

**DRAFT**



# **PENINSULA SCHOOL DISTRICT**

**Dance Curriculum**

**Grades 6-12**

**MATRIX**

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**Dance Curriculum Grades 6 –12**  
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**1. The student understands and applies arts knowledge and skills (Essential Academic Learning Requirement)**

(EALR)	A Peninsula 5 <sup>th</sup> grade student will: (from the Frameworks)	A Peninsula 6 <sup>th</sup> grade student will: (from the Frameworks)	A Peninsula 8 <sup>th</sup> grade student will: (from the Frameworks)	A Peninsula 10 <sup>th</sup> grade student will: (from the Frameworks)	A Peninsula 12 <sup>th</sup> grade student will: (from the Frameworks)	
<b>1.1.1 Understand arts concepts and vocabulary</b>						
<u>Elements</u>  <i>space</i> <i>time</i> <i>energy/force</i>	<b>Benchmark 1</b> <b>Identify and use visual art, dance, theatre, and music vocabulary and concepts</b> <ul style="list-style-type: none"> <li>Perform movement which includes accent and rest (time)</li> <li>Create and perform free and controlled movement (energy)</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate sustained and percussive movement (energy)</li> </ul>	<b>Benchmark 2</b> <b>Explain and apply the concepts of visual art, dance, theatre, and music using arts vocabulary</b> <ul style="list-style-type: none"> <li>Maintain a steady beat and hold the tempo in half time and double time (time)</li> <li>Demonstrate a range of efforts actions, such as glide, float, flick, dab, punch, slash, wring, and press (energy)</li> </ul>	<b>Benchmark 3</b> <b>Analyze and interpret works of visual art, dance, theatre, and music using arts concepts and vocabulary</b> <ul style="list-style-type: none"> <li>Demonstrate movement in duple/triple meters (time)</li> </ul>	<ul style="list-style-type: none"> <li>Identify and use syncopation (time)</li> </ul>	
<b>1.1.2 Understand arts concepts and vocabulary</b>						
<u>Principles of Organization</u>  <i>repetition</i> <i>balance</i> <i>contrast</i> <i>emphasis</i> <i>variety</i>	<b>Benchmark 1</b> <b>Identify and use visual art, dance, theatre, and music vocabulary and concepts</b> <ul style="list-style-type: none"> <li>Create a simple dance, combining a variety of dance elements and principles of organization (choreography)</li> </ul>	<ul style="list-style-type: none"> <li>Create simple dances in solo and small groups</li> <li>Create dances with a consistent theme</li> </ul>	<b>Benchmark 2</b> <b>Explain and apply the concepts of visual art, dance, theatre, and music using arts vocabulary</b> <ul style="list-style-type: none"> <li>Demonstrate theme and variation in choreography (form)</li> <li>Create transitions to develop fluency in dance</li> </ul>	<b>Benchmark 3</b> <b>Analyze and interpret works of visual art, dance, theatre, and music using arts concepts and vocabulary</b> <ul style="list-style-type: none"> <li>Abstract movement through choreographic devises such as exaggeration, accumulation, retrograde, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Choreograph and improvise within a given style of dance</li> </ul>	

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<b>1.2 Develop arts skills and techniques</b>						
	<b>Benchmark 1</b> <b>Identify and use basic arts skills and techniques</b> <ul style="list-style-type: none"> <li>• Explain the purpose of warming up before dancing</li> <li>• Explain the importance of correct posture to health and movement safety</li> <li>• Perform an original dance from memory</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate precision in locomotor and non-locomotor movement</li> <li>• Use abdominal muscular control in movement (center strength)</li> <li>• Demonstrate warm-up and cool-down techniques appropriate to increasing flexibility</li> <li>• Perform with others in unison</li> </ul>	<b>Benchmark 2</b> <b>Develop arts skills and techniques</b> <ul style="list-style-type: none"> <li>• Demonstrate the ability to reverse a simple movement combination</li> <li>• Demonstrate the ability to move with others through a variety of geometric formations</li> <li>• Understand correct alignment principles</li> </ul>	<b>Benchmark 3</b> <b>Refine and extend arts skills and techniques</b> <ul style="list-style-type: none"> <li>• Maintain correct alignment while moving</li> <li>• Apply feedback in order to improve overall dance work</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate ability to self-correct in dance</li> <li>• Demonstrate balance, counter-balance, and weight-sharing with a partner</li> </ul>	
<b>1.3 Understand and apply arts styles from various artists, cultures, and times</b>						
	<b>Benchmark 1</b> <b>Identify specific attributes of art works of various artists, cultures, and times using arts vocabulary</b>	<ul style="list-style-type: none"> <li>• Identify techniques from various artists, cultures, and/or times</li> </ul>	<b>Benchmark 2</b> <b>Apply techniques from various artists, cultures, and/or times</b>	<b>Benchmark 3</b> <b>Transfer understandings from one artistic style to a larger group of artworks</b>	<ul style="list-style-type: none"> <li>• Apply knowledge of artistic styles and cultural traditions to make informed choices for an arts presentation</li> </ul>	
<b>1.4 Apply audience skills in a variety of arts settings and performances</b>						
	<b>Benchmark 1</b> <b>Demonstrate audience conventions in a variety of arts settings and performances</b>	<ul style="list-style-type: none"> <li>• Identify how the audience and artist/performer interact</li> </ul>	<b>Benchmark 2</b> <b>Understand and demonstrate the relationship and interactive responsibilities of the artist/performer and audience</b>	<b>Benchmark 3</b> <b>Articulate how audience conventions and responsibilities differ according to style and culture</b>	<ul style="list-style-type: none"> <li>• Analyze how style, culture, and history have influenced audience conventions</li> </ul>	

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**2. The student demonstrates thinking skills using artistic processes (Essential Academic Learning Requirement)**

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<b>2.1 Apply a creative process in the arts</b>						
<ul style="list-style-type: none"> <li>• Conceptualize the context or purpose</li> <li>• Gather information from diverse sources</li> <li>• Develop ideas and techniques</li> <li>• Organize arts elements, forms, and/or principles into a creative work</li> <li>• Reflect for the purpose of elaboration and self evaluation</li> <li>• Refine work based on feedback</li> <li>• Present work to others</li> </ul>	<p><b>Benchmark 1</b> <b>Develop work using a creative process with instructor direction</b></p> <ul style="list-style-type: none"> <li>• Apply previously learned arts concepts, vocabulary, skills, and techniques through a creative process</li> </ul>	<ul style="list-style-type: none"> <li>• Apply previously learned arts concepts, vocabulary, skills, and techniques through a creative process</li> </ul>	<p><b>Benchmark 2</b> <b>Develop work using a creative process with instructor assistance</b></p> <ul style="list-style-type: none"> <li>• Apply previously learned arts concepts, vocabulary, skills, and techniques through a creative process</li> </ul>	<p><b>Benchmark 3</b> <b>Develop work using a creative process independently</b></p> <ul style="list-style-type: none"> <li>• Apply previously learned arts concepts, vocabulary, skills, and techniques through a creative process</li> </ul>	<ul style="list-style-type: none"> <li>• Apply previously learned arts concepts, vocabulary, skills, and techniques through a creative process</li> </ul>	

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<b>2.2 Apply a performance process in the arts</b>						
<ul style="list-style-type: none"> <li>• Identify audience and purpose</li> <li>• Select artistic work (repertoire) to perform</li> <li>• Analyze the structure and background of work</li> <li>• Interpret by developing a personal approach to work</li> <li>• Rehearse, adjust, and refine through evaluation and problem solving</li> <li>• Present work for others</li> <li>• Reflect and evaluate</li> </ul>	<p><b>Benchmark 1</b> <b>Develop work using a performance process with instructor direction</b></p> <ul style="list-style-type: none"> <li>• Apply previously learned arts concepts, vocabulary, skills, and techniques through a performance process</li> </ul>	<ul style="list-style-type: none"> <li>• Apply previously learned arts concepts, vocabulary, skills, and techniques through a performance process</li> </ul>	<p><b>Benchmark 2</b> <b>Develop work using a performance process with instructor assistance</b></p> <ul style="list-style-type: none"> <li>• Apply previously learned arts concepts, vocabulary, skills, and techniques through a performance process</li> </ul>	<p><b>Benchmark 3</b> <b>Develops work using a performance process independently</b></p> <ul style="list-style-type: none"> <li>• Apply previously learned arts concepts, vocabulary, skills, and techniques through a performance process</li> </ul>	<ul style="list-style-type: none"> <li>• Apply previously learned arts concepts, vocabulary, skills, and techniques through a performance process</li> </ul>	
<b>2.3 Apply a responding process to an arts presentation</b>						
<ul style="list-style-type: none"> <li>• Engage actively and purposefully</li> <li>• Describe what is seen and/or heard</li> <li>• Analyze how the elements are arranged and organized</li> <li>• Interpret based on descriptive properties</li> <li>• Evaluate using supportive evidence and criteria</li> </ul>	<p><b>Benchmark 1</b> <b>Apply a responding process to an arts presentation with instructor direction</b></p> <ul style="list-style-type: none"> <li>• Apply previously learned arts concepts, vocabulary, skills, and techniques through a performance process</li> </ul>	<ul style="list-style-type: none"> <li>• Apply previously learned arts concepts, vocabulary, skills, and techniques through a responding process</li> </ul>	<p><b>Benchmark 2</b> <b>Apply a responding process to an arts presentation with instructor assistance</b></p> <ul style="list-style-type: none"> <li>• Apply previously learned arts concepts, vocabulary, skills, and techniques through a responding process</li> </ul>	<p><b>Benchmark 3</b> <b>Apply a responding process to an arts presentation independently</b></p> <ul style="list-style-type: none"> <li>• Apply previously learned arts concepts, vocabulary, skills, and techniques through a responding process</li> </ul>	<ul style="list-style-type: none"> <li>• Apply previously learned arts concepts, vocabulary, skills, and techniques through a responding process</li> </ul>	

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**3. The student communicates through the arts (Essential Academic Learning Requirement)**

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<b>3.1 Use the arts to express and present ideas and feelings</b>						
	<b>Benchmark 1</b> Express ideas and feelings through the arts	<ul style="list-style-type: none"> <li>Identify use and misuse (plagiarism) of pre-existing artistic works</li> </ul>	<b>Benchmark 2</b> Express ideas and feelings through the arts in a variety of styles	<b>Benchmark 3</b> Express ideas and feelings through the arts in a variety of forms and styles	<ul style="list-style-type: none"> <li>Express ideas and feelings through the arts, synthesizing forms and styles</li> </ul>	
<b>3.2 Use the arts to communicate for a specific purpose</b>						
	<b>Benchmark 1</b> Create and/or perform an artwork to communicate for a given purpose with instructor direction	<ul style="list-style-type: none"> <li>Use the arts to communicate for a specific purpose (e.g., to record history, persuade)</li> </ul>	<b>Benchmark 2</b> Create and/or perform an artwork to communicate for a selected purpose with instructor assistance	<b>Benchmark 3</b> Analyzes how the deliberate use of artistic elements communicates for a specific purpose	<ul style="list-style-type: none"> <li>Support and defend the artistic elements chosen to communicate for a specific purpose</li> </ul>	
<b>3.3 Develop personal aesthetic criteria to communicate artistic choices</b>						
	<b>Benchmark 1</b> Explain how personal aesthetic criteria is reflected in artwork	<ul style="list-style-type: none"> <li>Describe how aesthetic choices are influenced by historical context</li> </ul>	<b>Benchmark 2</b> Explain how personal aesthetic choices are influenced by culture and history	<b>Benchmark 3</b> Analyze how cultural and historical perspectives influence personal aesthetic criteria	<ul style="list-style-type: none"> <li>Analyze personal aesthetic development</li> </ul>	

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**4. The student makes connections within and across the arts, to other disciplines, life, cultures, and work (Essential Academic Learning Requirement)**

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<b>4.1 Demonstrate and analyze the connections among the arts disciplines</b>					
	<b>Benchmark 1</b> Describe skills, concepts, and vocabulary common among arts disciplines	<ul style="list-style-type: none"> <li>Describe arts processes that are unique to each arts discipline</li> </ul>	<b>Benchmark 2</b> Compare and contrast attributes of personal artwork with other arts disciplines	<b>Benchmark 3</b> Analyze an arts presentation that integrates two or more arts disciplines	<ul style="list-style-type: none"> <li>Create an arts presentation integrating two or more arts disciplines</li> </ul>
<b>4.2 Demonstrate and analyze the connections between the arts and other content areas</b>					
	<b>Benchmark 1</b> Identify skills, concepts, and vocabulary common to the arts and other content areas	<ul style="list-style-type: none"> <li>Demonstrate that art concepts occur in other content areas</li> </ul>	<b>Benchmark 2</b> Explain relationships between the arts and other content areas	<b>Benchmark 3</b> Integrate and adapt skills within the arts and other content areas	<ul style="list-style-type: none"> <li>Create an arts presentation, integrating the arts with another content area</li> </ul>
<b>4.3 Understand how the arts impact lifelong choices</b>					
	<b>Benchmark 1</b> Analyze how the arts impact personal and community choices	<ul style="list-style-type: none"> <li>Analyze how the arts impact peer group choices</li> </ul>	<b>Benchmark 2</b> Analyze how the arts impact choices in natural and constructed environment	<b>Benchmark 3</b> Analyze how the arts impact economic choices	<ul style="list-style-type: none"> <li>Project and plan how the arts impact personal future choices</li> </ul>
<b>4.4 Understand that the arts shape and reflect culture and history</b>					
	<b>Benchmark 1</b> Identify specific attributes of artworks that reflect culture	<ul style="list-style-type: none"> <li>Identify specific attributes of artworks that reflect culture and history</li> </ul>	<b>Benchmark 2</b> Compare and contrast specific attributes of artworks that reflect culture and history	<b>Benchmark 3</b> Identify specific attributes of artworks that shape culture and history	<ul style="list-style-type: none"> <li>Apply knowledge of how the arts shape and reflect culture and history throughout time</li> </ul>
<b>4.5 Demonstrate knowledge of arts careers and the role of arts skills in the world of work</b>					
	<b>Benchmark 1</b> Describe career roles in the arts <ul style="list-style-type: none"> <li>Demonstrate arts skills used in the world of work</li> </ul>	<ul style="list-style-type: none"> <li>Identify job specific skills for arts careers</li> <li>Demonstrate collaborative skills</li> </ul>	<b>Benchmark 2</b> Describe work habits and skills needed for careers in the arts <ul style="list-style-type: none"> <li>Explain how art skills and knowledge are used in the world of work</li> </ul>	<b>Benchmark 3</b> Assume roles of arts careers and practices appropriate work habits and skills <ul style="list-style-type: none"> <li>Analyze and interpret how arts skills and knowledge influence the world of work</li> </ul>	<ul style="list-style-type: none"> <li>Research arts careers (e.g., job shadowing, apprenticeships, and mentorships)</li> <li>Apply arts skills and knowledge used in the world of work</li> </ul>