

ISPS Dance Grade 6 - 8 Standards and Benchmarks

Grade 6

(Revised Sept. 2009)

Strands

1. Theory/Knowledge of Elements
2. Creative Work
3. Critical Thinking/Analysis

Strand 1 – Theory/Knowledge of Elements

Standard1: Movement Elements:

Students will understand the role of movement elements and skills in dance.

Benchmarks - By the end of Grade 6, students will:

- 1 – 1 Use dance elements to expand movement experiences (time, space, energy)
- 1 – 2 Know *boundaries* of dance space
- 1 – 3 Understand the characteristics of stillness & gesture (non-locomotor & axial movements)
- 1 – 4 Understand the characteristics of travel, turn & jump using many directions and pathways
- 1 – 5 Move to a rhythmic accompaniment and respond to changes in tempo
- 1 – 6 Understand the characteristics of balance and proper alignment
- 1 – 7 Understand how joints and body parts are used in movement (adduction, abduction, types of joints and movements)
- 1 – 8 Use kinesthetic awareness, concentration and focus in performing movement

Standard 6: Personal Wellness:

Students understand the connection between dance and personal wellness

Benchmarks - By the end of Grade 6, students will:

- 6 – 1 Know healthy practices that enhance the ability to dance
- 6 – 2 Understand the importance of warming up, strength and flexibility and stretching.

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Strand 2 – Creative Work

Standard 2: Choreography:

Students understand choreographic principles, processes and structures

Benchmarks - By the end of Grade 6, students will:

- 2 – 1 Understand the characteristics of a movement sequence (beginning, middle, end)
- 2 – 2 Understand how improvisation is used to discover and invent movements (ideas and problem solving)
- 2 – 3 Understand the characteristics of a dance phrase that is repeated and/ varied (ABA, ABCA, motif and variations)
- 2 – 4 Know how to use the characteristics of solo and group dance to create compositions

Standard 3: Dance and Meaning:

Students understand dance as a way to create and communicate meaning

Benchmarks - By the end of Grade 6, students will:

- 3 – 1 Communicate ideas using movement (visual interpretation, dancer's interpretation, audience reaction)
- 3 – 2 Know how dance is similar and different from other forms of movement.

Strand 3 – Analysis/Critical Thinking

Standard 4: Dance and Thinking Skills

Students apply critical and creative thinking skills in dance.

Benchmarks - By the end of Grade 6, students will:

- 4 – 1 Know that a variety of strategies can be used to solve movement problems (scientific, chance)
- 4 – 2 Understand how various dances are similar and different to each other (elements, style, tempo)

Standard 7: Dance and other disciplines

Students understand the connections between dance and other disciplines

Benchmarks - By the end of Grade 6, students will:

- 7 – 1 Know how to use dance concepts to enhance the concepts of other disciplines (gravity, inertia, momentum, action/reaction)

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Grade 7

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Strands

1. Theory/Knowledge of Elements
2. Creative Work
3. Critical Thinking/Analysis

Strand 1 – Theory/Knowledge of Elements

Standard1: Movement Elements:

Students will understand the role of movement elements and skills in dance.

Benchmarks - By the end of Grade 7, students will:

- 1 – 3a Understand the characteristics of stillness & gesture as used in dances from different traditions
- 1 – 4a Understand the process of transferring a spatial pattern from the visual to the kinesthetic
- 1 – 5 Move to more complex rhythms and rhythms of different traditions
- 1 – 7 Understand how joints and body part movements are used in dances of other traditions.
- 1 – 9 Know basic dance steps, body positions and special patterns for dances from different traditions
- 1 – 11 Use dance vocabulary to describe action and movement elements in a traditional/folk dance (qualities, dance form, elements)

Standard 5: Dance, History and Culture:

Students will understand the historical development of dance and the dance practices of different cultures.

Benchmarks - By the end of Grade 7, students will:

- 5 – 1 Know the similarities and differences in steps and movement styles from various cultures
- 5 – 2 Know the role of dance in various cultures and time periods.
- 5 – 4 Know and apply proper audience etiquette
- 5 – 5 Know the dances unique to Trinidad & Tobago, their origins and performance styles today

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Standard 6: Personal Wellness:

Students understand the connection between dance and personal wellness

Benchmarks - By the end of Grade 7, students will:

- 6 – 2a Create their own warm up sequence and evaluate its value over a period of 4-6 weeks and revise as may be necessary

Strand 2 – Creative Work

Standard 2: Choreography:

Students understand choreographic principles, processes and structures

Benchmarks - By the end of Grade 7, students will:

- 2 – 3a Understand the importance of dance structures and forms
- 2 – 5 Understand the importance of working co operatively in a group
- 2 – 6 Know partner dance skills
- 2 – 7 Know performance etiquette and stage directions

Standard 3: Dance and Meaning:

Students understand dance as a way to create and communicate meaning

Benchmarks - By the end of Grade 7, students will:

- 3 – 1a Communicate ideas feelings, ideas and needs through dance

Strand 3 – Analysis/Critical Thinking

Standard 4: Dance and Thinking Skills

Students apply critical and creative thinking skills in dance.

Benchmarks - By the end of Grade 7, students will:

- 4 – 2a Understand how various cultural dances forms are similar and different to each other
- 4 – 3 Know the critical elements that contribute to a dance in terms of space, time and effort

Standard 7: Dance and other disciplines

Students understand the connections between dance and other disciplines

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Benchmarks - By the end of Grade 7, students will:

- 7 – 1a Know how various dance concepts and principles relate to other disciplines
- 7 – 2 Know the aesthetic impact of performance of traditional dance styles

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- 1. Theory/Knowledge of Elements
- 2. Creative Work
- 3. Critical Thinking/Analysis

Strand 1 – Theory/Knowledge of Elements

Standard1: Movement Elements:

Students will understand the role of movement elements and skills in dance.

Benchmarks - By the end of Grade 8, students will:

- 1 – 1a Understand the characteristics of various dance movements and the underlying principles common to all movement
- 1 – 4a Understand the process of transferring complex spatial patterns from the visual to the kinesthetic
- 1 – 5a Understand the process of transferring a rhythmic pattern from auditory to kinesthetic
- 1 – 8 Use kinesthetic awareness, concentration and focus in performing movement skills
- 1 – 10 Know a range of dynamics/movement qualities
- 1 – 11a Use dance vocabulary to describe action and movement elements in a contemporary dance (qualities, dance form, elements)

Standard 5: Dance, History and Culture:

Students will understand the historical development of dance and the dance practices of different cultures.

Benchmarks - By the end of Grade 8, students will:

- 5 – 4a Know appropriate audience response to dance performances
- 5 – 6 Know theatrical and social dances from a spectrum of 20th century dance

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Standard 6: Personal Wellness:

Students understand the connection between dance and personal wellness

Benchmarks - By the end of Grade 8, students will:

- 6 – 3 Know strategies to prevent dance injuries
- 6 – 4 Understand the value of personal health goals for dance improvement

Strand 2 – Creative Work

Standard 2: Choreography:

Students understand choreographic principles, processes and structures

Benchmarks - By the end of Grade 8, students will:

- 2 – 1a Understand the relationship of principles of creative design to dance
- 2 – 2a Understand the significance of the processes of reordering and chance
- 2 – 3a Understand the importance of dance structures or forms
- 2 – 5a Understand the importance of working co operatively in small or large groups during the choreographic process

Standard 3: Dance and Meaning:

Students understand dance as a way to create and communicate meaning

Benchmarks - By the end of Grade 8, students will:

- 3 – 2a Understand the difference between pantomiming and miming
- 3 – 3 Understand how different accompaniments can affect the meaning of a dance

Strand 3 – Analysis/Critical Thinking

Standard 4: Dance and Thinking Skills

Students apply critical and creative thinking skills in dance.

Benchmarks - By the end of Grade 8, students will:

- 4 – 1a Solve movement problems
- 4 – 2b Understand how various modern dance forms are similar and different to each other
- 4 – 3 Know the critical elements that contribute to a dance in terms of space, time and effort
- 4 – 4 Know the possible aesthetic criteria for evaluating dance

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Standard 7: Dance and other disciplines

Students understand the connections between dance and other disciplines

Benchmarks - By the end of Grade 8, students will:

- 7 – 1a Know how various dance concepts and principles relate to other disciplines
- 7 – 2a Know the aesthetic impact of performance of theatrical dance styles