

2007 Maine Learning Results: Parameters for Essential Instruction

VISUAL & PERFORMING ARTS

DANCE

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Words in *italics* are defined in the glossary, available online at <http://www.maine.gov/education/lres/pei/glossary032008.pdf>

A. Disciplinary Literacy - Dance: Students show literacy in the discipline through understanding and demonstrating concepts, skills, terminology, and processes.

A1 Terminology

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students identify <i>space</i>, <i>time</i>, and <i>energy</i> concepts.</p> <p>a. Identify elements of space: high/low, forward/backward, near/far, and personal space, and wide/narrow and stretched/curled/twisted shape(s).</p> <p>b. Identify elements of <i>time</i>: steady and fast/slow beat.</p> <p>c. Identify elements of energy: hard/soft, light/strong, and resting/moving.</p>	<p>Students identify and describe the dance concepts of <i>space</i>, <i>time</i>, <i>energy</i>, and <i>composition form</i>.</p> <p>a. Identify and describe elements of <i>space</i>: straight/curved/ zig-zag/ spiral pathways, and positive/negative space.</p> <p>b. Identify and describe elements of <i>time</i>: steady beat and tempo changes.</p> <p>c. Identify and describe sustained/abrupt <i>energy</i>.</p> <p>d. Identify and describe patterns of <i>composition form</i>.</p>	<p>Students identify and describe the dance terms of <i>time</i>, <i>composition</i>, and <i>style/tradition</i>.</p> <p>a. Identify and describe <i>time</i>: complex meters.</p> <p>b. Identify and describe <i>composition</i>: phrasing.</p> <p>c. Identify and describe <i>style/tradition</i>: specific dances students learn from different cultures and/or their own.</p>	<p>Students apply accumulated knowledge of dance composition, dynamics, and terminology to describe and perform dances with greater complexity and variation</p>

A2 Space

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students demonstrate <i>space</i> concepts including high/low, forward/backward, near/far, and personal space and wide/narrow, and stretched/curled/twisted shape(s).</p>	<p>Students use <i>space</i> concepts to solve movement challenges including straight/curved/zig-zag/spiral pathways and positive/negative space.</p>	<p>Students apply <i>space</i> concepts in a repeatable movement phrase.</p>	<p>Students apply <i>space</i> concepts in an original repeatable, choreographed piece.</p>

A3 Time

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students replicate tempo change using body movement.	Students identify and replicate a steady beat in varied tempos using body movement.	Students move to complex rhythm patterns and syncopation.	Students identify and move to rhythms of various <i>genres</i> .

A4 Energy

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students recognize and demonstrate hard/soft, light/strong, and resting/moving movements to show differences in energy qualities.	Students recognize and demonstrate sustained and abrupt movements to show differences in energy qualities.	Students explain and incorporate bound/free, tension/relaxation, indirect/direct movements to show differences in energy qualities.	Students incorporate <i>energy qualities</i> into a choreographed piece as a solo, small group, or ensemble.

A5 Locomotor and Non-Locomotor Movement

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students identify and demonstrate <i>locomotor</i> and <i>non-locomotor/axial</i> skills.</p> <p>a. Identify the difference between a <i>locomotor</i> and <i>non-locomotor/axial</i> skill.</p> <p>b. Demonstrate <i>locomotor</i> patterns using change in direction, level, and pathway.</p> <p>c. Demonstrate <i>non-locomotor/axial</i> skills.</p>	<p>Students demonstrate expressive combinations of <i>locomotor</i> and <i>non-locomotor/axial</i> skills.</p> <p>a. Demonstrate combinations of <i>locomotor</i> patterns, with changes in direction, level, and path.</p> <p>b. Demonstrate a combination of <i>locomotor</i> and <i>non-locomotor/axial skills</i> into a pattern that may change direction, level, energy, or pathway.</p> <p>c. Demonstrate combinations of <i>non-locomotor/axial</i> skills.</p>	<p>Students combine and demonstrate the technical skills of <i>skeletal alignment</i>, strength, agility, and coordination.</p>	<p>Students integrate and demonstrate the technical skills of <i>skeletal alignment</i>, <i>body-part isolation</i>, strength, flexibility, agility, and coordination.</p>

A6 Compositional Forms

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students replicate, with a partner, the dance <i>composition forms</i> of copying, mirroring, leading, and following.	Students replicate a <i>dance movement</i> .	Students replicate a <i>dance phrase</i> .	Students replicate dance <i>composition forms</i> and themes, including <i>narrative, canon, call and response, ab, aba, rondo, retrograde, palindrome, and theme and variation</i> .

B. Creation, Performance, and Expression – Dance: Students create, perform, and express ideas through the art discipline.

B1 Communication

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>No performance indicator.</p> <p>Although no performance indicators are stated students are expected to have instructional experiences that help them to express themselves through movement.</p>	<p>Students use movement to express a basic idea and share it with their peers.</p>	<p>Students use movement to express and communicate a story, a piece of music, an artwork, or an emotion.</p>	<p>Students create an original piece of choreography using the elements of dance.</p> <ul style="list-style-type: none"> a. Improvise new movements. b. Manipulate learned movements.

B2 Sequencing

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students develop a short dance sequence with a beginning, middle, and end.</p>	<p>Students develop a <i>dance phrase</i> with a beginning, middle, and end, accurately repeating and varying it.</p>	<p>Students create and develop dance sequences.</p> <ul style="list-style-type: none"> a. Create and develop dance sequences based on personal ideas or <i>concepts</i> from other sources. b. Reproduce a more complex or pre-existing choreographed movement sequence as a solo or in a small group. 	<p>Students create both solo and ensemble dance works accurately producing an original or pre-existing complex movement sequence with <i>rhythmic acuity</i>.</p>

B3 Solving Challenges

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students solve a variety of <i>movement challenges</i> alone or in a group.	Students solve <i>movement challenges</i> involving one or more movement <i>concepts</i> alone or with a partner.	Students use improvisation to discover and invent movement sequences and solve <i>movement challenges</i> with one or more partners.	Students solve increasingly complex <i>movement challenges</i> involving several dance concepts with one or more partners.

B4 Technical Aspects

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students identify possible props or costumes to enhance a short <i>dance phrase</i> .	Students select props or costumes to enhance a <i>dance phrase</i> and explain the choice.	Students identify and select light, costume, or sound changes to enhance a <i>dance phrase</i> .	Students include and explain costume, light, and sound changes in a piece of choreography.

C. Creative Problem-Solving: Students approach artistic problem solving using multiple solutions and the creative process.

C1 Application of Creative Process

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students identify and demonstrate <i>creative problem-solving</i> skills.</p> <p>a. Improvise to solve problems in the performing arts.</p> <p>b. Imagine and share possible solutions to apply to challenges in creating art.</p>	<p>Students describe and apply steps of <i>creative problem-solving</i>.</p> <p>a. Identify problem.</p> <p>b. Define problem.</p> <p>c. Generate a variety of solutions.</p> <p>d. Implement solution(s).</p> <p>e. Evaluate solution(s).</p>	<p>Students describe and apply creative-thinking skills that are part of the <i>creative problem-solving</i> process.</p> <p>a. <i>Fluency</i></p> <p>b. <i>Flexibility</i></p> <p>c. <i>Elaboration</i></p> <p>d. <i>Originality</i></p> <p>e. <i>Analysis</i></p>	<p>Students apply and analyze <i>creative problem-solving</i> and creative-thinking skills to improve or vary their own work and/or the work of others.</p>

D. Aesthetics and Criticism: Students describe analyze, interpret, and evaluate art (dance, music, theatre, and visual arts).

D1 Aesthetics and Criticism

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students observe, listen to, describe and ask questions about <i>art forms</i>.</p> <p>a. Describe the <i>art form</i> by applying grade span appropriate arts <i>concepts</i>, terminology, skills, and processes as referenced in <u>Standard A: Disciplinary Literacy</u>.</p> <p>b. Ask questions about the <i>art form</i> to further understand how the <i>artist</i> created/performed the work of art.</p> <p>c. Recognize a variety of purposes for making/performing art works, including telling a story and communicating emotions and ideas.</p>	<p>Students describe and compare <i>art forms</i>.</p> <p>a. Describe and compare <i>art forms</i> by applying grade span appropriate arts <i>concepts</i>, terminology, skills, and processes as referenced in <u>Standard A: Disciplinary Literacy</u>.</p> <p>b. Ask questions about an <i>art form</i> to further understand the concepts, skills, and processes used to create/perform the work of art.</p> <p>c. Explain purposes for making art in different times and places, including cultural traditions, personal expression, and communication of beliefs.</p>	<p>Students compare and analyze <i>art forms</i>.</p> <p>a. Compare and analyze <i>art forms</i> by applying grade span appropriate <i>concepts</i>, vocabulary, skills, and processes as referenced in <u>Standard A: Disciplinary Literacy</u>.</p> <p>b. Compare the quality and effectiveness of art works using multiple criteria from observations, <i>print and/or non-print resources</i>.</p> <p>c. Compare the effectiveness of selected media, techniques, and processes in communicating ideas.</p> <p>d. Explain and compare different purposes of artists and art work in the context of time and place.</p>	<p>Students analyze and evaluate <i>art forms</i>.</p> <p>a. Describe, analyze, interpret, and evaluate <i>art forms</i> by applying grade span appropriate arts <i>concepts</i>, vocabulary, skills, and processes as referenced in <u>Standard A: Disciplinary Literacy</u>.</p> <p>b. Analyze and evaluate varied interpretations of works of art using evidence from observations and a variety of <i>print and/or non-print sources</i>.</p> <p>c. Demonstrate an understanding of the difference between a personal opinion and an informed judgment.</p> <p>d. Research and explain how art and artists reflect and shape their time and culture.</p>

E. Visual and Performing Arts Connections: Students understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction.

E1 The Arts and History and World Cultures

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students identify family or community symbols and celebrations in the visual/performing arts from different world cultures.	Students explain that the visual/performing arts help people understand history and/or world cultures.	Students compare products of the visual/performing arts to understand history and/or world cultures.	Students analyze the characteristics and purposes of products of the visual/performing arts to understand history and/or world cultures.

E2 The Arts and Other Disciplines

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students identify connections between and among the arts and other disciplines.	Students describe characteristics shared between and among the arts and other disciplines.	Students explain skills and concepts that are similar across disciplines.	Students analyze skills and concepts that are similar across disciplines.

E3 Goal-Setting

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
Students identify choices that lead to success in the arts.	Students identify and demonstrate choices that will lead to success in the arts including <i>time management</i> , interpersonal interactions, skill development, and goal-setting.	Students set goals related to <i>time management</i> , interpersonal interactions, or skill development that will lead to success in the arts.	Students make short-term and long-term goals based on rigorous criteria and related to <i>time management</i> , interpersonal interactions, or skill development that will lead to success in the arts.

E4 Impact of the Arts on Lifestyle and Career

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students identify the arts in life experiences.</p> <p>a. Identify the activities and careers of a visual or performing <i>artist</i>.</p> <p>b. Describe <i>common arts activities</i>.</p> <p>c. Describe the way the arts can make people feel.</p>	<p>Students describe the contribution of the arts on lifestyle and career choices.</p> <p>a. Identify the various roles of, and requirements to become, <i>artists</i>.</p> <p>b. Describe the benefit of participation in the arts on a healthy lifestyle including the use of leisure time.</p>	<p>Students explain the impact of artistic and career choices on self, others, and the natural and <i>man-made environment</i>.</p>	<p>Students explain how their knowledge of the arts relates to <i>school-to-school</i> and <i>school-to-work</i> transitions and other career and life decisions including the recognition that the arts are a means of renewal and recreation.</p>

E5 Interpersonal Skills

Performance Indicators & Descriptors			
Pre-K-2	3-5	6-8	9-Diploma
<p>Students identify positive interpersonal skills that impact the quality of their art and participation in the arts.</p> <p>a. Getting along with others</p> <p>b. Respecting differences</p> <p>c. Working as a team/ensemble</p> <p>d. Managing conflict</p> <p>e. Accepting/giving/using constructive feedback</p> <p>f. Accepting responsibility for personal behavior</p> <p>g. Demonstrating ethical behavior</p> <p>h. Following established rules/etiquette for observing/listening to art</p> <p>i. Demonstrating safe behavior</p>	<p>Students identify and demonstrate the positive interpersonal skills necessary to get along with others and participate in the arts.</p> <p>a. Getting along with others</p> <p>b. Respecting differences</p> <p>c. Working as a team/ensemble</p> <p>d. Managing conflict</p> <p>e. Accepting/giving/using constructive feedback</p> <p>f. Accepting responsibility for personal behavior</p> <p>g. Demonstrating ethical behavior</p> <p>h. Following established rules/etiquette for observing/listening to art</p> <p>i. Demonstrating safe behavior</p>	<p>Students demonstrate positive interpersonal skills and analyze how interpersonal skills affect participation in the arts.</p> <p>a. Getting along with others</p> <p>b. Respecting differences</p> <p>c. Working as a team/ensemble</p> <p>d. Managing conflict</p> <p>e. Accepting/giving/using constructive feedback</p> <p>f. Accepting responsibility for personal behavior</p> <p>g. Demonstrating ethical behavior</p> <p>h. Following established rules/etiquette for observing/listening to art</p> <p>i. Demonstrating safe behavior</p>	<p>Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on personal success in the arts.</p> <p>a. Getting along with others</p> <p>b. Respecting differences</p> <p>c. Working as a team/ensemble</p> <p>d. Managing conflict</p> <p>e. Accepting/giving/using constructive feedback</p> <p>f. Accepting responsibility for personal behavior.</p> <p>g. Demonstrating ethical behavior</p> <p>h. Following established rules/etiquette for observing/listening to art</p> <p>i. Demonstrating safe behavior</p>