

**Georgia Performance Standards
Fine Arts**

GRADES 6 – 8

DANCE – PROFICIENT

Foundations – Fundamental concepts, principles, and skills

- DMSFPD.1 Identifies and demonstrates movement elements, skills, and terminology in dance
- a. Participates in dance technique based warm-up exercises that hone dance skills of one or more specific dance genres
 - b. Demonstrates dance terminology and technique of specific dance genres
 - c. Develops projection, focus, control, strength and coordination in performing a combination of locomotor and axial movements
 - d. Creates, performs, and refines movement phrases integrating the elements of dance (e.g., space, time, energy, and body)
 - e. Demonstrates the ability to smoothly transfer weight, change direction, and maintain balance in a dynamic movement context
 - f. Refines and corrects movements and movement executions based on constructive feedback (e.g., intrinsic, oral and written corrections, video)
- DMSFPD.2 Understands and models dance etiquette as a classroom participant, performer, and observer
- a. Demonstrates attentiveness, focus, concentration, initiative, and self-discipline when participating in the dance learning environment
 - b. Demonstrates concentration, focus, and respects the focus of others in the performance of skills
 - c. Exhibits self-initiative in modeling appropriate behaviors and skills as an audience member and dance observer
- DMSFPD.3 Recognizes concepts of anatomy and kinesiology in movement
- a. Relates functions of major muscles and bones to the fundamental injury prevention principles for dance
 - b. Applies concepts of gravity, force, acceleration, and mass in specific movement contexts
 - c. Applies the basic principles of alignment and placement to the dynamic contexts of dance technique
 - d. Understands the importance of the appropriate warm-up and cool-down within a dance technique class

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- DMSPFD.4 Understands and applies music concepts to dance
- a. Recognizes musical forms (e.g., ABA, fugue, canon) and their relation to dance
 - b. Recognizes how different rhythm structures are utilized by a variety of music idioms and cultures and how those rhythms influence dance styles (e.g., ballet, jazz, African)
 - c. Demonstrates musicality while performing and creating dance phrases

Creating – Expression of ideas, experiences, feelings, and images.

- DMSPCR.1 Demonstrates an understanding of creative and choreographic principles, processes, and structures
- a. Explores and refines partnering skills
 - b. Demonstrates a variety of structures, forms, and designs (e.g., AB, ABA, canon, call-response, narrative, complimentary/contrasting shapes, symmetry)
 - c. Applies dance technique principles to the choreographic context
 - d. Develops versatility through experimentation with various movement approaches
 - e. Implements the use of props within the choreography
- DMSPCR.2 Demonstrates an understanding of dance as a way to create and communicate meaning
- a. Compares and contrasts abstract and literal movement
 - b. Implements the use of props within the choreography
 - c. Explores how theatrical elements, such as costuming and lighting, contribute to the meaning of the dance

Response – Reflection, analysis, and evaluation

- DMSPRE.1 Demonstrates critical and creative thinking in all aspects of dance
- a. Critiques movement qualities and choreography using the elements of dance (e.g., spatial design, variety, contrast, clear structure)
 - b. Observes and critiques dance performances using specified criteria and appropriate dance terminology
 - c. Develops and communicates personal interpretation of a choreographed work
 - d. Discusses the experience of performing a choreographed work
 - e. Describes the similarities and differences between observing live and recorded dance performance
 - f. Engages in self-reflection as creator and performer
 - g. Engages in self-assessment as creator and performer

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Connections – Exchanging and relating ideas, experiences, and meanings

- DMSPCO.1 Demonstrates and understands dance in various cultures and historical periods
- Performs folk and/or classical dances from various cultures; describes similarities and differences in steps and movement styles
 - Performs folk, social, and/or theatrical dances from a broad spectrum of twentieth-century America
 - Describe the role of dance in at least two different cultures or time periods
 - Accesses and uses community resources (such as people, books, videos) to learn about a folk dance of a different culture or a social dance of a different time period and the cultural/historical context of that dance
- DMSPCO.2 Demonstrates an understanding of dance as it relates to wellness
- Demonstrates personal habits of health and nutrition to enhance dance ability
 - Defines and practices the elements of personal safety in dance
 - Demonstrates and practices respect for one's well being and the well being of others
 - Demonstrates how dance builds physical and emotional well being (e.g., positive body image, physical goals, creative goals, focus/concentration)
 - Models how time-management, listening, problem-solving, and team work skills are used with others in composing and rehearsing and performing
 - Identifies career in dance and dance related fields
- DMSPCO.3 Integrates the use of technology and new media
- Explores media and technology to learn about dance as an art form
 - Explores an ability to use media and technology tools related to dance performance
 - Explores personal interests and careers in media, technology and the arts
- DMSPCO.4 Demonstrates an understanding of dance as it relates to other areas of knowledge
- Compares and contrasts dance to other art forms
 - Explores commonalities of essential concepts shared between dance and other subject areas
 - Identifies career possibilities in dance and dance related fields