

7. Make connections between dance, other disciplines, and daily life K-4

Students will:

- a. create a dance project that reveals understanding of a concept or idea from another discipline (such as pattern in dance and science)
- b. respond to a dance using another art form; explain the connections between the dance and their response to it (for example, making a painting about a dance and describing the connections)
- c. video record a simple dance (after collaborative planning in small groups) which successfully shows the concept or idea that drives the dance

Grade 2 Students:

7.2.1 create a dance project that reveals understanding of a concept or idea from another discipline e.g. Students create a dance based on 1) a story being read in language arts 2) using mathematical concepts such as shape and number 3) using themes from science such the weather, the environment, the age of dinosaurs, the elements of earth, air, fire and water. (a)

7.2.2 respond to a dance using another art form; explain the connections between the dance and their response to it e.g. 1) Music: students create a sound score for a student dance demonstrating understanding of dance and music through (for example) use of pulse and rhythm, crescendo and diminuendo, changes in tempi 2) Visual art: students create a mural of the class's dance showing its different sections or components. (b)

7.2.3 video record a simple dance (after collaborative planning in small groups) which successfully shows the concept or idea that drives the dance (connecting with technology) e.g. Students make simple choices for camera angles. (c)

Grade 4 Students:

7.4.1 create a dance project that reveals understanding of a concept or idea from another discipline e.g. connecting with:
1) language arts; students base a dance on a story being read in class or one of their own;
2) language arts; using writing prompts, students describe in writing the structure and/or meaning of a dance
3) math; students create and change movement sequence using addition and subtraction;
4) science; students create a dance about an electrical circuit, magnetism, weather, environmental hazards or change;
5) geography; students create dance "maps" (on paper) of floor patterns;
6) social studies; a) Students create dances using themes such as democracy, power, immigration, conflict, war and peace; b) students explore the concepts of "exploration" and "encounter" in movement to create a dance about Columbus and the Native Americans. (a)

7.4.2 respond to dance using another art form; explain the connections between the dance and their response to it e.g. Students explore the "elements of design" of visual art through movement, and demonstrate understanding of these terms by watching a dance and identifying the elements of design in the dance. (This can be a class dance or a dance viewed on video. (b)

7.4.3 video record a simple dance (after collaborative planning in small groups) which successfully shows the interdisciplinary concept or idea that drives the dance e.g. Students video tape their own dance, introducing it (on camera) with an explanation of the interdisciplinary connection. (c)

7. Make connections between dance, other disciplines, and daily life 5-8

Students will:

- a. cite examples of concepts used in dance and another discipline outside the arts (such as balance, shape, pattern)
- b. create a dance project that explores and expresses important ideas from another arts discipline (such as foreground and background, or color, in visual art)
- c. video record a dance produced in class, intensifying or changing the meaning of the dance through the recording process

Grade 6 Students:

7.6.1 cite examples of concepts used in dance and another discipline outside the arts e.g. pattern in science; levels and dimensions in three dimensional design; cultural customs in social studies; harmony in choreographic design and in music. (a)

7.6.2 create a dance project that explores and expresses important ideas from another arts discipline e.g.

- 1) Students explore rhythm in art and music;
- 2) Students explore themes or concepts from a particular visual artist's work. For example, students create a dance inspired by Picasso's *Guernica* ;
- 3) Using designs in architecture, students create group shapes to build a "city";
- 4) Using a poem, students create a dance which communicates the feeling, meaning, or structural form of the poem. (b)

7.7.3 video record a dance produced in class, intensifying or changing the meaning of the dance through the recording process e.g. Students videotape the same dance from two different points of view and compare their effectiveness and decide which is the better of the two. (c)

Grade 8 Students:

7.8.1 cite examples of concepts used in dance and another discipline outside the arts e.g. Students study the dances of a culture that they are studying in social studies and explain how the cultural context informs the dance. (a)

7.8.2 create a dance project that explores and expresses important ideas from another arts discipline

e.g. Connecting with:

- 1) music; students research the life and works of a composer (for example, Igor Stravinsky) who composed for dance,
- 2) visual art; students use abstract paintings to inspire choreography. For example, the paintings of Kandinsky, Jackson Pollack or Mondrian
- 3) math; students use mathematical patterns to create movement patterns
- 4) social studies; students choreograph a dance that expresses how Anne Frank felt being trapped in the attic and fearing for her life. The dance could be accompanied by a student reading a diary passage s/he wrote in the "voice" of Anne Frank. (b)

7.8.3 video record a dance produced in class, intensifying or changing the meaning of the dance through the recording process e.g. Students video-tape one of their dances and intensify the meaning through simple editing techniques. (c)

7. Make connections between dance, other disciplines, and daily life 9-12

Students will:

- a. create an interdisciplinary project based on a theme identified by the student, including dance and two other disciplines
- b. identify commonalities and differences between dance and other disciplines with regard to fundamental concepts such as materials, elements, and ways of communicating meaning
- c. create an interdisciplinary project using media technologies (such as video, computer) that presents dance in a new or enhanced form (such as video dance, video/computer-aided live performance, or animation)

Grade 10 Students:

7.10.1 create an interdisciplinary project based on a theme identified by the students, including dance and two other disciplines e.g.

- 1) Students interpret a myth being studied in social studies or language arts through their own choreography and design costumes which reflect the original culture of the myth. For example, the Greek story of Icarus.
- 2) Using geometric shapes and patterns, in small groups, students create 3D shapes that continuously change. They also design a visual representation of 3D shapes for a stage back-cloth.
- 3) Students create collages from media images that address a particular theme or issue and then create dances that speak to the messages in the collages. (a)

7.10.2 identify commonalities and differences between dance and other disciplines with regard to fundamental concepts such as materials, elements, and ways of communicating meaning e.g. Students create collaborative projects with peers from other arts disciplines. For example, students of music and dance work together to interpret the same theme with original choreography and music. (b)

7.10.3 create an interdisciplinary project using media technologies (such as video, computer) that presents dance in a new or enhanced form e.g. Students video-tape a dance using two or three cameras and edit the tapes to produce a version that enhances the meaning of the original dance. (c)

Grade 12 Students:

7.12.1 create an interdisciplinary project based on a theme identified by the student, including dance and two other disciplines e.g. Students create a self-portrait in another artistic medium (other than dance), a piece of autobiographical writing, and a self-portrait in dance. Students then present these three “self portraits” to the class and describe and explain their connections. (a)

7.12.2 identify commonalities and differences between dance and other disciplines with regard to fundamental concepts such as materials, elements, and ways of communicating meaning e.g. 1) Students study a work of literature that has been interpreted through dance and then describe how the dance presents the narrative. (Examples: students read Shakespeare’s *Othello* and view Jose Limon’s interpretation through dance, *The Moor’s Pavane*; students read Sophocles’ *Oedipus the King*, and view Martha Graham’s *Night Journey*; students read Aeschylus’ *Oresteia* Trilogy and view Martha Grahams’ *Clytemnestra*)
2) Students study Romanticism, Classicism, Modernism or Post Modernism across the arts, and write a paper describing how dance and one other art form were affected by that “ism”. (b)

7.12.3 create an interdisciplinary project using media technologies (such as video, computer) that presents dance in a new or enhanced form e.g. Students create a multi-media lecture-demonstration on dance that can be presented to an organization in the community or within the school. (c)

STANDARDS FOR DANCE K—12

TRACE MAP

February 1999