Creating-Generate and conceptualize artistic ideas and work.

Enduring Understanding: Developing creativity in dance requires experimentation and exploration using a variety of sources as inspiration for movement to represent personal and/or symbolic meaning.

Essential Question: Where do choreographers get ideas for dances?

4th DA.1.CR1.4	5th DA.1.CR1.5	6th DA.1.CR1.6	7th DA.1.CR1.7	8th DA.1.CR1.8
1. Identify ideas for choreography generated from a variety of stimuli (e.g., notation, emotions, observed dance, personal experiences).	1. Build content for choreography using several stimuli (e.g., literary forms, natural phenomena, current news, social events).	1. Relate similar or contrasting ideas to develop choreography using a variety of stimuli.	1. Compare a variety of stimuli and make selections to expand movement vocabulary and artistic expression.	1. Implement movement from a variety of stimuli to develop dance content for an original dance.

Dance Standards Grades 4-8

Anchor Standard 2: Creating-Organize and develop artistic ideas and work.

Enduring Understanding: The elements of movement, structural dance forms, and the conventions of dance serve as both a foundation and departure point for choreographers. Meaningful choices and influences by personal, aesthetic, and cultural criteria give dance works form, structure, style, content, context, and purpose.

Essential Question: How do choreographers use structure and choices to create meaningful and aesthetic choreography?

4th DA.2.CR2.4	5th DA.2.CR2.5	6th DA.2.CR2.6	7th DA.2.CR2.7	8th DA.2.CR2.8
1. In a group, use movement concepts (e.g., change level, direction, timing, relationships) to vary a movement combination.	1. In a group, develop a dance combination by selecting specific movement vocabulary to communicate a main idea.	1. In a group, use different dance structures and movement concepts to vary a dance combination.	1. Individually or in a group, create and vary a dance combination that communicates an artistic intent and evaluate why some movements are more or less effective than others.	1. Individually or in a group, create a complete dance that communicates personal or cultural meaning.
2. Discuss the effect of the movement choices.	2. Document the dance and explain reasons for movement choices.		2. Document the dance.	2. Document the dance and discuss how the dance communicates non-verbally.

Dance Standards Grades 4-8

Anchor Standard 3: Creating-Refine and complete artistic work.

Enduring Understanding: Choreographers and dancers analyze, evaluate, and refine their work to communicate clear meaning.

Essential Question: How can I improve the quality of my work through self-reflection and feedback from others?

4th DA.3.CR3.4	5th DA.3.CR3.5	6th DA.3.CR3.6	7th DA.3.CR3.7	8th DA.3.CR3.8
1. Revise movement choices based on peer feedback and self-reflection to improve a short dance combination.	1. Refine movements based on peer feedback and self-reflection to clarify communication of an idea within a dance combination.	1. Revise dance compositions using collaboratively developed artistic criteria.	1. Evaluate possible revisions of a dance composition based on feedback.	1. Revise choreography collaboratively or independently based on artistic criteria, self-reflection, and feedback of others.
2. Explain choices made in the process.	2. Record changes made through writing, drawings, or media technology.		2. Explain how they may clarify artistic intent.	2. Articulate the reasons for choices.

Dance Standards Grades 4-8

Anchor Standard 4: Creating-Select, analyze and interpret artistic work for presentation.

Enduring Understanding: Movement qualities, energies, and dynamics directly impact expression and meaning in dance.

Essential Question: In what ways do movement qualities, energies, and dynamics communicate meaning or intent in a dance?

4th DA.4.CR4.4	5th DA.4.CR4.5	6th DA.4.CR4.6	7th DA.4.CR4.7	8th DA.4.CR4.8
1. Accompany other dancers using a variety of percussive instruments and sounds. Respond in movement to even and uneven rhythms. Recognize and respond in movement to tempo changes as they occur in dance and music.	1. Dance to a variety of rhythms.	1. Accurately use accented and unaccented beats in different meters.	1. Compare and contrast movement characteristics from a variety of dance styles.	1. Use different tempos in different body parts at the same time.
2. Analyze movements and phrases for use of energy and dynamic changes.	2. Contrast bound and free-flowing movements.	2. Vary muscular tension to represent different emotions and meanings as it applies to one or more dance styles.	2. Determine what dancers must do to perform them clearly.	2. Use energy and dynamics to enhance and project movements.

Dance Standards Grades 4-8

Anchor Standard 5: Performing-Develop and refine artistic techniques and work for presentation.

Enduring Understanding: Dancers work to develop artistry through the mind-body connection and use the body as an instrument for dance by building skills and techniques that promote body awareness, articulation, coordination, strength, alignment, flexibility, and endurance.

Essential Question: What must a dancer do to prepare the body for artistic expression?

4th DA.5.PR1.4	5th DA.5.PR1.5	6th DA.5.PR1.6	7th DA.5.PR1.7	8th DA.5.PR1.8
1. Demonstrate combinations of fundamental dance steps incorporating changes in levels and direction.	1. Recall and execute a simple dance sequence using fundamental dance steps in one or more styles.	1. Recall and demonstrate varied dance sequences with an emphasis on spatial awareness within partner and group formations in one or more dance styles.	1. Recall and demonstrate complex dance sequences with an emphasis on movement transitions in relation to musical phrasing in one or more dance styles.	1. Perform complex dance sequences with an emphasis on accurate dance technique appropriate to one or more dance styles.
2. Execute techniques that extend flexibility, build strength, and develop endurance.	2. Demonstrate safe body-use practices during technical exercises and movement combinations.	2. Demonstrate understanding of basic anatomy, kinesthetic awareness, and movement mechanics to develop technical dance skills and promote safe and healthful practices.	2. Understand individual physical capabilities and adjust movement accordingly.	2. Research healthy and safe practices for dancers.
3. Explain the relationship between execution of technique, safe body-use (alignment, balance, coordination), and healthful nutrition.	3. Discuss how these practices, along with healthful nutrition and a positive sense of emotional well-being enhance dance performance and prevent injuries.	3. Discuss elements of nutrition and healthy body image.	3. Discuss benefits of healthy practices and sound nutrition in dance training and how choices enhance performance.	3. Articulate personal health and performance goals and plans to reach those goals.

Dance Standards Grades 4-8

Anchor Standard 6: Performing-Convey meaning through the presentation of artistic work.

Enduring Understanding: Choreographers use and adapt elements of production to enhance communication of the artistic intent in consideration of the audience, venue, and context.

Essential Question: How can elements of production heighten the meaning and artistic intent of a dance?

4th DA.6.PR2.4	5th DA.6.PR2.5	6th DA.6.PR2.6	7th DA.6.PR2.7	8th DA.6.PR2.8
1. Identify and experiment with a variety of production elements to heighten the audience's experience.	1. Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movements to the performance space.	1. Compare and contrast a variety of possible production elements that would heighten the artistic intent of a dance.	1. Explore possibilities of producing dance in a variety of venues or for different audiences.	1. Collaborate to design production elements that would heighten the artistic intent of a dance performed on a stage for an audience.
		2. Select choices and explain reasons for the decisions made.	2. Explain how the production elements and dance choreography would be adapted to different situations.	2. Explain reasons for choices.

Dance Standards Grades 4-8

Anchor Standard 7: Responding-Perceive and analyze artistic work.

Anchor Standard 8: Responding-Interpret intent and meaning in artistic work.

(Oregon Statement: The standards writing team for Dance chose to combine Anchor Standards 7 and 8. The components and standards apply to both Anchor Standards.)

Enduring Understanding: The artistic intent and meaning of dance is communicated through elements of movement, structure, and cultural perspective.

Essential Question: How can I “read” a dance to interpret meaning?

4th DA.7-8.RE1-2.4	5th DA.7-8.RE1-2.5	6th DA.7-8.RE1-2.6	7th DA.7-8.RE1-2.7	8th DA.7-8.RE1-2.8
1. Use elements of dance to decipher meaning in an observed dance from one or more genres or cultures.	1. Interpret meaning in a dance based on its movements.	1. Explain how the artistic intent of a dance is achieved through the elements of dance, dance structure, and context.	1. Share and discuss different interpretations of the meaning of a dance based on observations of dance elements, structure, and context using genre specific dance terminology (e.g., alignment; kick, ball-change; canon).	1. Compare the meaning of different dances based on observations of dance elements, structure, and context using genre specific dance terminology (e.g., contraction, theme and variation, downstage).
	2. Explain how the movements symbolize the main idea of the dance using basic dance terminology (e.g., grapevine, elbow swing, tempo).	2. Explain how these communicate the intent of the dance using genre specific dance terminology (e.g., pli��, chass��, pathways).		

Dance Standards Grades 4-8

Anchor Standard 9: Responding-Apply criteria to evaluate artistic work.

Enduring Understanding: Criteria for evaluating dance varies across styles and cultural and historical contexts.

Essential Question: How do we evaluate the quality of dance?

4th DA.9.RE3.4	5th DA.9.RE3.5	6th DA.9.RE3.6	7th DA.9.RE3.7	8th DA.9.RE3.8
1. Identify and discuss, using basic dance terminology, the characteristics that make a dance interesting or meaningful.	1. Define, using basic dance terminology, the characteristics that make dance interesting or meaningful in specific genres or cultural movement practices.	1. Compare and contrast how the elements of dance are used differently in a variety of dance genres and how the elements contribute to meaning of dances.	1. Discuss the characteristics and artistic intent of a dance.	1. Recognize varied dance styles and compare and contrast their cultural and aesthetic forms and values using genre-specific dance terminology.
2. Apply those characteristics to a variety of dances observed.	2. Relate them to the elements of dance.		2. Develop artistic criteria to critique the dance using genre-specific terminology.	

Dance Standards Grades 4-8

Anchor Standard 10: Connecting-Synthesize and relate knowledge and personal experiences to make art.

Enduring Understanding: Dance reflects personal identity, values, and beliefs through how one creates, performs, and responds to dance.

Essential Question: How does dance relate to and develop personal identity, values, and beliefs?

4th DA.10.CO1.4	5th DA.10.CO1.5	6th DA.10.CO1.6	7th DA.10.CO1.7	8th DA.10.CO1.8
1. Relate the main idea or content in a dance to one's own experiences.	1. Compare two dances with contrasting themes.	1. Observe movement characteristics observed in a specific dance genre.	1. Compare and contrast movement characteristics found in a variety of dance genres.	1. Relate connections found between different dances.
2. Explain how the main idea of a dance is similar to or different from one's own experiences, ideas, or perspectives.	2. Discuss feelings and ideas evoked by each. Describe how the themes and movements relate to points of view and personal experiences.	2. Describe differences and similarities about what was observed to one's own movement preferences.	2. Discuss how the movement characteristics communicate meaning and how they relate and/or differ from one's own movement characteristics or values and beliefs.	2. Discuss the relevance of the connections to the development of one's personal perspectives.

Dance Standards Grades 4-8

Anchor Standard 11: Connecting-Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Enduring Understanding: Dance promotes deep knowledge and perspectives about societal, cultural, and historical contexts and promotes learning in other disciplines and areas of study.

Essential Question: How does dance relate to society, culture, history, and other disciplines and areas of study?

4th DA.11.CO2.4	5th DA.11.CO2.5	6th DA.11.CO2.6	7th DA.11.CO2.7	8th DA.11.CO2.8
1. Read an article of interest. Choose words from the article and generate movements that symbolize those words.	1. Write a story based on a historical, cultural, or societal issue and create a short dance that captures the essence of the story. Or, interview someone and create a short dance depicting her/his experiences or stories.	1. Relate the basic elements from different art forms with dance elements (e.g., body, relationships, space, time, force).	1. Choose a topic, concept, or content from another discipline of study and research how other art forms have expressed the topic. Create a dance study that expresses the idea.	1. Analyze and discuss how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people.
		2. Create dance movement that integrates elements from different art forms.		2. Use the information to create a dance study that expresses one specific point of view.