

**IDAHO CONTENT STANDARDS
GRADE 6-8
HUMANITIES: DANCE**

Students are expected to know content and apply skills from previous grades.

Standard 1: Historical and Cultural Contexts

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

Students in grades 6-8 research and perform a historical dance. Students compare traditional and modern art forms.

Goal 1.1: Discuss the historical and cultural contexts of dance and perform examples.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.D.1.1.1 Investigate one dance tradition of the United States and perform it (e.g., square dance, tap dance, Native American dance).
- 6-8.D.1.1.2 Examine the influence of historical events or culture on the development of a dance form.

Goal 1.2: Demonstrate through movement interrelationships among visual and performing arts disciplines.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.D.1.2.1 Compare ballet and modern dance, and find music that is appropriate for each form of dance.
- 6-8.D.1.2.2 Create a set, costumes, or props for a dance.

Standard 2: Critical Thinking

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.

Students in grades 6-8 develop criteria and vocabulary for evaluating dance. Students apply the skills of critique in analyzing a dance performance.

Goal 2.1: Exercise sound reasoning in understanding and making choices in dance.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.D.2.1.1 Identify criteria for evaluating how well a dance performance conveys meaning.
- 6-8.D.2.1.2 Use appropriate vocabulary when analyzing a dance performance.
- 6-8.D.2.1.3 Experiment with how different artistic choices can change the meaning of a dance.

Goal 2.2: Formulate and express opinions about dance performances.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.D.2.2.1 Discuss how various dance disciplines express different ideas, and voice a preference for one style.
- 6-8.D.2.2.2 Explain how lighting, music, and costuming can contribute to the meaning and/or success of a dance performance.

Standard 3: Performance

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.

Students in grades 6-8 practice increasing strength, flexibility, balance, alignment, and control. Students execute on-and off-balance movement and movement in the three planes. Students create and follow a floor pattern. Students develop their own choreography and work collaboratively with another choreographer.

Goal 3.1: Identify and practice concepts essential to dance.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.D.3.1.1 Practice correct strengthening and stretching sequences.
- 6-8.D.3.1.2 Practice maintaining both stationary and moving alignment, balance, and control.
- 6-8.D.3.1.3 Practice warming up, stretching, and strengthening body parts.

Goal 3.2: Communicate in dance through application of artistic concepts, knowledge, and skills.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.D.3.2.1 Identify and execute on- and off-balance movement phrases.
- 6-8.D.3.2.2 Identify and execute movements in the three planes (vertical, horizontal, and saggital).
- 6-8.D.3.2.3 Create and follow a floor pattern.
- 6-8.D.3.2.4 Select and/or make costumes that support the intent of a dance.

Goal 3.3: Communicate in dance through creative expression.

Objective(s): By the end of Grade 8, the student will be able to:

- 6-8.D.3.3.1 Perform short dance works of two different dance disciplines.
- 6-8.D.3.3.2 Choreograph a duet.
- 6-8.D.3.3.3 Create a round or canon for a group of dancers to perform.
- 6-8.D.3.3.4 Memorize, practice, refine, and perform a dance created by someone else, interpreting its meaning
- 6-8.D.3.3.5 Create a dance phrase, working productively with others, respecting diverse perspectives.