

## 7<sup>th</sup> Grade

### Creation and Performance

7.CP.1.1 Students will explain the following approaches to choreography

- 1) Improvisation
- 2) Music
- 3) Literature
- 4) Visual forms

7.CP.1.2 & 1.3 Select movements and create dance sequences that use simple choreographic forms and structures (musical, literary, or visual), fulfill choreographic intent, communicate ideas, and meet aesthetic criteria.

- 1) Simple Choreographic Forms
  - a) AB
  - b) ABA
  - c) Rondo (ABACADA)
  - d) Call and Response
  - e) Unison
- 2) Aesthetic Criteria
  - a) Performance quality
    - i) Composure
    - ii) Energy level
    - iii) Focus
    - iv) Maintaining performance quality
  - b) Promotes a sensory response

\*7.CP.1.4 The students will identify the creative process by generating solutions to technical or structural movement problems.

Choreographic Process = writing process

- 1) Improvisation = brainstorming
- 2) Create/Select = rough draft
- 3) Arrange/ Rearrange= revise
- 4) Refine and Rehearse = edit
- 5) Perform= Publish

7.CP.2.1 and 2.2 No Bench Mark

7.CP.2.3 Students will understand three options for formative assessment are

- 1) Self – assessment
- 2) Peer- assessment
- 3) Teacher assessment

### **DANCE MOVEMENT**

7.DM.1.1 Students will explain the significance of alignment, strength, and range of motion.

7.DM.1.2 Students will demonstrate the effort qualities of time, space, weight, and flow in dance

- 1) Sustained,
- 2) Percussive
- 3) Swing
- 4) Suspended
- 5) Collapse
- 6) Vibratory

7.DM.1.3 Demonstrate movement vocabulary such as

- 1) Ballet
  - a. Plie
  - b. Releve
  - c. Battement tendu/degage/grand battement
  - d. Grande jete
  - e. Chasse
  - f. Chaine
  - g. Port de bras
- 2) Modern
  - a. Fall and recovery
  - b. Gesture
  - c. Contraction and release
  - d. Grounded and suspension
  - e. parallel
  - f.
- 3) Jazz

- a. Isolations
- b. Jazz walk
- c. Jazz square
- d. Lunge
- e. Hitch
- f.

7.DM.1.4 Students will understand breath as means to facilitate movement. The intake of breath results in the lift and the exhale results in the ease of movement.

## **CONNECTING**

1.1 The student will understand the primary use of dance from 1450 to the present.  
(geography, history, culture)

- Dance in modern society:
  1. dance has evolved into an aesthetic & technical art form
  2. entertainment
  3. education
  4. sustainability of dance as an art form
  5. profession
  6. social & recreation
  7. exercise
  8. tradition

1.2 The student will exemplify connections with dance concepts and other curricula

- 1) dance & science (anatomy)
  - 2) dance & language arts (writing process/choreographic process)
  - 3) dance & math (proportional relationships, dimensional figures, stage directions, coordinate planes)
- 1.3 The student will explain connections between dance and physical well-being.

- 1) strategies for injury prevention
- 2) capabilities & limitations of the body
- 3) proper nutrition, personal hygiene
- 4) Warm up as it relates to physical & mental preparation

1.4 The student will identify dance and dance related careers (inclusive of 6<sup>th</sup> grade career list)

- 1) dance critic
- 2) dance historian
- 3) dance therapist
- 4) dance teacher
- 5) kinesiologist

- 6) artistic director
- 7) rehearsal director
- 8) administrator
- 9) public relations
- 10) technical director
- 11) visual designer
- 12) masseuse
- 13) wellness director

### **RESPONDING**

7. 1.1 & 1.2 Student will interpret the meaning of a dance using dance vocabulary.