

K-8 Texas Dance Guidelines

2010

Guidelines to assist dance teachers and fine arts administrators in developing quality, consistent and progressive K-8 Dance curricula throughout Texas. The Guidelines are aligned with the state approved Fine Arts Texas Essential Knowledge and Skills, Grades 9-12.

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K-8 Texas Dance Guidelines

Grade Kindergarten

KNOWLEDGE AND SKILLS

A. Perception: The student develops an awareness of the body's movement, using sensory information while dancing.

The student is expected to:

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| 1. Basic kinesthetic and spatial awareness with others | Develop an awareness of general and personal space while moving in a group. |
| 2. Sensitivity toward others when working in groups | Develop the ability to follow a leader and to lead a line. |
| 3. Dance Etiquette | Follow classroom rules and procedures. |
| 4. Wellness | Understand the relationship between USDA Food Guide Pyramid and movement potential. |
| 5. Body science/somatic application | Demonstrate lateral and cross lateral movement. |
| 6. Dance movement skills | Explore basic locomotor movement e.g. walk, march, run, hop, jump, skip, gallop, slide, and leap and non-locomotor movement e.g. bend, stretch, sway, twist, punch, and stillness. |

B. Creative Expression: The student develops knowledge and skills of dance elements and identifies and explores choreographic processes and forms in a variety of styles.

The student is expected to:

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| 1. The student demonstrates knowledge of dance elements, styles and genres. | |
| a. Dance genres and styles | Perform rhythmical sequences such as simple folk and creative dances. |
| b. Dance composition elements | Explore varied directions and pathways, e.g., forward, backward, circular and angular using basic locomotor and non-locomotor movement. |
| c. Experimentation | Explore movement to a variety of sensory stimuli such as sight, sound, and touch. |
| 2. The student will explore choreographic principles as a way to create and communicate meaning through movement and dance styles. | |

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| <ul style="list-style-type: none"> a. Expression of ideas and emotions b. Choreographic processes | <p>Explore movement in response to various verbal through movement and sensory stimuli, e.g., pictures, words, objects, nature images or ideas. Create movement based on a historical timeline.</p> |
| <ul style="list-style-type: none"> 3. The student will demonstrate knowledge of dance performed on the stage. <ul style="list-style-type: none"> a. Performance b. Production | <p>Recognize that dance requires concentration. Experience performing in informal venues, e.g., classrooms, parks, malls.</p> |
| <ul style="list-style-type: none"> 4. The student will demonstrate and identify various musical elements. <ul style="list-style-type: none"> a. Music | <p>Clap and move in time to a simple rhythmic beat such as 2/4 marching time.</p> |
| <ul style="list-style-type: none"> 5. The student applies technology to dance and movement. <ul style="list-style-type: none"> a. Technology | <p>Recognize appropriate use and care for video and audio equipment.</p> |
| <p>C. Historical/Cultural Heritage: The student demonstrates an understanding of cultural, historical, and artistic diversity.</p> | |
| <ul style="list-style-type: none"> 1. Cultural heritage | <p><i>The student is expected to:</i>
Recognize that dances are performed to express special events.</p> |
| <ul style="list-style-type: none"> 2. Cultural performance | <p>Perform simple songs and play party dances/ games.</p> |
| <ul style="list-style-type: none"> 3. Historical context | <p>Identify the cultural and historical contexts of various dances within ones community.</p> |
| <p>D. Response/Evaluation: The student makes informed judgments about dance's forms, meaning, and role in society.</p> | |
| <ul style="list-style-type: none"> 1. Response | <p><i>The student is expected to:</i>
Verbalize the meaning of dances choreographed to tell a story.</p> |
| <ul style="list-style-type: none"> 2. Evaluation | <p>Describe dance movements in words and relate to images, situations, and feelings read in literature.</p> |

K-8 Texas Dance Guidelines

Grade One

BASIC UNDERSTANDING

A. Perception: The student develops an awareness of the body's movement, using sensory information while dancing.

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| 1. Basic kinesthetic and spatial awareness with others | <i>The student is expected to:</i>
Practice awareness of personal and general space while moving in different directions and levels. |
| 2. Sensitivity toward others when working in groups | Work with a partner to demonstrate the ability to lead and follow. |
| 3. Dance etiquette | Demonstrate respectful listening skills and movement directions in class. |
| 4. Wellness | Recognize that muscles and bones work together to produce movement. |
| 5. Body science/somatic application | Demonstrate the ability to balance while standing on one or two legs. |
| 6. Dance movement skills | Combine locomotor movements to produce basic step patterns, e.g., two steps (gallop), Schottische (three runs and a hop) and polka (hop and gallop). |

B. Creative Expression: The student develops knowledge and skills of dance elements and identifies and explores choreographic processes and forms in a variety of styles.

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| 1. The student demonstrates knowledge of dance elements, styles, and genres | <i>The student is expected to:</i> |
| a. Dance genres and styles | Perform short, simple and repetitive dances utilizing locomotor and non-locomotor skills, e.g., schottische. |
| b. Dance composition elements | Explore levels, shapes and varied pathways using basic locomotor and non-locomotor movement. |
| c. Experimentation | Recognize that dances are designed with elements of art such as patterns and design. |

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| <p>2. The student will explore choreographic principles as a way to create and communicate meaning through movement and dance styles.</p> <p style="padding-left: 40px;">a. Expression of ideas and emotions through movement</p> <p style="padding-left: 40px;">b. Choreographic processes</p> | <p>Create movement expressing ideas or emotions i.e. children's story, seasonal changes or animal images.</p> <p>Create movement sequences with a beginning, middle, and end.</p> |
| <p>3. The student will demonstrate knowledge of dance performed on the stage</p> <p style="padding-left: 40px;">a. Performance</p> <p style="padding-left: 40px;">b. Production</p> | <p>Perform short solo dances within a group in response to music.</p> <p>Identify front/back and right side/left side of the stage.</p> |
| <p>4. The student will demonstrate and identify various musical elements</p> <p style="padding-left: 40px;">a. Music</p> | <p>Explore moving to a musical beat and responding to changes in the melody and tempo.</p> |
| <p>5. The student applies technology to dance and movement.</p> <p style="padding-left: 40px;">a. Technology</p> | <p>View cultural/historical dances on video/DVD.</p> |
| <p>C. Historical/Cultural Heritage: The student demonstrates an understanding of cultural, historical, and artistic diversity.</p> | |
| <p>1. Cultural heritage</p> | <p><i>The student is expected to:</i>
Recognize that dances are performed to express special events, messages, and stories.</p> |
| <p>2. Cultural performance</p> | <p>Perform rhythmic songs and play party dances/games.</p> |
| <p>3. Historical context</p> | <p>Explore the lives of one or two famous world/cultural dance personalities.</p> |
| <p>D. Response/Evaluation: The student makes informed judgments about dance's forms, meaning, and role in society.</p> | |

1. Response

The student is expected to:

Verbalize how dance is different from other forms of human movement, e.g., sports, everyday gestures.

2. Evaluation

Observe a dance and predict movement or outcome.

K-8 Texas Dance Guidelines

Grade Two

BASIC UNDERSTANDING

A. Perception: The student develops an awareness of the body's movement, using sensory information while dancing.

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| 1. Basic kinesthetic and spatial awareness with others | <i>The student is expected to:</i>
Demonstrate awareness of personal and general space while changing speed and directions. |
| 2. Sensitivity toward others when working in groups | Create a variety of spatial relationships leading and following a partner. |
| 3. Dance etiquette | Demonstrate respectful behavior as a performer and audience member. |
| 4. Wellness | Observe and describe the immediate effect of dance/movement on the heart and breathing rate. |
| 5. Body science/somatic application | Articulate isolated vertical and horizontal body halves to improve coordination and range of movement. |
| 6. Dance movement skills | Demonstrate body control while jumping and landing for height and distance using key elements for creating and absorbing force. |

B. Creative Expression: The student develops knowledge and skills of dance elements and identifies and explores choreographic processes and forms in a variety of styles.

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| <i>The student is expected to:</i> | |
| 1. The student demonstrates knowledge of dance elements, styles, and genres. | |
| a. Dance genres and styles | Learn short, simple and repetitive dances utilizing locomotor and non-locomotor skills, e.g., waltz. |
| b. Dance composition elements | Explore use of energies for movement expression, e.g., dab, wring, punch, slash, float, glide, flick, and press. |
| c. Experimentation | Connect to ideas, characters, and situations found in stories, books, and/or poetry through movement. |

2. The student will explore choreographic principles as a way to create and communicate meaning through movement and dance styles.
 - a. Expression of ideas and emotions through movement
Create simple movement sequences using shapes, levels and pathways responding to ideas, e.g., living organisms/ non-living objects, transportation, or metamorphic cycles.
 - b. Choreographic processes
Create movement into ordered sequences to selected accompaniment.

3. The student will demonstrate knowledge of dance performed on the stage.
 - a. Performance
Perform with concentration and purpose.
 - b. Production
Demonstrate knowledge of stage directions, e.g., upstage, downstage, stage right and stage left.

4. The student will demonstrate and identify various musical elements.
 - a. Music
Create and imitate movement in response to selected rhythms, beats, and tempo.

5. The student applies technology to dance and movement.
 - a. Technology
Select images from the Internet for a creative movement study.

- C. Historical/Cultural Heritage: The student demonstrates an understanding of cultural, historical, and artistic diversity.
 1. Cultural heritage
The student is expected to:
Identify dances that are representative of local cultural heritage.
 2. Cultural performance
Perform folk/world dances from various local community cultures.
 3. Historical context
Explore the emergence of dance masters in various periods of history and their role in establishing dance traditions.

- D. Response/Evaluation: The student makes informed judgments about dance's forms, meaning, and role in society.

The student is expected to:

1. Response

Compare how dance movements are similar or different using dance terminology.

2. Evaluation

Recognize the beginning/middle/end of a dance and relate to a story.

K-8 Texas Dance Guidelines

Grade Three

BASIC UNDERSTANDING

A. Perception: The student develops an awareness of the body's movement, using sensory information while dancing.

The student is expected to:

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| 1. Basic kinesthetic and spatial awareness with others | Apply movement dynamics while traveling in a variety of directions maintaining awareness of personal and general space/formations. |
| 2. Sensitivity toward others when working in groups | Participate in decision making while working in a small group by both listening and sharing. |
| 3. Dance etiquette | Focus and reflect on basic instructions during class rehearsal and performance. |
| 4. Wellness | Comprehend the effects of regular physical activity on the heart, lungs, and muscular systems. |
| 5. Body science/somatic application | Identify specific body parts that contribute to proper skeletal alignment, e.g., flexion, extension, rotation. |
| 6. Dance movement skills | Demonstrate a waltz step pattern combining locomotor and non-locomotor movements. |

B. Creative Expression: The student develops knowledge and skills of dance elements and identifies and explores choreographic processes and forms in a variety of styles.

The student is expected to:

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| 1. The student demonstrates knowledge of dance elements, styles and genres. | |
| a. Dance genres and styles | Identify and demonstrate the five basic ballet positions of the arms and feet and beginning ballet movement, e.g., tendu, relevé, plié, passé and parallel/turn out. |
| b. Dance composition elements | Experience a variety of tempo and accent changes in short movement phrases. |
| c. Experimentation | Create movement experience relating the elements used in dance to elements of other art forms, e.g., texture, balance, rhythm, and shape. |

2. The student will explore choreographic principles as a way to create and communicate meaning through movement and dance styles.
 - a. Expression of ideas and emotions through movement
Create movement to express an idea or emotion, e.g., related to a community cultural event or lunar and solar properties applying concepts of space, time, and energy.
 - b. Choreographic processes
Demonstrate repetition using simple choreographic structures, e.g., A-B, A-B-A.

3. The student will demonstrate knowledge of dance performed on stage.
 - a. Performance
Perform with consistent recall of memorized steps.
 - b. Production
Recognize that all students have a role in the production, e.g., stage manager, light/sound operator, publicity.

4. The student will demonstrate and identify various musical elements.
 - a. Music
Recognize and move in 3/4 and 6/8 time signatures.

5. The student applies technology to dance and movement.
 - a. Technology
Create a multimedia presentation based on research of a choreographer or dancer.

- C. Historical/Cultural Heritage: The student demonstrates an understanding of cultural, historical, and artistic diversity.

The student is expected to:

 1. Cultural heritage
Observe and analyze differences and similarities between two cultural dances.
 2. Cultural performance
Perform dances from various periods in history.
 3. Historical context
Identify excerpts of dances representing the classical period, e.g., *Sleeping Beauty*, *Nutcracker*, and *Swan Lake*.

- D. Response/Evaluation: The student makes informed judgments about dance's forms, meaning, and role in society.

1. Response

The student is expected to:

Apply appropriate dance terminology when observing and identifying dance movements.

2. Evaluation

Observe and compare vocations in dance.

K-8 Texas Dance Guidelines

Grade Four

BASIC UNDERSTANDING

A. Perception: The student develops an awareness of the body's movement, using sensory information while dancing.

1. Basic kinesthetic and spatial awareness with others

The student is expected to:

Identify and demonstrate the relationship of one's personal space in relation to others in specific groupings.

2. Sensitivity toward others when working in groups

Respect individual differences and multiple solutions to problems.

3. Dance Etiquette

Demonstrate effective communication, consideration, and respect for the feelings for others.

4. Wellness

Understand the process of developing cardiovascular endurance, muscular strength and flexibility.

5. Body science/somatic application

Explore weight shifts, initiated by proximal and distal movements.

6. Dance movement skills

Develop smooth transitions linking fundamental locomotor and elevated movements and body control skills, e.g., three runs and a grand jeté.

B. Creative Expression: The student develops knowledge and skills of dance elements and identifies and explores choreographic processes and forms in a variety of styles.

The student is expected to:

1. The student demonstrates knowledge of dance elements, styles and genres.

a. Dance genres and styles

Execute the five basic ballet positions of the arms and feet and beginning ballet movement, e.g., tendu, relevé, plié, passé and parallel/turn out.

b. Dance composition elements

Manipulate space, time and energy in simple movement sequences.

c. Experimentation

Respond to a dance using another art form, e.g., painting, story writing, or miming.

2. The student will explore choreographic principles as a way to create and communicate meaning through movement and dance styles.
 - a. Expression of ideas and emotions through movement

Improvise and demonstrate movement to develop geometric and spatial reasoning ideas, e.g., symmetry, angles (right, acute & obtuse), parallel/perpendicular lines.
 - b. Choreographic processes

Combine and perform movement sequences into dance structures, e.g., canon or rondo.

3. The student will demonstrate knowledge of dance performed on the stage.
 - a. Performance

Perform with self-confidence and commitment to the movement.
 - b. Production

Recognize that stage lighting and stage design creates a mood or scene for dance.

4. The student will demonstrate and identify various musical elements.
 - a. Music

Demonstrate movement applying changes in speed, rhythm, and meter with accuracy.

5. The student applies technology to dance and movement.
 - a. Technology

Create a dance using computer-aided design.

- C. Historical/Cultural Heritage: The student demonstrates an understanding of cultural, historical, and artistic diversity.
 1. Cultural heritage

The student is expected to:
Describe the relationships between folk/world dances and the geography, climate, clothing and traditions of the country of origin.
 2. Cultural performance

Perform folk dances representative of American and Texas Heritage, e.g., schottische, two-step, and square dance.
 3. Historical context

Connect influences of diverse cultures of Texas to its history and dance.

D. Response/Evaluation: The student makes informed judgments about dance's forms, meaning, and role in society.

1. Response

The student is expected to:

Incorporate appropriate movement vocabulary when describing dance.

2. Evaluation

Apply simple criteria to identify Texas dance history.

K-8 Texas Dance Guidelines

Grade Five

BASIC UNDERSTANDING

A. Perception: The student develops an awareness of the body's movement, using sensory information while dancing.

1. Basic kinesthetic and spatial awareness with others

The student is expected to:

Independently dance with awareness of one's personal and general space while demonstrating the ability to contrast a partner's movement.

2. Sensitivity toward others when working in groups

Collaborate in finding multiple solutions to problems.

3. Dance etiquette

Accept successes and performance limitations of self and others, and recognize that improvement is possible with appropriate practice.

4. Wellness

Identify the relationship between optimal body function and a healthy eating plan according to U.S. dietary guidelines.

5. Body science/somatic application

Integrate breath support in performing movement.

6. Dance movement skills

Explore grounded movement such as swings, over/under curves and body isolations.

B. Creative Expression: The student develops knowledge and skills of dance elements and identifies and explores choreographic processes and forms in a variety of styles.

The student is expected to:

1. The student demonstrates knowledge of dance elements, styles and genres.

a. Dance genres and styles

Identify and demonstrate beginning jazz movement, e.g., jazz hand/arms, jazz walk, Jazz Square, grapevine and three-step turn.

b. Dance composition elements

Develop short movement phrases applying repetition and sequence to demonstrate compositional form, e.g., canon, A-B.

c. Experimentation

Discover inspiration for movement expression from other art forms or discipline.

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| <p>2. The student will explore choreographic principles as a way to create and communicate meaning through movement and dance styles.</p> <p>a. Expression of ideas and emotions through movement</p> <p>b. Choreographic processes</p> | <p>Improvise with a partner to explore three-dimensional shapes to communicate an idea e.g., the cycles of plants and animals.</p> <p>Create and develop a movement motif into a theme and variations compositional structure.</p> |
| <p>3. The student will demonstrate knowledge of dance performed on the stage.</p> <p>a. Performance</p> <p>b. Production</p> | <p>Accurately perform choreographer's intention and rehearsed skills with kinesthetic awareness.</p> <p>Demonstrate awareness of relationships between various parts of the production e.g., dance lighting, costuming, make- up.</p> |
| <p>4. The student will demonstrate and identify various musical elements.</p> <p>a. Music</p> | <p>Perform expressive movement phrases in relationship to melody, various time signatures, accents and dynamics.</p> |
| <p>5. The student applies technology to dance and movement.</p> <p>a. Technology</p> | <p>Create a dance for video as a group project.</p> |
| <p>C. Historical/Cultural Heritage: The student demonstrates an understanding of cultural, historical, and artistic diversity.</p> | |
| <p>1. Cultural heritage</p> | <p><i>The student is expected to:</i>
Recognize dances in the 20th Century, e.g., modern, jazz, tap, and social dances.</p> |
| <p>2. Cultural performance</p> | <p>Perform selected European folk dances.</p> |
| <p>3. Historical context</p> | <p>Identify personalities that contributed to the development of dance in the 20th Century.</p> |
| <p>D. Response/Evaluation: The student makes informed judgments about dance's forms, meaning, and role in society.</p> | |
| <p><i>The student is expected to:</i></p> | |

1. Response

Identify major movement ideas and elements using dance terminology.

2. Evaluation

Relate and analyze concepts studied in science and/or math class to an original movement study to form conclusions about intents and meanings.

K-8 Texas Dance Guidelines

Grade Six

BASIC UNDERSTANDING

A. Perception: The student develops an awareness of the body's movement, using sensory information while dancing.

1. Basic kinesthetic and spatial awareness with others

The student is expected to:

Improvise using a variety of movement relationships between dancers.

2. Sensitivity toward others when working in groups

Demonstrate the ability to contribute constructively and work cooperatively while creating a group composition.

3. Dance etiquette

Focus and reflect on complex instructions during class, rehearsal, and performance.

4. Wellness

Recognize the differences between positive body image and negative body image.

5. Body science/somatic application

Articulate isolated body parts to improve coordination and range of movement.

6. Dance movement skills

Combine non-locomotor and locomotor movements while applying movement principles of torque and rotation to explore a variety of turns.

B. Creative Expression: The student develops knowledge and skills of dance elements and identifies and explores choreographic processes and forms in a variety of styles.

The student is expected to:

1. The student demonstrates knowledge of dance elements, styles and genres.

a. Dance genres and styles

Identify and demonstrate intermediate level skills and elements in a variety of positions, steps, and patterns from at least two different dance genres.

b. Dance composition elements

Demonstrate memorization and reproduction of movement sequences with balance and control of body parts.

c. Experimentation

Create a movement study based on ideas from other art forms.

2. The student will explore choreographic principles as a way to create and communicate meaning through movement and dance styles.
 - a. Expression of ideas and emotions through movement Create transitions connecting traveling, balancing and weight transfer movements to illustrate an idea.
 - b. Choreographic processes Create a non-literal composition to a musical selection demonstrating intention, focus and transition.

3. The student will demonstrate knowledge of dance performed on the stage.
 - a. Performance Perform with an awareness of relationships within groups.
 - b. Production Create, draw and discuss costumes for a specific learned group dance.

4. The student will demonstrate and identify various musical elements.
 - a. Music Explore complex rhythmic patterns including polyrhythmic phrases.

5. The student applies technology to dance and movement.
 - a. Technology Compose music to create a sound track for an original movement study.

- C. Historical/Cultural Heritage: The student demonstrates an understanding of cultural, historical, and artistic diversity.
 1. Cultural heritage *The student is expected to:*
Describe the cultural significance as communicated through dance movement.
 2. Cultural performance Explore movement characteristics of African and Mexican folk dance.
 3. Historical context Identify the key figures in the development of classical ballet.

- D. Response/Evaluation: The student makes informed judgments about dance's forms, meaning, and role in society.

The student is expected to:

1. Response

Design and apply criteria for evaluating the quality and effectiveness of dance performances.

2. Evaluation

Compare and contrast the ways ideas and emotions are depicted in art, dance, music, and theatre.

K-8 Texas Dance Guidelines

Grade Seven

BASIC UNDERSTANDING

A. Perception: The student develops an awareness of the body's movement, using sensory information while dancing.

1. Basic kinesthetic and spatial awareness with others

The student is expected to:

Create clear and distinct spatial designs or patterns in relation to others.

2. Sensitivity toward others when working in groups

Exhibit commitment and respect toward group goals and projects.

3. Dance etiquette

Maintain quiet, orderly, positive attitude, and respect for others in the studio and at performances.

4. Wellness

Assess the relationship between food, exercise, self-concept and physical performance.

5. Body science/somatic application

Develop kinesthetic sensations while performing.

6. Dance movement skills

Execute simultaneous and sequential movement patterns demonstrating agility and coordination.

B. Creative Expression: The student develops knowledge and skills of dance elements and identifies and explores choreographic processes and forms in a variety of styles.

The student is expected to:

1. The student demonstrates knowledge of dance elements, styles and genres

a. Dance genres and styles

Identify and demonstrate more complex dance skills and elements in a variety of positions, steps, and patterns from at least two different dance genres.

b. Dance composition elements

Demonstrate extended movement phrases that include intermediate dance elements within a compositional form.

c. Experimentation

Interpret an existing piece of choreography and create a unique and personal approach to the performance through reflection and journal writing.

2. The student will explore choreographic principles as a way to create and communicate meaning through movement and dance styles.
 - a. Expression of ideas and emotions through movement

Create a dance response to an event in Texas history demonstrating felt meaning and utilizing space in a variety of directions, pathways, levels, and shapes.
 - b. Choreographic processes

Generate original movement using choreographic elements and devices, e.g., retrograde, inversion, repetition.

 3. The student will demonstrate knowledge of dance performed on the stage.
 - a. Performance

Perform with the intent to communicate with and project to an audience.
 - b. Production

Perform a dance designed for digital recording recognizing camera angles in designing production.

 4. The student will demonstrate and identify various musical elements
 - a. Music

Perform dance phrases using even and syncopated rhythms.

 5. The student applies technology to dance and movement.
 - a. Technology

Create a multimedia presentation comparing the similarities and differences of selected dance styles.
- C. Historical/Cultural Heritage: The student demonstrates an understanding of cultural, historical, and artistic diversity.
1. Cultural heritage

The student is expected to:
Compare the styles and movements of a variety of cultural dances in relationship to the elements of dance.
 2. Cultural performance

Perform and teach a dance representative of one's heritage or environment.

3. Historical context
Research and identify the contributions of Texas dance artists, e.g., Alvin Ailey, Tommy Tune, Debbie Allen, Ben Stevenson, James Clouser.
- D. Response/Evaluation: The student makes informed judgments about dance's forms, meaning, and role in society.
1. Response
The student is expected to:
Analyze how theatrical elements such as lighting and costuming affect the meaning of a dance.
 2. Evaluation
Analyze and critique a movement study based on ideas from another subject area.

K-8 Texas Dance Guidelines

Grade Eight

BASIC UNDERSTANDING

A. Perception: The student develops an awareness of the body's movement, using sensory information while dancing.

1. Basic kinesthetic and spatial awareness with others

The student is expected to:

Perform with an awareness of proximity and interconnectedness between dancers.

2. Sensitivity toward others when working in groups

Maintain a cooperative and respectful attitude while working independently within a small group.

3. Dance Etiquette

Make appropriate changes in performance based on feedback to improve skills.

4. Wellness

Examine the effects of substance abuse on personal health, decision-making and physical performance.

5. Body science/somatic application

Demonstrate the underlying principles of movement, e.g., alignment, balance, weight shifts and articulation of isolated body parts.

6. Dance movement skills

Perform a variety of centered and off-centered movements.

B. Creative Expression: The student develops knowledge and skills of dance elements and identifies and explores choreographic processes and forms in a variety of styles.

The student is expected to:

1. The student demonstrates knowledge of dance elements, styles and genres.

a. Dance genres and styles

Independently identify, demonstrate and execute advanced level dance skills and elements with clarity in a variety of positions, steps, and patterns from at least two different dance genres.

b. Dance composition elements

Demonstrate accurate memorization and reproduction of movement sequences with clarity of dynamics and movement qualities.

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| <ul style="list-style-type: none"> c. Experimentation | <p>Integrate art forms, such as music, visual images, and dramatic themes into a dance composition.</p> |
| <ul style="list-style-type: none"> 2. The student will explore choreographic principles as a way to create and communicate meaning through movement and dance styles. <ul style="list-style-type: none"> a. Expression of ideas and emotions through movement b. Choreographic processes | <p>Generate original choreography using abstract ideas in response to a social issue by improvising, problem-solving, and exploring new movement possibilities.</p> <p>Create a structured composition that displays choreographic principles, stage design and group work.</p> |
| <ul style="list-style-type: none"> 3. The student will demonstrate knowledge of dance performed on the stage. <ul style="list-style-type: none"> a. Performance b. Production | <p>Perform with an internal focus.</p> <p>Perform a dance designed for a site specific location, e.g., park, museum, cafeteria, recognizing environmental differences in production.</p> |
| <ul style="list-style-type: none"> 4. The student will demonstrate and identify various musical elements. <ul style="list-style-type: none"> a. Music | <p>Create and perform complete dance compositions using complex rhythmic patterns.</p> |
| <ul style="list-style-type: none"> 5. The student applies technology to dance and movement. <ul style="list-style-type: none"> a. Technology | <p>Develop and present a multimedia presentation to foster a deeper understanding in dance to school and community audiences.</p> |
| <ul style="list-style-type: none"> C. Historical/Cultural Heritage: The student demonstrates an understanding of cultural, historical, and artistic diversity. <ul style="list-style-type: none"> 1. Cultural heritage | |
| | <p><i>The student is expected to:</i></p> <p>Compare and contrast the values and beliefs reflected in dances from a variety of cultures and historical periods.</p> |

2. Cultural performance Refine stylistic interpretation of mannerisms and movement characteristics of a folk/world dance for performance.
 3. Historical context Identify the key figures and their contributions to the development of 20th Century American modern dance.
- D. Response/Evaluation: The student makes informed judgments about dance's forms, meaning, and role in society.
1. Response *The student is expected to:*
Compare the content, intent, and choreographic structures used by various 20th Century American choreographers.
 2. Evaluation Interpret, evaluate, and justify artistic decisions of personal dance works.