

Creative Process

A creative process guides the development of ideas and original work. Creative processes include inquiry, questioning, research, investigation, generating ideas and solutions, testing and discussing ideas and solutions, refining work as part of a creative community, and reflecting on the process and product. Through a creative process, students use their knowledge and skills flexibly to develop original style and vision as a dancer.

	Grade Six	Grade Seven	Grade Eight
<p>1</p> <p>Demonstrate creative thinking by employing originality, flexibility, and imagination when developing movement sequences.</p>	<p>6.1</p> <p>The student will develop personal movement sequences using improvisational skills.</p>	<p>7.1</p> <p>The student will formulate artistic choices in dance activities and performance.</p>	<p>8.1</p> <p>The student will collaborate to create and perform short movement sequences that use unison as a compositional form.</p>
<p>2</p> <p>Understand and apply creative processes for developing original voice and vision as a dancer.</p>	<p>6.2</p> <p>The student will apply a creative process to develop dance works.</p> <ul style="list-style-type: none"> a) Develop questions for personal inquiry of dance. b) Collaborate to develop ideas and solutions for dance. 	<p>7.2</p> <p>The student will apply a creative process to develop dance works.</p> <ul style="list-style-type: none"> a) Brainstorm, solve problems, and collaborate in the development of movement sequences. b) Devise, refine, and present movement sequences. 	<p>8.2</p> <p>The student will apply steps of a creative process to develop and refine dance works.</p> <ul style="list-style-type: none"> a) Research a dance topic of personal interest. b) Reflect on and document growth and learning of dance skills and content.

Critical Thinking and Communication

Critical thinking and communication skills for dance include observing, listening, responding, reflecting, analyzing, interpreting, and evaluating while studying the dance arts. Through thoughtful examination, students will objectively evaluate dance works by analyzing the creative elements and the dance productions as a whole. Students will apply these same processes to the creation and evaluation of their own choreographic work. Students examine and articulate their opinions, preferences, and beliefs regarding dance arts, and recognize the value of learning about the variety of responses of others.

	Grade Six	Grade Seven	Grade Eight
<p>3</p> <p>Develop critical thinking skills through the analysis, interpretation, and evaluation of the work of self and others.</p>	<p>6.3</p> <p>The student will analyze, interpret, and evaluate dance works.</p> <ul style="list-style-type: none"> a) Describe personal work and the work of others in regard to technique, choreography, style, composition, and performance using dance vocabulary. b) Develop and apply criteria to evaluate personal work and the work of others using dance vocabulary. 	<p>7.3</p> <p>The student will analyze, interpret, and evaluate dance works.</p> <ul style="list-style-type: none"> a) Describe dance performances, using appropriate dance vocabulary. b) Interpret meaning and artistic intent in dance works. c) Critique performances using a designated criteria and dance vocabulary. 	<p>8.3</p> <p>The student will analyze, interpret, and evaluate dance works.</p> <ul style="list-style-type: none"> a) Compare and contrast dance works using appropriate dance vocabulary. b) Develop a shared criterion for the critique of dance works.
<p>4</p> <p>Articulate personal responses to dance and understand the value of learning about the diverse responses of others.</p>	<p>6.4</p> <p>The student will describe how dance can evoke sensory, emotional, and intellectual responses.</p>	<p>7.4</p> <p>The student will describe how personal experiences influence responses to dance.</p>	<p>8.4</p> <p>The student will explain a personal response to dance works.</p>
<p>5</p> <p>Identify and apply collaboration and communication skills for rehearsal, performance, and production of dance works.</p>	<p>6.5</p> <p>The student will identify appropriate performer and audience etiquette for a variety of settings or dance experiences.</p>	<p>7.5</p> <p>The student will identify rehearsal and performance etiquette.</p>	<p>8.5</p> <p>The student will describe rehearsal, backstage, and performance etiquette.</p>

History, Culture, and Citizenship

Students explore and understand cultural and historical influences of the work of self and others. Students identify the value, roles, and reasons for dance from the perspective of many time periods, people, and places. Students recognize ways that dance arts are integral to communities and cultures. Students identify and interact with dance as a community member and citizen, developing a lifelong engagement with dance as a supporter, advocate, performer, and informed viewer. Students identify and apply ethical and legal considerations for engaging with dance resources and source materials responsibly.

	Grade Six	Grade Seven	Grade Eight
<p>6</p> <p>Demonstrate understanding of cultural and historical influences of dance arts.</p>	<p>6.6</p> <p>The student will explore historical and cultural influences of dance.</p> <ul style="list-style-type: none"> a) Identify similarities and differences in dance styles from various historical periods. b) Compare and contrast observable elements (e.g., body, action, space, time, energy) that characterize the dance arts of various cultures. 	<p>7.6</p> <p>The student will compare and contrast styles of dance of various time periods and cultural influences.</p>	<p>8.6</p> <p>The student will identify social, cultural, and historical influences on dance.</p>
<p>7</p> <p>Nurture a lifelong engagement with dance as a performer, supporter, advocate, and informed viewer.</p>	<p>6.7</p> <p>The student will identify and explore the functions of dance, including the use of dance as a form of expression, communication, ceremony, and entertainment.</p>	<p>7.7</p> <p>The student will examine ways that dance contributes to communities and society.</p>	<p>8.7</p> <p>The student will identify dance resources in the community and the Commonwealth, including but not limited to dance studios, dance performance venues, and performances.</p>

<p>8</p> <p>Identify and understand ethical and legal considerations for engaging with and using dance resources and source materials.</p>	<p>6.8</p> <p>The student will describe the concept of copyright and relate it to dance.</p>	<p>7.8</p> <p>The student will identify and apply digital citizenship skills as they relate to dance inquiry, performance, and sharing.</p>	<p>8.8</p> <p>The student will describe and apply digital citizenship skills as they relate to dance research, performance, and sharing.</p>
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Innovation in the Arts

Students understand and explore opportunities to connect dance arts content, processes, interests, and skills to career options, college opportunities, and the 21st Century workplace. Students explore and connect to careers that are likely to evolve throughout their lifetimes, which requires adaptability and flexible thinking. Students explore the impact of current and emerging technologies on dance arts processes and works, and develop problem-solving skills by cultivating connections between fields of knowledge.

	Grade Six	Grade Seven	Grade Eight
9 Connect dance arts content, skills, and processes to career options, college opportunities, and the 21st Century workplace.	6.9 The student will identify various dance professions.	7.9 The student will compare and contrast various dance career pathways in relation to career preparation.	8.9 The student will investigate connections between dance skills and college, career, and workplace skills.
10 Understand and explore the impact of current and emerging technologies on dance arts.	6.10 The student will identify and explore innovations in dance.	7.10 The student will investigate the use and impact of digital media in dance performances.	8.10 The student will explore the use of digital media in the creation and production of dance works.
11 Cultivate authentic connections between dance skills, content, and processes with other fields of knowledge to develop problem-solving skills.	6.11 The student will analyze characteristics of dance that are related to music, theatre, and visual arts.	7.11 The student will investigate ways that other fine arts and fields of knowledge are integrated in dance arts.	8.11 The student will cultivate connections between dance and other fields of study.

Technique and Application

Students will develop a range of physical skills associated with dance performance and demonstrate an intellectual and physical understanding of safe, expressive dance technique. Through study of the principles, processes, and structures of dance composition, students will creatively design and implement choices that support the intent of their choreographic concepts. Students will participate in all aspects of dance production.

	Grade Six	Grade Seven	Grade Eight
<p>12</p> <p>Safety and injury prevention</p>	<p>6.12</p> <p>The student will identify and apply best practices for dance safety and injury prevention, including the following:</p> <ul style="list-style-type: none"> a) Safety procedures in all dance settings and facilities. b) Fundamental training practices (e.g., warm-up, cool-down, safe stretching techniques). c) Performance practices that promote safe technique for injury prevention. d) Nutrition and hydration. e) Appropriate dance attire. 	<p>7.12</p> <p>The student will describe and apply best practices for dance safety and injury prevention, including the following:</p> <ul style="list-style-type: none"> a) Safety procedures in all dance settings and facilities. b) Fundamental training practices (e.g., warm-up, cool-down, safe stretching techniques). c) Correct alignment for injury prevention. d) Nutrition and hydration. e) Appropriate dance attire. 	<p>8.12</p> <p>The student will explain and apply best practices for dance safety and injury prevention, including the following:</p> <ul style="list-style-type: none"> a) Safety procedures in all dance settings and facilities. b) Fundamental training practices (e.g., warm-up, cool-down, safe stretching techniques). c) Correct alignment for injury prevention. d) Nutrition and hydration. e) Appropriate dance attire.
<p>13</p> <p>Choreography</p>	<p>6.13</p> <p>The student will identify and practice elements of dance in short choreographic sequences, including but not limited to body, energy, action, space, and time.</p>	<p>7.13</p> <p>The student will develop and perform short choreographic sequences that manipulate body, action, space, time, and energy.</p>	<p>8.13</p> <p>The student will create and perform choreographic sequences that manipulate body, energy, action, space, and time.</p>

<p>14</p> <p>Movement and kinesthetic awareness</p>	<p>6.14</p> <p>The student will identify movement skills and kinesthetic awareness.</p> <ul style="list-style-type: none"> a) Correct alignment while performing axial movements, including bending, twisting, swinging, and stretching. b) Correct alignment while performing basic locomotor sequences, including walking, running, hopping, jumping, leaping, galloping, skipping, and sliding. c) Dance technique skills, including but not limited to, alignment, endurance, strength, range of motion, coordination, and balance. 	<p>7.14</p> <p>The student will describe and apply movement skills and kinesthetic awareness.</p> <ul style="list-style-type: none"> a) Correct alignment while performing static and dynamic movement. b) Dance technique skills, including strength, flexibility, coordination, balance, and endurance, in response to visual and vocal prompts. 	<p>8.14</p> <p>The student will explain and apply movement skills and kinesthetic awareness.</p> <ul style="list-style-type: none"> a) Correct alignment while performing static and dynamic movement. b) Dance technique skills, including strength, flexibility, coordination, balance, and endurance, in response to visual and vocal prompts.
<p>15</p> <p>Styles of dance</p>	<p>6.15</p> <p>The student will identify movement techniques of a variety of dance styles.</p>	<p>7.15</p> <p>The student will perform simple movement phrases of a variety of dance styles.</p>	<p>8.15</p> <p>The student will perform movement phrases of a variety of dance styles.</p>
<p>16</p> <p>Performance skills</p>	<p>6.16</p> <p>The student will identify performance skills, including but not limited to, dynamics, rhythmic acuity, and musicality.</p>	<p>7.16</p> <p>The student will describe performance skills, including but not limited to dynamics, rhythmic acuity, and musicality.</p>	<p>8.16</p> <p>The student will explain and apply performance skills, including but not limited to dynamics, rhythmic acuity, and musicality.</p>

<p>17</p> <p>Dance production</p>	<p>6.17</p> <p>The student will identify and explore various production activities, including but not limited to publicity, running crew, costume crew, and strike.</p>	<p>7.17</p> <p>The student will describe and explore various production activities, including but not limited to publicity, running crew, costume crew, sound, lighting, and strike.</p>	<p>8.17</p> <p>The student will explain and explore various production activities, including but not limited to publicity, running crew, costume crew, sound, lighting, and strike.</p>
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