

Kentucky Department of Education - Course Standards

Course Standards



Course Code: 500314

Course Name: Dance History and Appreciation

Grade Level: 6-8

Course standards documents are designed to show how specific standards align to courses. For instructional planning and assessment, please access the complete [Kentucky Academic Standards for Visual and Performing Arts](#) for the full scope of what students should know and be able to do.

Upon course completion students should be able to:

6th Grade DA:Cr1.1.6	7th Grade DA:Cr1.1.7	8th Grade DA:Cr1.1.8
a. Relate similar or contrasting ideas to develop choreography using a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events). b. Explore various movement vocabularies to transfer ideas into choreography.	a. Compare a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) and make selections to expand movement vocabulary and artistic expression. b. Explore various movement vocabularies to express an artistic intent in choreography. Explain and discuss the choices made using genre-specific dance terminology.	a. Implement movement from a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) to develop dance content for an original dance study or dance. b. Identify and select personal preferences to create an original dance study or dance. Use genre specific dance terminology to articulate and justify choices made in movement development to communicate intent.
DA:Cr2.1.6	DA:Cr2.1.7	DA:Cr2.1.8
a. Explore choreographic devices and dance structures to develop a dance study that supports an artistic intent. Explain the goal or purpose of the dance.	a. Use a variety of choreographic devices and dance structures to develop a dance study with a clear artistic intent. Articulate reasons for movement and structural choices.	a. Collaborate to select and apply a variety of choreographic devices and dance structures to choreograph an original dance study or dance with a clear artistic intent. Articulate

Kentucky Department of Education - Course Standards

6 th Grade	7 th Grade	8 th Grade
b. Determine artistic criteria to choreograph a dance study that communicates personal or cultural meaning. Based on the criteria, evaluate why some movements are more or less effective than others.	b. Determine artistic criteria to choreograph a dance study that communicates personal or cultural meaning. Articulate how the artistic criteria serve to communicate the meaning of the dance.	the group process for making movement and structural choices. b. Define and apply artistic criteria to choreograph a dance that communicates personal or cultural meaning. Discuss how the criteria clarify or intensify the meaning of the dance.
DA:Cr3.1.6	DA:Cr3.1.7	DA:Cr3.1.8
a. Revise dance compositions using collaboratively developed artistic criteria. Explain reasons for revisions and how choices made relate to artistic intent. b. Explore or invent a system to record a dance sequence through writing, symbols, or a form of media technology.	a. Evaluate possible revisions of dance compositions and, if necessary, consider revisions of artistic criteria based on self-reflection and feedback of others. Explain reasons for choices and how they clarify artistic intent. b. Investigate a recognized system to document a dance sequence by using words, symbols, or media technologies.	a. Revise choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback of others. Articulate the reasons for choices and revisions and explain how they clarify and enhance the artistic intent. b. Experiment with aspects of a recognized system to document a section of a dance by using words, symbols, or media technologies.
DA:Pr4.1.6	DA:Pr4.1.7	DA:Pr4.1.8
a. Refine partner and ensemble skills in the ability to judge distance and spatial design. Establish diverse pathways, levels, and patterns in space. Maintain focus with partner or group in near and far space. b. Use combinations of sudden and sustained timing as it relates to both the time and the dynamics of a phrase or dance work. Accurately	a. Expand movement vocabulary of floor and air pattern designs. Incorporate and modify body designs from different dance genres and styles for the purpose of expanding movement vocabulary to include differently designed shapes and movements for interest and contrast. b. Vary durational approach in dance phrasing by using timing accents and variations	a. Sculpt the body in space and design body shapes in relation to other dancers, objects, and environment. Use focus of eyes during complex floor and air patterns or direct and indirect pathways. b. Analyze and select metric, kinetic, and breath phrasing and apply appropriately to dance phrases. Perform dance phrases of different lengths that use various timings

Kentucky Department of Education - Course Standards

6 th Grade	7 th Grade	8 th Grade
<p>use accented and unaccented beats in 3/4 and 4/4 meter.</p> <p>c. Use the internal body force created by varying tensions within one's musculature for movement initiation and dynamic expression. Distinguish between bound and free-flowing movements and appropriately apply them to technique exercises and dance phrases.</p>	<p>within a phrase to add interest kinesthetically, rhythmically, and visually.</p> <p>c. Compare and contrast movement characteristics from a variety of dance genres or styles. Discuss specific characteristics and use adverbs and adjectives to describe them. Determine what dancers must do to perform them clearly.</p>	<p>within the same section. Use different tempi in different body parts at the same time.</p> <p>c. Direct energy and dynamics in such a way that movement is textured. Incorporate energy and dynamics to technique exercises and dance performance. Use energy and dynamics to enhance and project movements.</p>
DA:Pr5.1.6	DA:Pr5.1.7	DA:Pr5.1.8
<p>a. Embody technical dance skills (for example, functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to retain and execute dance choreography.</p> <p>b. Develop a plan for healthful practices in dance activities and everyday life including nutrition and injury prevention. Discuss implementation of the plan and how it supports personal performance goals.</p> <p>c. Collaborate with peers to establish and implement a rehearsal plan to meet performance goals. Use a variety of strategies to analyze and evaluate performances of self and others (for example, use video recordings of practice to analyze the difference between the way movements look and how they feel to</p>	<p>a. Dance with sensibility toward other dancers while executing complex spatial, rhythmic and dynamic sequences to meet performance goals.</p> <p>b. Apply anatomical principles and healthful practices to a range of technical dance skills for achieving fluency of movement. Follow a personal nutrition plan that supports health for everyday life.</p> <p>c. Plan and execute collaborative and independent practice and rehearsal processes with attention to technique and artistry informed by personal performance goals. Reflect on personal achievements.</p>	<p>a. Apply body-mind principles to technical dance skills in complex choreography when performing solo, partnering, or dancing in ensemble works in a variety of dance genres and styles. Self evaluate performances and discuss and analyze performance ability with others.</p> <p>b. Research healthful and safe practices for dancers and modify personal practice based on findings. Discuss how research informs practice.</p> <p>c. Initiate, plan, and direct rehearsals with attention to technical details and fulfilling artistic expression. Use a range of rehearsal strategies to achieve performance excellence.</p>

Kentucky Department of Education - Course Standards

6 th Grade	7 th Grade	8 th Grade
match performance with visual affect). Articulate performance goals and justify reasons for selecting particular practice strategies.		
DA:Pr6.1.6	DA:Pr6.1.7	DA:Pr6.1.8
<p>a. Recognize needs and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Post performance, accept notes from choreographer and make corrections as needed and apply to future performances.</p> <p>b. Compare and contrast a variety of possible production elements that would intensify and heighten the artistic intent of the work. Select choices and explain reasons for the decisions made using production terminology.</p>	<p>a. Recommend changes to and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Maintain journal documenting these efforts. Post-performance, accept notes from choreographer and apply corrections to future performances.</p> <p>b. Explore possibilities of producing dance in a variety of venues or for different audiences and, using production terminology, explain how the production elements would be handled in different situations.</p>	<p>a. Demonstrate leadership qualities (for example commitment, dependability, responsibility, and cooperation) when preparing for performances. Use performance etiquette and performance practices during class, rehearsal and performance. Document efforts and create a plan for ongoing improvements. Post performance, accept notes from choreographer and apply corrections to future performances.</p> <p>b. Collaborate to design and execute production elements that would intensify and heighten the artistic intent of a dance performed on a stage, in a different venue, or for different audiences. Explain reasons for choices using production terminology.</p>
DA:Re.7.1.6	DA:Re.7.1.7	DA:Re.7.1.8
<p>a. Describe or demonstrate recurring patterns of movement and their relationships in dance.</p> <p>b. Explain how the elements of dance are used in a variety of dance genres, styles, or cultural movement practices. Use genre-specific dance terminology.</p>	<p>a. Compare, contrast, and discuss patterns of movement and their relationships in dance.</p> <p>b. Compare and contrast how the elements of dance are used in a variety of genres, styles, or cultural movement practices. Use genre-specific dance terminology.</p>	<p>a. Describe, demonstrate and discuss patterns of movement and their relationships in dance in context of artistic intent.</p> <p>b. Explain how the elements of dance are used in a variety of genres, styles, or cultural movement practices to</p>

Kentucky Department of Education - Course Standards

6 th Grade	7 th Grade	8 th Grade
		communicate intent. Use genre-specific dance terminology.
DA:Re.8.1.6	DA:Re.8.1.7	DA:Re.8.1.8
Explain how the artistic expression of a dance is achieved through the elements of dance, use of body, dance technique, dance structure, and context. Explain how these communicate the intent of the dance using genre specific dance terminology.	Compare the meaning of different dances. Explain how the artistic expression of each dance is achieved through the elements of dance, use of body, dance technique, and context. Use genre specific dance terminology.	Select a dance and explain how artistic expression is achieved through relationships among the elements of dance, use of body, dance technique and context. Cite evidence in the dance to support your interpretation using genre specific dance terminology.
DA:Re9.1.6	DA:Re9.1.7	DA:Re9.1.8
Discuss the characteristics and artistic intent of a dance from a genre, style, or cultural movement practice and develop artistic criteria to critique the dance using genre-specific dance terminology.	Compare artistic intent, content and context from dances to examine the characteristics of genre, style, or cultural movement practice. Based on the comparison, refine artistic criteria using genre-specific dance terminology.	Use artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, or cultural movement practice to comprehend artistic expression. Use genre specific dance terminology.
DA:Cn10.1.6	DA:Cn10.1.7	DA:Cn10.1.8
<p>a. Observe the movement characteristics or qualities observed in a specific dance genre. Describe differences and similarities about what was observed to one's attitudes and movement preferences.</p> <p>b. Conduct research using a variety of resources to find information about a social issue of great interest. Use the information to create a dance study that expresses a specific point of view on the topic. Discuss whether the experience of creating and sharing the dance reinforces</p>	<p>a. Compare and contrast the movement characteristics or qualities found in a variety of dance genres. Discuss how the movement characteristics or qualities differ from one's own movement characteristics or qualities and how different perspectives are communicated.</p> <p>b. Research the historical development of a dance genre or style. Use knowledge gained from the research to create a dance study that evokes the essence of the style or genre. Share the study with peers as</p>	<p>a. Relate connections found between different dances and discuss the relevance of the connections to the development of one's personal perspectives.</p> <p>b. Investigate two contrasting topics using a variety of research methods. Identify and organize ideas to create representative movement phrases. Create a dance study exploring the contrasting ideas. Discuss how the research informed the choreographic process and deepens understanding of the topics.</p>

Kentucky Department of Education - Course Standards

6 th Grade	7 th Grade	8 th Grade
personal views or offers new knowledge and perspectives.	part of a lecture demonstration that tells the story of the historical journey of the chosen genre or style. Document the process of research and application.	
DA:Cn11.1.6	DA:Cn11.1.7	DA:Cn11.1.8
Interpret and show how the movement and qualities of a dance communicate its cultural, historical, and/or community purpose or meaning.	Compare, contrast, and discuss dances performed by people in various localities or communities. Formulate possible reasons why similarities and differences developed in relation to the ideas and perspectives important to each social group.	Analyze and discuss, how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people.