

## **8<sup>th</sup> Grade**

### **Creation and Performance**

8.CP.1.1

Students will create a dance using the following approaches to choreography

- 1) Musical
- 2) Literary
- 3) Visual forms
- 4) Improvisation

8.CP.1.2 Create dances that fulfill aesthetic criteria including: beginning, development of an idea, resolution, and end; use of variety in the elements of dance; artistic form; and communication of the intent of the choreographer.

8.CP.1.3

Students will organize dance sequences that are based on personal expression.

8.CP.1.4

Students will use reflective discussion in choreographic revision

8.CP.2.1 & 2.2 No Bench Mark

8.CP.2.3

Students will demonstrate how to use a rubric for formative self- assessment.

### **DANCE MOVEMENT**

8DM1.1 Apply anatomical concepts to movements in a dance sequences

- 1) Vertical
- 2) Off- vertical
- 3) Balance on one leg

1.1 Apply combinations of

- 1) Time (Sudden and Sustained)
- 2) Space ( indirect and direct)
- 3) Weight (Strong and light)
- 4) Flow (bound and free)

## 1.2 Execute technical Skills

1)

## 1.3 Same as 7th

### **CONNECTING**

1.4 The student will understand the role of dance in North Carolina & the United States in relation to history & geography.

#### North Carolina State Dances

1) Shagging

2) Clogging

NC role in pioneering dance in public schools (1984)

NCDT

ADF moves from Connecticut to Durham, NC

#### United States

1) Slavery, Cake Walk, The Juba

2) Pioneering of the West & Vaudeville

3) The Roaring 20's/ The Great Depression (Charleston, The Crank)  
Women's Movement/ Modern Dance Movement

4) Civil Rights Movement & Motown-( 2<sup>nd</sup> generation of modern dance and rock & roll, 1950s)

5) Immigration ( Folk Dance, Latin dances)

6) Disco (Hustle, bus stop)

### **RESPONDING**

8.1.1& 1.2 Students will use a rubric to assess a dance composition and use vocabulary to suggest improvements in elements and structures.