

Strand 1 – Theory/Knowledge of Elements

Standard 1 – Movement Elements:

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

Grade 6	Grade 7	Grade8
1 – 1 Use dance elements to expand movement experiences (actions, time, space, energy)	→	1 – 1a Understand the characteristics of various dance movements and the underlying principles common to all movement (initiation of movement, articulation of isolated body parts, elevation and landing, fall and recovery)
1 – 2 Know <i>boundaries</i> of dance space (personal, other's, general)		
1 – 3 Understand the characteristics of stillness & gesture (non-locomotor & axial movements; flexion, extension, bend, stretch, twist, swing, body shapes, lines, angles, curves)	1 – 3a Understand the characteristics of stillness & gesture as used in dances from different traditions	
1 – 4 Understand the characteristics of travel, turn & jump using many directions and pathways	1 – 4a Understand the process of transferring a spatial pattern from the visual to the kinesthetic (patterning, change of direction, dimensions)	1 – 4a Understand the process of transferring complex spatial patterns from the visual to the kinesthetic
1 – 5 Move to a rhythmic accompaniment and respond to changes in tempo (drum, voice, music)	1 – 5 Move to more complex rhythms and rhythms of different traditions	1 – 5a Understand the process of transferring a rhythmic pattern from auditory to kinesthetic (listening, steady beat, note values)
1 – 6 Understand the characteristics of balance and proper alignment (on		

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<p>and off centre)</p> <p>1 – 7 Understand how joints and body parts are used in movement (adduction, abduction, flexion, extension, types of joints and movements)</p> <p>1 – 8 Use kinesthetic awareness, concentration and focus in performing movement</p>	<p>1– 7a Understand how joints and body part movements are used in dances of other traditions.</p> <p style="text-align: center;">→</p> <p>1 – 9 Know basic dance steps, body positions and special patterns for dances from different traditions</p> <p>1</p> <p>– 11 Use dance vocabulary to describe action and movement elements in a traditional/folk dance (qualities, dance form, elements)</p>	<p>1 – 7a Understand how joints and body part movements are used in at least three contemporary dance styles</p> <p>1 – 8 Use kinesthetic awareness, concentration and focus in performing movement skills</p> <p>1 – 10 Know a range of dynamics/movement qualities (sustained, swing, percussive, float, punch(thrust), glide, slash, dab, wring, flick, and press)</p> <p>1 – 11a Use dance vocabulary to describe action and movement elements in a contemporary dance (qualities, dance form, elements)</p>
HS Dance 0 1 (Basic)	HS Dance 02 (Proficient)	HS Dance 03 (Advanced)
<p>1 – 1b Use appropriate technique in dance (skeletal alignment, strength, flexibility, agility, co</p>	<p>1 – 1c Demonstrate a proficient level of consistency and reliability in performing technical skills</p>	<p>1 – 1d Demonstrate a high level of consistency and reliability in performing technical skills</p>

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<p>ordination, control)</p> <p>1 – 5b Understand the importance of using various complex time elements (duple & triple meter, tempo, variations)</p> <p>1 – 8a Understand why it is important to project in dance (stage presence, performance quality, positive sense of self)</p> <p>1 – 9a Know complex steps and patterns from various dance styles (ballet, contemporary, jazz, street)</p> <p>1 – 10a Understand the principles governing combinations and variations in a broad dynamic range (free, bound, light, strong, indirect, direct, sustained, sudden)</p> <p>1 – 11a Use style appropriate dance vocabulary to describe action and movement elements in a range of dance styles</p>	<p>1 – 5c Demonstrate rhythmic acuity</p> <p>1 – 8b Perform dance sequences with a proficient level of projection</p> <p>1 – 9b Memorize and demonstrate more complex steps and patterns from different dance styles</p> <p>1 – 10b Demonstrate proficiency in performing combinations and variations in a broad dynamic range</p> <p>1 – 11b Use style appropriate dance vocabulary to describe more complex action and movement elements in a range of dance styles</p>	<p>1 – 5d Demonstrate a high level of rhythmic awareness/musicality</p> <p>1 – 8c Perform complex dance sequences with a high level of projection and sense of performance</p> <p>1 – 9c Memorize and perform more complex steps and patterns with clarity and stylistic nuance</p> <p>1 – 10a Create and perform combinations and variations in a broad dynamic range</p> <p style="text-align: center;">→</p>
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Strand 1 – Theory/Knowledge of Elements**Standard 1 – Movement Elements:*****Students will understand the role of movement elements and skills in dance***1 – 12 Refine technique through teacher
evaluation and correction1 – 12b Refine technique through peer
evaluation and correction1 – 12c Refine technique through self
evaluation and correction

Strand 2 – Creative Work

Standard 2 - Choreography

Students understand choreographic principles, processes and structures

Grade 6	Grade 7	Grade 8
2 – 1 Understand the characteristics of a movement sequence (beginning, middle, end)		2 – 1a Understand the relationship of elements of creative design to dance (rhythm, repetition, emphasis, harmony, contrast, unity, variety)
2 – 2 Understand how improvisation is used to discover and invent movements (original movement ideas and problem solving)		2 – 2a Understand the significance of the processes of reordering and chance (sequence, pattern, variations)
2 – 3 Understand the characteristics of a dance phrase that is repeated and/ varied (ABA, ABCA, motif and variations)	2 – 3a Understand the importance of dance structures and forms in traditional dances (call & response, AB, ABA, narrative)	2 – 3a Understand the importance of dance structures or forms in contemporary dance forms
2 – 4 Know how to use the characteristics of solo and group dance to create compositions (copy, lead, follow, echo, mirror, shadow)	→	→
	2 – 5 Understand the importance of working co operatively in a group (working with others, socialization, meeting challenges, respecting others)	2 – 5a Understand the importance of working co operatively in small or large groups during the choreographic process (integration self with others, self inspiration, feeling & expressiveness, taking risks, self discipline)

Strand 2 – Creative Work

Standard 2 - Choreography

Students understand choreographic principles, processes and structures

	<p>2 – 6 Know partner dance skills (creating contrasting & complimentary steps & shapes, leading & following, respect)</p> <p>2 – 7 Know performance etiquette and stage directions (manners on stage, stage left/right, downstage, upstage, centre stage, downstage right/left, upstage right/left)</p>	
HS Dance 01	HS Dance 02	HS Dance 03
<p>2 – 2b Understand the use of improvisation to generate movement (movement motif, synthesis of creative design elements)</p> <p>2 – 3b Understand the importance of structures and forms of movement (palindrome, theme & variation, rondo, round, contemporary forms)</p> <p>2 – 8 Understand the basic elements of contact improvisation</p>	<p>2 – 2c Proficiently choreograph and perform a dance using improvisation</p> <p>2 – 3c Choreograph dances using specific structures and forms of movement in two styles of dance</p> <p>2 – 8a Choreograph and perform short dances using contact improvisation proficiently</p>	<p>2 – 2d Choreograph and perform at a high level complex dances using improvisation</p> <p>2 – 3d Choreograph and perform with a high level of skill a classical and a contemporary dance showing a high level of choreographic principles, processes and structures</p> <p>2 – 8b Choreograph and perform at a high level full length dances using contact improvisation</p>

Strand 2 – Creative Work

Standard 3 - Dance and Meaning

Students understand dance as a way to create and communicate meaning

Grade 6	Grade 7	Grade8
<p>3 – 1 Communicate ideas using movement (visual interpretation, dancer’s interpretation, audience reaction)</p> <p>3 – 2 Know how dance is similar and different from other forms of movement.(machines, sports, animals, nature, everyday gestures; wave, scratch, high five)</p>	<p>3 – 1a Communicate ideas feelings and needs through dance (rejection, joy, sadness, anguish, euphoria)</p>	<p style="text-align: center;">→</p> <p>3 – 2a Understand the difference between pantomiming and miming (abstracting a gesture, creating a gesture)</p> <p>3 – 3 Understand how different accompaniments can affect the meaning of a dance (sounds, music, spoken word, song/chant)</p>
HS Dance 01	HS Dance 02	HS Dance 03
<p>3 – 4a Formulate and answer questions about the movement choices used to relate abstract ideas and themes in dance (isolation, poverty, hope, love, minimal, closed, opposites, relationships)</p> <p>3 – 5 Understand how interpretation of dance can be influenced by personal experience (environment, personal feelings, skill, ability, culture)</p>	<p>3 - 4b Choreograph an abstract dance and alter it by making specific movement choices.</p> <p>3 – 5a Choreograph two dances influenced differently by personal experience</p>	<p>3 – 5b Compare and contrast how meaning is communicated in two of their own choreographic works</p>

Strand 3 – Analysis/Critical Thinking

Standard 4 – Dance and Thinking Skills

Students apply critical and creative thinking skills in dance

Grade 6	Grade 7	Grade8
<p>4 – 1 Know that a variety of strategies can be used to solve movement problems (scientific, chance)</p> <p>4 – 2 Understand how various dances are similar and different to each other (elements, style, tempo, dynamics)</p>	<p>4 – 2a Understand how various cultural dances forms are similar and different to each other</p> <p>4 – 3 Know the critical elements that contribute to a cultural dance in terms of space, time and effort (shape, pathways, rhythm, tempo, movement qualities)</p>	<p>4 – 1a Solve movement problems (multiple solutions, solution choice, justification)</p> <p>4 – 2b Understand how various modern dance forms are similar and different to each other</p> <p>4 – 3 Know the critical elements that contribute to a modern dance in terms of space, time and effort</p> <p>4 – 4 Know the possible aesthetic criteria for evaluating dance (personal reaction, justification)</p>
HS Dance 01	HS Dance 02	HS Dance 03
<p>4 – 4a Establish a set of aesthetic criteria for evaluating dance (self evaluation, evaluation of others)</p> <p>4 – 5 Establish a set of analytical criteria for analyzing the components of a dance</p>	<p>4 – 4b Evaluate dances of differing styles using an established a set of aesthetic criteria</p> <p>4 – 5a Analyze dances of two choreographers using an established set of analytical criteria</p>	<p>4 – 4c Create a dance and revise over time articulating the reasons for artistic decisions and what was lost and gained by those decisions</p> <p>4 – 5b Analyze the style of three choreographers using an established set of analytical criteria and create dances in each of these styles</p>

Strand 1 – Theory/Knowledge of Elements

Standard 5 - Dance, History and Culture

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

Grade 6	Grade 7	Grade8
	<p>5 – 1 Know the similarities and differences in steps and movement styles from various cultures</p> <p>5 – 2 Know the role of dance in various cultures and time periods. (communication, emotional, sacred, entertainment, celebratory)</p> <p>5 – 4 Know and apply proper audience etiquette (good behavior, manners, self control, respect for others)</p> <p>5 – 5 Know the dances unique to Trinidad & Tobago, their origins and performance styles today (afro Caribbean, Indian, Chinese, European, Syrian/ Lebanese)</p>	<p>5 – 1 Know the similarities and differences in steps and movement styles from various dance forms (folk dance, classical dance, stage/film dance)</p> <p>5 – 4a Know appropriate audience response to dance performances (eye contact, body control, silence, no cameras, no food or drink)</p> <p>5 – 6 Know theatrical and social dances from a spectrum of 20th century dance (jazz, contemporary, capoeira, street, music video)</p>
HS Dance 01	HS Dance 02	HS Dance 03
<p>5 – 7 Know the similarities and differences among two contemporary theatrical forms of dance (ballet, modern/contemporary, jazz)</p> <p>5 – 8 Understand how dance and dancers are portrayed in contemporary media (television, video, movies, internet, technology,</p>	<p>5 – 7a Know the similarities and differences among three contemporary theatrical forms of dance</p> <p>5 – 8a Understand how dance and dancers are portrayed in a particular time period (court dance, pre romantic period, romantic</p>	<p>5 – 7b Know and perform the similarities and differences among a variety of contemporary theatrical forms of dance</p> <p>5 – 8b Compare and contrast the role and significance of dance in two different social/historical/cultural or political contexts (pre & post</p>

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Standard 5 - Dance, History and Culture

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

<p>Alwin Niccollai, Motion House, Twyla Tharp)</p> <p>5 – 9 Know & perform the traditions and techniques of one classical dance form (ballet, graham, limon, bharathnatyam, kathak)</p>	<p>period, pre world war 1 2, post world war 1&2)</p> <p>5 – 9a Know and perform at a proficient level the traditions and techniques of two classical dance forms (ballet, graham, limon, bharathnatyam, kathak)</p>	<p>revolution China, pre & post industrial revolution, pre & post abolition slavery)</p> <p>5 – 9a Know and perform at a high level the techniques of two classical dance forms (ballet, graham, limon, bharathnatyam, kathak)</p>
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Strand 1 – Theory/Knowledge of Elements

Standard 6 - Personal Wellness

Students understand the connection between dance and personal wellness

Grade 6	Grade 7	Grade8
<p>6 – 1 Know healthy practices that enhance the ability to dance (diet, exercise, injury prevention, safety)</p> <p>6 – 2 Understand the importance of warming up, strength and flexibility and stretching.</p>	<p>6 – 2a Create own warm up sequence and evaluate its value over a period of 4-6 weeks and revise as may be necessary</p>	<p>6 – 3 Know strategies to prevent dance injuries (safety, strength, flexibility, practice, warm up, correct muscular technique, correct apparel & foot wear)</p> <p>6 – 4 Understand the value of personal health goals for dance improvement (goal characteristics; specific, measurable, attainable, realistic, time driven in relation to diet, strength & flexibility, practice, safety)</p>
HS Dance 01	HS Dance 02	HS Dance 03
<p>6 – 4a Know how lifestyle choices affect dancers (nutrition, rest & relaxation, periodisation training, safety)</p> <p>6 – 5 Understand the significance of historical and cultural images of the</p>	<p>6 – 4b Make three lifestyle changes and a plan to implement them</p> <p>6 – 5a Understand the challenges facing professional dancers in maintaining a healthy body image (habitus,</p>	<p>6 – 4c Reflect on the progress of lifestyle changes and their effect on performance components</p> <p>6 – 5b Set goals and steps to improve body image</p>

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& choreographer influence,
historical trends)

dance attire, mirrors, perfectionism)

Strand 3 – Analysis/Critical Thinking

Standard 7 - Personal Wellness Dance and other disciplines

Grade 6	Grade 7	Grade 8
7 – 1 Know how to use dance concepts to enhance the concepts of other disciplines (gravity, inertia, momentum, action/reaction)	7 – 1a Know how various dance concepts and principles relate to other disciplines (repetition, contrast, focal point, emphasis) 7 – 2 Know the aesthetic impact of performance of traditional dance styles (live, video/film, photographs)	7 – 2a Know the aesthetic impact of performance of theatrical dance styles
HS Dance 01	HS Dance 02	HS Dance 03
7 – 1b Know how dance is similar to and different from other arts disciplines 7 – 3 Know how technology may be used to reinforce, enhance or alter dance (slide presentation, video tapes, computerization, sound, stage lighting, laser lights, special effects)	7 – 1c Create an interdisciplinary project based on dance and one other disciplines 7 – 3a Choreograph a dance without the use of technology and adapt the choreography using technology to present the dance in a new, different or enhanced form	7 – 1d Create an interdisciplinary project based on dance and two other disciplines 7 – 3a Create an interdisciplinary project using technology to present the dance in a new, different or enhanced form