

3. Understand how dance creates and communicates meaning K- 4

Students will:

- a. observe and discuss how dance is different from other forms of human movement (such as sports, everyday gestures)
- b. take an active role in a class discussion about interpretations of and reactions to dances that are either produced in class or viewed in the theater or on video
- c. present their own dances to peers and discuss their meanings with confidence

Grade 2 Students:

- 3.2.1 observe and discuss how dance is different from other forms of human movement e.g Students observe photographs of examples of how people’s movement and posture is affected by moods and feelings and describe what they see in class discussion . They then create body shapes (“statues”) to communicate moods — boredom, sadness, anger — and then create “statues” which move and change showing changes in mood and feeling (a)
- 3.2.2 take an active role in a class discussion about interpretations of and reactions to dance e.g. 1) Students interpret the mood or feeling of their classmates’ body or group shapes 2) Students run and step, jump or climb over imaginary “obstacles” while other children guess what the “obstacles” are. (b)
- 3.2.3 present their own simple dances to their peers and explain their meanings e.g 1) Students create a dance about balloons, being blown up and bursting explosively or slowly emptying; they watch each other and discuss the results. 2) Students perform simple “happy” and “sad” dances and communicate the feelings with the appropriate expressive movement. Then they explain their movement choices in discussion. (b & c)
- 3.2.4 present their own simple dances to their peers and explain their meanings e.g. Students create a dance about “making friends”, finding gestures to bond the members of the group such as shaking hands, leaning on each other, supporting each other, and discuss the most effective movement “friendships” (a, b,)

Grade 4 Students:

- 3.4.1 observe and discuss how dance is different from other forms of human movement e.g. 1) Students watch a dance based on an every day idea— sports, travel, shopping — and discuss what has happened to the original movement idea. 2) Students develop mime gestures for different parts of their daily routine and develop them into a dance phrase or sequence. 3) Students create dance movements from sports actions; 4) Students explore and discuss how gravity affects everyday movement and then experiment with ways to “play” with gravity to create an illusion. Students move as if there is no gravity which allows them to float, or too much gravity which pulls them to ground; students watch each other and discuss the success of the illusion. (a & b)
- 3.4.2 take an active role in a class discussion about interpretations of and reactions to dances that are either produced in class or viewed in the theater or on video. e.g After watching a video of a professional dance company, students answer questions about the meaning of the piece. (b)
- 3.4.3 present their own dances to peers and discuss their meaning with confidence e.g 1) Students travel at different levels and in different ways to create a narrative — moving through enemy territory, a swamp, or wading through water. After watching each other, the students deduce the narrative based on the movement performed. 2) Students create small group dances and perform them for their peers. For example, from the natural world—a wind storm approaching. In class discussion the students describe their reactions to the dances. 3) Students, working in small groups, create architectural forms which after discussion, they put together to “build” a “human city” (a, b, c)

3. Understand how dance creates and communicates meaning 5-8

Students will:

- a. effectively demonstrate the difference between pantomiming and creating abstract meaning through dance movement
- b. observe and explain how different accompaniment (such as sound, music, spoken text) can affect the meaning of a dance
- c. demonstrate and/or explain how lighting and costuming can contribute to the meaning of a dance
- d. explain the meaning of one of their own dances

Grade 6 Students:

3.6.1 effectively demonstrate the difference between pantomiming and creating abstract meaning through dance movement e.g. 1) Students study body language of people in different situations and discuss the essential movement qualities in each situation. For example, waiting for the bus or dentist, in a sports crowd, watching a horror movie. 2) Students demonstrate an everyday movement gesture and turn it into a dance phrase that varies with different musical accompaniment . For example, “meeting and greeting” (a)

3.6.2 explain how different accompaniment (such sound music spoken text) can affect the meaning of a dance
e.g. 1) Students create a movement study and discuss how it changes when performed with and without music;
2) Students create movement phrases to communicate the meaning of a poem — *Choose* by Carl Sandberg— and experiment with the use of the text as accompaniment. (b)

3.6.3 demonstrate and/or explain how lighting and costuming can contribute to the meaning of a dance e.g. Students vie w a dance, live or on video, and describe how the lighting and costuming contributed to the meaning of a dance. (c)

3.6.4 explain the meaning of one of their dances e.g.
1.) Students create a dance — in small groups — from a real-life situation — such as a victory dance after an imaginary win — and perform it for fellow classmates. The “audience” asks the dancers questions about the meaning of the dance. 2) Students build group sculptures that express different ideas — “harmony”, “antagonism”, “suspicion”, “despair” — and explain the decisions they made in the creation of the group sculptures. (d)

Grade 8 Students:

3.8.1 effectively demonstrate the difference between pantomiming and creating abstract meaning through dance movement e.g. 1) Students explore a range of every day actions and transform them into complex dance phrases. 2) Students pass a simple everyday movement round a circle and, one by one, they add to it with variations created through changes in time, weight, size of movement, and the use of repetition, and gradually build an accumulative sequence. (a)

3.8.2 explain the meaning of one of their own dances e.g
Students build a series of group sculptures which tell an evolving story and then explain it. For example, “fear” into “aggression” into “triumph” into “exhaustion”. (a & d)

3.8.3 effectively create abstract meaning through dance movement; demonstrate how costume design and accompaniment can contribute to the meaning of a dance. e.g. 1) Students extract the main ideas from a newspaper article and create a dance which communicate these main ideas. They choose the accompaniment for the dance and design costumes.
2) Students choreograph a dramatic dance about Anne Frank trapped in the attic and fearing for her life. They choose accompaniment — possibly part of the text of Anne’s diary , spoken by a classmate — and design a costume. (a, b & c)

3. Understand how dance creates and communicates meaning 9-12

Students will:

- a. formulate and answer questions about how movement choices communicate abstract ideas in dance
- b. examine the ways in which a dance creates and conveys meaning by considering the dance from different cultural perspectives
- c. compare and contrast how meaning is communicated in two of their own dances
- d. create a dance that effectively communicates a contemporary social theme or a topic of personal significance

Grade 10 Students:

3.10.1 formulate and answer questions about how movement choices communicate abstract ideas in dance e.g. In pairs, students create “interviews” for their classmates for use after watching each others’ choreography. These “interviews” can prepare the students for a written assignment about the dances (a)

3.10.2 examine the ways in which dance creates and conveys meaning by considering the dance from different cultural perspectives e.g. 1) Students view dances from different cultures, live or on video, and discuss the different kinds of ideas which are communicated. For example, celebratory social dances compared with mystical ritual dances. 2) Students study the meanings of gestural movement from a culture other than their own , such as Bharata Natyam from South India (b)

3.10.3 examine the ways in which dance creates and conveys meaning by considering the dance from different cultural perspectives and, using a particular cultural characteristic of form or content, students choreograph their own dances communicating their own ideas. e.g. After viewing Russian folk dances and discussing a use of whole group patterns, students explore the expressive use of these patterns. Using the following: a circle facing inwards and then outwards, a line of dancers facing upstage, a line of dancers linked in a chain, a tight huddle — students choreograph a dance which communicates the feelings in their own group. (b, d)

c 3.10.4 compare and contrast how meaning is communicated in two of their own dances e.g. In a written assignment, the students compare and contrast meanings of two dances they have performed. For example, an abstract dance based on the visual concepts of parallel and intersecting lines, compared with a dramatic dance based on fear of separation.(c).

c 3.10.5 create a dance that effectively communicates a contemporary social theme or a topic of personal significance e.g. Students keep a dance journal for collecting ideas for use in their own choreography. They record any ideas from current events, or from their own lives, that might be useful source material. After a period of time, they select the most promising ideas from their journal and, using those ideas as inspiration, they choreograph a dance. (d)

Grade 12 Students:

3.12.1 formulate and answer questions about how movement choices communicate abstract meaning in dance e.g. 1) Students study a choreographers’ interpretation of the love between *Romeo and Juliet* and how the development of this love is expressed in movement — from the innocent first love to the tragic climax. In discussion, students ask and answer questions about the interpretation.
2) Students create movement studies with “meaning” that they don’t disclose and perform them for their peers. The “audience” then offers interpretations of the studies and the interpretations are compared in discussion. The original meaning is then explained and classmates ask the dancer questions about his/her movement choices (a)

3.12.2 examine the ways in which a dance creates and conveys meaning by considering the dance from different cultural perspectives e.g. examine a classical ballet which includes ethnic stereotypes and discuss the issues that arise from these particular works. *Petrushka* (Fokine/Stravinsky) presents the 1911 example of the “blackamoor”. Discuss the representation of this character from the perspective of a teenager today and from the perspective of a dance historian. (b)

3.12.3 compare and contrast how meaning is communicated in two of their own dances e.g. 1) Students compare the expressive use of the performing space in two of their own dances —how the placement on the stage affects the meaning (such as downstage vs upstage or up right vs center stage) 2) Students improvise freely with a partner, watched by the rest of the class. A discussion follows with the “audience” about the meaning/ feelings/imagery communicated by the improvisation. (Every pair has a turn) (c)

3.12.4 create a dance that effectively communicates a contemporary social theme or a topic of personal significance e.g. Students discuss current issues (for example — homelessness, race relations, gun control, discrimination) and how they might be communicated through dance. They choose one theme for their own choreography and create solos or group dances (d)