

2. Understand choreographic principles, processes and structures K-4

Students will:

- a. use improvisation to discover and invent movement and to solve movement problems
- b. create a sequence or simple dance with a beginning, middle and end, both with and without a rhythmic accompaniment; identify each of these parts of the sequence
- c. create a dance phrase, repeat it, and then vary it (making changes in the time, space, and/or force/energy)
- d. demonstrate the ability to work effectively alone and with a partner
- e. demonstrate the following partner skills: copying, leading and following, mirroring
- f. improvise, create, and perform simple dances based on concepts suggested by the teacher and their own feelings and ideas.
- g. identify and describe the choreographic structure of their own dances in simple terms

Grade 2 Students:

2.2.1 use improvisation to discover and invent movement and to solve movement problems e.g. 1) Students pass a simple movement around a circle, changing the level of the movement; 2) Students move appropriately to illustrate a range of animal characteristics and movement qualities — slithering like a snake, jumping like a frog. (a)

2.2.2 create a dance phrase or sequence with a beginning, middle and end, and identify and describe each of the parts e.g. Students create a dance phrase for a simple sentence — *The snow is falling gently to the ground* — and explain their movement choices. (b & g)

2.2.3 create a dance phrase, repeat it and vary it in terms of time and force e.g. Students create a locomotor phrase and vary it according to different moods or feelings – lazy, joyful, anxious. (c)

2.2.4 demonstrate the ability to work effectively with a partner, and improvise, create, and perform a simple dance based on a concept suggested by the teacher e.g. Students work with a partner and link body shapes together to create a simple duet. (d & f)

2.2.5 improvise, create, and perform simple dances (working alone) based on concepts suggested by the teacher and their own feelings and ideas, showing a beginning, middle and end, and identifying these parts of the sequence. e.g. Students improvise a simple cyclical story from the natural world — the life cycle of a butterfly, bird, or flower — showing beginning, middle end. In class discussion, they describe the movements they used and the structure of the dance. (b, d, f & g)

2.2.6 demonstrate the partner work skills of copying, mirroring, leading and following e.g. Students explore “reflections” and “shadows” (e&a)

Grade 4 Students:

2.4.1 use improvisation to discover and invent movement and to solve movement problems e.g. 1) Students pass a dance phrase (created by a student) round a circle showing changes in level, timing and force 2) Students build a whole group sculpture (one student at a time) with abstract or literal themes (e.g. a scene from a nightmare) 3) Students demonstrate expressive response to a range of contrasting music through improvisation —showing understanding of mood, emotion and feeling. (a)

2.4.2 improvise, create, and perform simple dances with a beginning, middle, and end, based on concepts suggested by the teacher and their own feelings and ideas, and identify and describe the choreographic structure of their own dances in simple terms e.g. Students choose and use appropriate movement actions and qualities to make a dance expressing simple emotional changes — happy, sad, angry, pleased, bored. In discussion with the teacher, students describe their dances explaining their movement choices and the structure of dance. (b, f, & g)

2.4.3 demonstrate the ability to work effectively alone and with a partner, and demonstrate partner skills in the creation of a simple dance based on concepts suggested by the teacher e.g. Working with a partner, students are given the beginning and end of a dance called *Partnership* and, working together, they create a dance which connects them. (d, e & f)

2.4.4 identify and describe the choreographic structure of their own dances in simple terms e.g. Students make a “dance map” — on paper— for a specific dance. (g)

2. Understand choreographic principles, processes, and structures 5-8

Students will:

- a. use improvisation to generate movement for choreography
- b. create sequences and simple dances that demonstrate the principles of, for example, repetition, contrast, transition and climax
- c. demonstrate successfully the structures or forms of AB, ABA, canon, call and response, and narrative
- d. demonstrate the ability to work cooperatively in pairs and small groups during the choreographic process
- e. demonstrate the following partner skills: creating contrasting and complementary shapes, taking and supporting weight, balance and counter balance
- f. describe and analyze the choreographic structure of dance viewed in class, in the theater, or on video

Grade 6 Students:

2.6.1 use improvisation to generate movement for choreography; demonstrate the ability to work cooperatively in pairs during the choreographic process; demonstrate the skills of taking and supporting weight balance and counter balance e.g. Students explore “contact” with a partner through improvisation and create a duet with a dramatic theme — a power struggle, a fight, or a loving relationship. (a, d, e)

2.6.2 create sequences and simple dances that demonstrate the principles of, for example, repetition, contrast, transition and climax e.g. Students create a simple rhythmic movement phrase and develop it through repetition and increasing speed to a dance climax. (b)

2.6.3 demonstrate successfully the structures or form of *call and response* e.g. Students create a simple dance that represents a “conversation” in movement. (c)

2.6.4 use improvisation to generate movement for choreography, and describe and analyze the dance when completed e.g. 1) Students create a “victory” dance after an imaginary win, and, afterwards, describe and explain the movement choices in discussion with fellow students 2) create simple dances using a poem — possibly their own — which illustrate the poem’s meaning and structure. (a & f)

2.6.5 describe and analyze the choreographic structure of a dance viewed live or on video e.g. Students create their own small group dances and describe the structure of the dance in a graphic form — a diagram, “map”, or stage plan including all the dancers — demonstrating understanding of that structure (f, c & d)

Grade 8 Students:

2.8.1 use improvisations to generate movement for choreography e.g. Students create movement “character” studies from improvisation based on characters in novels or movies (a)

2.8.2 create sequences and simple dances that demonstrate the principles of repetition, contrast, transition and climax e.g. Students create duets based on “parent and child” to include a repetition, a moment of contrast, and a climax (b)

2.8.3 use improvisation to generate movement for choreography, demonstrate the ability to work collaboratively with a partner or small group, and describe and analyze the completed choreographic structure e.g. With a partner or small group, students create a dance called “Trapped in a Maze” (after discussing the concept of a maze), and when completed, draw the stage plan (floor pattern) of the dance indicating all dancers. (a, d & f)

2.8.4 demonstrate successfully canon form e.g. Students create their own dances in small groups demonstrating the use of canon form using a dance phrase presented by the teacher (c)

2.8.5 demonstrate the partner skills of taking and supporting weight, and balance and counter balance; the ability to work cooperatively in the creation of a simple dance demonstrating the principle of transition. e.g. Students explore ways of taking their partner’s weight, and choose different ways to build these into a sequence, passing each other’s weight to and fro with smooth transitions. (d & e)

2.8.6 demonstrate successfully the use of dance form inspired by form of a poem e.g. Students choreograph a dance inspired by the structure of a poem, *Still I Rise* by Maya Angelou (b)

2. Understand choreographic principles, processes and structures 9-12

Students will:

- a. use effectively a range of choreographic processes
- b. choreograph dances which effectively demonstrate a range of choreographic principles
- c. demonstrate understanding of structures or forms (such as theme and variation, rondo, round, structured improvisation, and chance) through brief dance studies
- d. choreograph duets and small group dances demonstrating an understanding of choreographic principles, processes, and structures both in collaborative groups and as choreographer/director
- e. develop an idea independently from initial inception through to presentation for an audience
- f. describe how a choreographer manipulated and developed the basic movement content in a dance

Grade 10 Students:

2.10.1 use effectively a range of choreographic processes

e.g.1) In a circle, students pass round a movement – repeating the phrase they receive and then adding to it; 2) Students create a movement study with two contrasting qualities such as percussive and sustained movement 3) Students create a dance that demonstrates understanding of symmetry and asymmetry in shape, space and time 4) Students perform a structured improvisation with a partner that includes specific limitations or directions — working very close but with no body contact, particular floor patterns, or with moments of stillness. (a)

2.10.2 choreograph duets demonstrating and understanding of choreographic processes and principles, demonstrating understanding of structures or forms e.g. Students work with a partner and use common verbal phrases and metaphors about relationships and the body — *face to face, underhand, went behind her back, over my dead body*, and create a duet based on a selection from these, and demonstrate the understanding of “theme and variations” (a, b, c & d)

2.10.3 choreograph duets and small group dances demonstrating an understanding of choreographic principles, processes, and as choreographer/ director e.g. Students work as directors, choreographing dances for classmates (d)

2.10.4 develop an idea independently from initial inception through to presentation for an audience, and describe how they manipulated and developed the basic movement content in the dance e.g. Students create solos based on a characters from books, plays or movies, and describe the movement content used and the structural form. (e, & f)

Grade 12 Students:

2.12.1 use effectively a range of choreographic processes;

choreograph dances which effectively demonstrate a range of choreographic principles; develop an idea independently from initial inception through to presentation for an audience; describe how a choreographer manipulated and developed the basic movement content of the dance e.g. Students create a dance, using themes from their own lives, which is a personal ID. They also create a journal which documents this study using visual and written material. When the solo is performed, the student describes the whole process of creation referring to the journal. (a, b, e & f)

2.12.2 use effectively a range of choreographic processes and demonstrate understanding of structures or forms e.g. Students create a dance with some random/chance components — in certain sections dancers will make personal choices as to what they will do next. For example, dancers choose out of three “beginnings”, or three “endings”. (a & c)

2.12.3 use effectively a range of choreographic processes and principles and describe the processes and principles involved e.g. Students use abstract, visual, or dramatic themes to choreograph movement studies and dances. They then explain how that theme was used and transformed in the process of choreography. (a, b, & f)

2.12.4 describe how a choreographer manipulated and developed the basic movement content in dance and, inspired by that, develop an idea independently from initial inception through to presentation for an audience e.g. 1) Students view Bill T. Jones’s *Last Supper at Uncle Tom’s Cabin/The Promised Land* or *Still Here* and describe

2.12.5 the choreographic content; they then create their own dances about a specific personal or contemporary issue.

2) Students describe how Loie Fuller and Martha Graham used props and costumes to develop and enhance movement content; they then choreograph their own dances using a prop to extend and enhance the movement. When the dances are completed, the students describe and explain the use of their “prop” and the ways in which it enhanced their choreography (e & f)