

QUICK REFERENCE: 8TH GRADE DANCE

A. MOTOR LEARNING

Content Standard

Students in Wisconsin will recognize, understand, and demonstrate movement elements and skills in dance.

Rationale:

We move constantly; movement is essential to life. We make instantaneous decisions about the amount of time it takes to complete a specific action, how much space the action needs, and the amount of force or energy we need to complete the given action. The movement elements of time, space, and force or energy are fundamental to all human activity. Dance is composed of human movement and is based on students' natural impulse to move. Students need to become literate in using this natural ability.

PERFORMANCE STANDARDS

By the end of grade 8 students will:

- A.8.1 Explore and integrate the three elements of dance (space, time, and force) and focus on the relationships of body parts to each other, dancers to each other, and dancers to objects
- A.8.2 Begin using the following movement skills and explain their underlying principles: alignment, balance, initiation of movement, isolation of body parts, weight shift, elevation and landing, and fall and recovery
- A.8.3 Discover increasingly complex combinations of locomotor and nonlocomotor movements emphasizing the elements of space, time, and force
- A.8.4 Respond to rhythmic patterns with accuracy
- A.8.5 Identify, demonstrate, and combine the basic effort actions
- A.8.6 Demonstrate increasing kinesthetic awareness, concentration, and focus in performing movement skills
- A.8.7 Continue to observe and describe movement elements in creative dance studies using appropriate movement/dance vocabulary

B: KINESTHETIC AWARENESS

Content Standard

Students in Wisconsin will use the body as the instrument of expression and use movement as the medium to develop kinesthetic awareness.

Rationale:

We respond to the world through our movement. All human activity requires a sense of movement called kinesthetic awareness, the perception of the movement of muscles in space. Dance education begins with this awareness and its creative potential. When students become engaged in body awareness and movement exploration, they learn to recognize and appreciate themselves and others. Education in dance requires a unique synthesis of the science of human motion with the art of dance.

PERFORMANCE STANDARDS**By the end of grade 8 students will:**

- B.8.1 Recognize and apply the laws of motion in challenging movement problems, such as acceleration and deceleration, and turning and balancing in asymmetrical shapes
- B.8.2 Exhibit control and efficiency while moving
- B.8.3 Practice correct body alignment while performing increasingly complex movement sequences
- B.8.4 Increase strength, flexibility, balance, and neuromuscular coordination
- B.8.5 Continue to develop and value a positive body image

C. IMPROVISATION

Content Standard

Students in Wisconsin will improvise using movement elements, themes, personal experience, and imagination.

Rationale:

We adapt and adjust to our constantly changing environment; we “think on our feet.” In a society characterized by rapid change, students need opportunities to respond to changing conditions such as those experienced in dance improvisation. Perceiving, feeling, thinking, testing limitations, brainstorming, creative decision making, and seeking multiple solutions to solving problems with body movement are attributes of the improvisational experience.

PERFORMANCE STANDARDS**By the end of grade 8 students will:**

- C.8.1 Use improvisation to explore, discover, and invent movement and to solve movement problems
- C.8.2 Improvise spontaneous dances that range from free-form to structured studies
- C.8.3 Respond to various motivational resources such as music, props, costumes, and scenic elements through improvisation
- C.8.4 Realize the potential of improvisation as a tool for the enrichment of individual and group expression

D. CHOREOGRAPHY

Content Standard

Students in Wisconsin will create movement compositions based on choreographic principles, processes, and forms.

Rationale:

We create movement sequences as we do our daily tasks, such as cooking, cleaning, fixing the car, mowing the lawn, and caring for children. We instinctively devise repeatable, effective movement patterns to give our lives a sense of order. Creating movement compositions allows students to experience the elements of composition: harmony, repetition, sequence, balance, transition, climax, contrast, and variety. By choreographing, students experience the process of generating, rehearsing, presenting, and evaluating a movement product using the principles and forms of movement composition. These include theme and variation, rondo (repeated movement), fugue (theme development), and narrative.

PERFORMANCE STANDARDS**By the end of grade 8 students will:**

- D.8.1 Create short dances exploring compositional elements, such as unison, contrast, abstraction, and repetition
- D.8.2 Explore advanced compositional processes, such as reordering, retrograde, inversion, amplification, chance, and transition
- D.8.3 Begin to choreograph, using a variety of compositional forms (such as ABA, a theme-variation-theme pattern; canon, the use of two or more dance parts; rondo; and narrative)
- D.8.4 Demonstrate the ability to work effectively alone, cooperatively with a partner, and in small groups during the choreographic process
- D.8.5 Demonstrate the following partner skills in a visually interesting way: creating contrasting and complementary shapes, taking and supporting weight, counter tension, and counter balance
- D.8.6 Use scientific and/or mathematical concepts to create movement studies

E. CRITICAL THINKING

Content Standard

Students in Wisconsin will develop critical and creative thinking through their dance experience.

Rationale:

In everyday life, we use critical thinking skills when we make movement choices to help us complete tasks efficiently and effectively. In dance, students develop higher-order thinking skills through perceiving, analyzing, and making discriminating choices about the movement images they create. Dance education expands students' vocabulary, enhances their listening and viewing skills, enables them to think critically, and helps them understand the similarities and differences between dance and other disciplines. In turn, practice, study, and evaluation of dance enhance students' movement technique and artistic expression. Practicing attentive audience behavior enables the student to describe movement elements, identify movement choices, and compare works in terms of the elements of space, time, and force or energy.

PERFORMANCE STANDARDS**By the end of grade 8 students will:**

- E.8.1 Create movement problems, demonstrate multiple solutions, choose the most interesting solutions, and discuss the reasons for their choices
- E.8.2 Demonstrate appropriate audience behavior while watching dance performances, and discuss their opinions about the dances with their peers in a supportive and constructive way
- E.8.3 Compare and contrast two dance compositions in terms of space (such as shape and pathways), time (such as rhythm and tempo), and force or energy (movement qualities)
- E.8.4 Identify possible criteria for evaluating dance (such as skill of performers, originality, visual and/or emotional impact, variety, and contrast)
- E.8.5 Create a dance project that reveals increased understanding of a concept or idea

F. COMMUNICATION AND EXPRESSION**Content Standard**

Students in Wisconsin will understand the expressive power of dance as a means of communication and understand that it is subject to multiple interpretations.

Rationale:

Human communication would be meaningless without movement. Postures and gestures are central to communication. Through dance, students develop their ability to communicate in a way that is different from the written or spoken word or from other visual or auditory systems. Students use movement to communicate and interpret ideas, concepts, and feelings. The student who learns to use the expressive power of dance as a means of communication has acquired a tool that enriches and enlivens all learning.

PERFORMANCE STANDARDS

By the end of grade 8 students will:

- F.8.1 Differentiate between functional and expressive movement
- F.8.2 Use gesture as a tool to enhance the expressive nature of movement
- F.8.3 Present dances and discuss how movement choices can convey multiple meanings
- F.8.4 Use and explain how different accompaniments (such as sound, music, and spoken text) can affect the meaning of a dance
- F.8.5 Demonstrate and/or explain how lighting and costuming can contribute to the meaning of a dance

G. APPRECIATION

Content Standard

Students in Wisconsin will reflect upon and appreciate dance as an art form past and present.

Rationale:

We connect with our past and cultural heritage through movement rituals. Dance is linked to the cultural development of every period and has exerted its influence on the social patterns of the past. Subject matter from diverse historical periods and cultures can be used to develop basic knowledge and skills in a variety of styles and forms of dance. Students examine the role and meaning of dance in diverse social, cultural, and historical contexts by studying a variety of dance styles. Dance is an inseparable part of the human journey and is necessary to carry us toward the fullness of our humanity.

PERFORMANCE STANDARDS**By the end of grade 8 students will:**

- G.8.1 Study the impact and role of dance throughout history
- G.8.2 Research influential dancers, choreographers, and styles (such as modern, ballet, square, Ghanaian, Middle Eastern)
- G.8.3 Keep a journal of personal responses to dance experiences

H: MAKING CONNECTIONS**Content Standard**

Students in Wisconsin will dance to build bridges to other disciplines and cultures.

Rationale:

Identifying one's own movement habits and rituals is the first step to understanding and appreciating the cultural lives of others. Education in dance helps students gain a broad cultural and historical perspective and experience the similarities and differences between dance and other subject areas. Dance can also serve to connect the content of language arts, social studies, science, math, and the other arts.

PERFORMANCE STANDARDS**By the end of grade 8 students will:**

- H.8.1 Learn from resources in their community (such as people, books, or videos) a folk dance of a different culture or a social dance of a different time period, study the cultural and historical context of that dance, and effectively share the dance and its context with their peers
- H.8.2 Create a dance project illustrating a concept shared with another discipline (such as the idea of positive and negative space, a concept shared by art and dance)
- H.8.3 Respond to a dance using another discipline (such as create a dance based on a historical event)

I. HEALTHFUL LIVING

Content Standard

Students in Wisconsin will make connections between dance and healthful living.

Rationale:

We need vigorous human movement to maintain personal health. Dance education can offer a positive, healthy alternative to the many destructive choices available. Students are encouraged to take responsibility for the care, conditioning, and health of their bodies, thus learning that self-discipline is a prerequisite for achievement in dance and in life. Students need to respect their bodies and to understand that dance is the product of intentional and intelligent physical actions.

PERFORMANCE STANDARDS

By the end of grade 8 students will:

- I.8.1 Explain how dancing influences healthy living choices
- I.8.2 Practice injury-prevention (such as warming-up, safe stretching, and cooling-down)
- I.8.3 Describe dance's potential to foster physical and emotional well-being

J. DANCE AND TECHNOLOGY

Content Standard

Students in Wisconsin will expand dance horizons through the use of technology.

Rationale:

Technology is expanding our horizons and creating new ways to exchange ideas and transfer information. Interesting technologies can attract and motivate students to engage in dance. New technologies make it possible to try out a host of possibilities and solutions. This makes it more important than ever that these tools be used to teach and create in dance. The use of technology increases students' ability to synthesize, integrate, and construct new meanings. Used appropriately, technology can extend the reach of both the art form and that of the learner.

PERFORMANCE STANDARDS

By the end of grade 8 students will:

- J.8.1 Add to a video portfolio of dance studies and performances
- J.8.2 Create and record audio tapes to accompany dance studies
- J.8.3 View and discuss videos of dances from other cultures and/or professional dance performances
- J.8.4 Use computer technology to facilitate dance-related research
- J.8.5 Use a computer to note or describe a dance sequence or composition
- J.8.6 Create a dance video using technology to enhance the mood of the dance