

Draft 2020 New Jersey Student Learning Standards - Visual and Performing Arts: 2.1 Dance Standards by the End of Grade 8

Creating

Anchor Standard 1: Generating and conceptualizing ideas.

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?

Practice: Explore

Performance Expectations:

- 2.1.8.CR1a: Implement movement created from a variety of stimuli (e.g., music, sound, literary forms, notation, natural phenomena, experiences, current news, social events) to develop an original dance study.
- 2.1.8.CR1b: Explore various movement genres through the elements of dance. Identify and select personal preferences to create an original dance study.

Anchor Standard 2: Organizing and developing ideas.

Enduring Understanding: The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.

Essential Question: What influences choice-making in creating choreography?

Practice: Plan

Performance Expectations:

- 2.1.8.CR2a: Demonstrate a variety of choreographic devices and dance structures (e.g., ABA, palindrome, theme and variation, rondo, retrograde, inversion, narrative, accumulation), to collaboratively develop a dance study with a clear artistic intent. Use dance terminology to articulate and justify reasons for movement choices.
- 2.1.8.CR2b: Establish criteria to choreograph a dance that communicates personal, historical, socio-political, or cultural meaning. Articulate how the criteria clarify or intensify the artistic intent.

Anchor Standard 3: Refining and completing products.

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

Essential Question: How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?

Practice: Revise

Performance Expectations:

- 2.1.8.CR3a: Revise choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback of others. Explain movement choices and revisions and how they impact the artistic intent.
- 2.1.8.CR3b: Record changes in a dance sequence through writing and or drawing (e.g., directions, spatial pathways, relationships) using dance notations symbols, or forms of media technology.

Performing

Anchor Standard 4: Developing and refining techniques and models or steps needed to create products.

Enduring Understanding: The way the body is developed, execution of movement and movement quality vary in different dance styles, genres and traditions.

Essential Question: How is the body used as an instrument for technical and artistic expression?

Practices: Embody, Execute

Performance Expectations:

- 2.1.8.P1a: Examine how healthful strategies (e.g., nutrition, injury prevention emotional health and overall functioning) and safe body-use practices are essential for the dancer.
- 2.1.8.P1b: Examine how kinesthetic principles and various body systems (e.g., cardiovascular, respiratory, musculoskeletal) relate to the dancing body.
- 2.1.8.P1c: Demonstrate use of elongated spine and engage in release of tension from spine/shoulders. the placement and shifting of energy in the body. Use vertical, off-center, and non-vertical alignment. Maintain organization of the body while moving through space.
- 2.1.8.P1d: Explore movement that develops a wide range of motion, muscular flexibility, strength, and endurance. Explore different body conditioning techniques (e.g., yoga, weight training, aerobics, pilates).
- 2.1.8.P1e: Transfer vocabulary and codified movements from various styles/genres with genre specific alignment. Demonstrate, through focused practice and repetition, breath control, body part initiation and body sequencing.

Anchor Standard 5: Selecting, analyzing, and interpreting work.

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?

Practice: Express

Performance Expectations:

- 2.1.8.P2a: Perform planned and improvised movement sequences with increasing complexity in the use of floor and air pathways, including various spatial designs for movement interest and contrast to sculpt the body in space.

- 2.1.8.P2b: Perform planned and improvised movement sequences of varying lengths with increasing complexity in the use of metric, kinesthetic and breath phrasing.
- 2.1.8.P2c: Perform planned and improvised movement sequences and dance combinations applying dynamic phrasing, energy, emotional intent and characterization.

Anchor Standard 6: Conveying meaning through art.

Enduring Understandings: Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression. Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.

Essential Questions: What must a dancer do to prepare the mind and body for artistic expression? How does a dancer heighten artistry in a public performance?

Practice: Present

Performance Expectations:

- 2.1.8.P3a: Investigate visualization, motor imagery, and breath to apply and enhance the quality of body mechanics and the energy related to the movement skill.
- 2.1.8.P3b: Apply specific feedback in rehearsal to refine performance accuracy, consistency, and expressiveness. Clarify the execution of complex patterns, sequences and formations.
- 2.1.8.P4c: Apply feedback to make changes to and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Accept notes from choreographer, apply corrections, and document performance process using dance and production terminology. Analyze and evaluate the success of a performance.
- 2.1.8.P4d: Differentiate technical and production elements and terminology to communicate with performers and backstage personnel to enhance the artistic intent of the dances.

Responding

Anchor Standard 7: Perceiving and analyzing products.

Enduring Understanding: Dance is perceived and analyzed to comprehend its meaning.

Essential Question: How is a dance understood?

Practice: Analyze

Performance Expectations:

- 2.1.8.R1a: Use genre-specific terminology to compare and contrast recurring patterns of movement and their relationships in dance in context of artistic intent.
- 2.1.8.R1b: Use genre-specific dance terminology. Explain how the elements of dance are used and how they differ in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-specific dance terminology.

Anchor Standard 8: Applying criteria to evaluate products.

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

Essential Question: What criteria are used to evaluate dance?

Practice: Critique

Performance Expectations:

- 2.1.8.R2a: Examine artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, and /or cultural movement practice to comprehend artistic expression. Use genre-specific dance terminology.

Anchor Standard 9: Interpreting intent and meaning.

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.

Essential Question: How is dance interpreted?

Practice: Interpret

Performance Expectations:

- 2.1.8.R3a: Examine a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique and context. Interpret using genre specific dance terminology.

Connecting

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

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?

Practice: Synthesize

Performance Expectations:

- 2.1.8.C1a: Explain how the perspectives expressed by the choreographer impacts personal interpretation. Consider how personal background and experiences influence responses to dance works.
- 2.1.8.C1b: Employ a variety of research methods to inform the development of original dances about global issues, including climate change. Articulate ways the research deepened understanding of the topic and how big ideas are expressed metaphorically through dance.

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

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

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

Practice: Relate

Performance Expectations:

- 2.1.8.C2a: Research and analyze how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people of which the dances originate.