**Discipline:** Dance  

**Artistic Process:** Creating

**Anchor Standard 2:** Organize and develop artistic ideas and work  

**Process Component:** Plan

**Enduring Understanding:** The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.  

**Essential Question:** What influences choice-making in creating choreography?

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- **a.** Improvise dance that starts and stops on cue.  
- **b.** Engage in dance experiences moving alone or with a partner.

- **a.** Improvise dance that has a beginning, middle, and end.  
- **b.** Express an idea, feeling, or image, through improvised movement moving alone or with a partner.

- **a.** Improvise a series of movements that have a beginning, middle, and end, and describe movement choices.  
- **b.** Choose movements that express an idea or emotion, or follow a musical phrase.  

- **a.** Improvise a dance phrase with a beginning, a middle that has a main idea, and a clear end.  
- **b.** Choose movements that express a main idea or emotion, or follow a musical phrase. Explain reasons for movement choices.
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</table>
| a. Identify and experiment with choreographic devices to create simple movement patterns and dance structures (for example, AB, ABA, theme and development).  
   b. Develop a dance phrase that expresses and communicates an idea or feeling. Discuss the effect of the movement choices. | a. Manipulate or modify choreographic devices to expand movement possibilities and create a variety of movement patterns and structures. Discuss movement choices.  
   b. Develop a dance study that expresses and communicates a main idea. Discuss the reasons and effectiveness of the movement choices. | a. Manipulate or modify a variety of choreographic devices to expand choreographic possibilities and develop a main idea. Explain reasons for movement choices.  
   b. Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally. |

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**6th Grade:**
- a. Explore choreographic devices and dance structures to develop a dance study that supports an artistic intent. Explain the goal or purpose of the dance.
- b. Determine artistic criteria to choreograph a dance study that communicates personal or cultural meaning. Based on the criteria, evaluate why some movements are more or less effective than others.

**7th Grade:**
- a. Use a variety of choreographic devices and dance structures to develop a dance study with a clear artistic intent. Articulate reasons for movement and structural choices.
- b. Determine artistic criteria to choreograph a dance study that communicates personal or cultural meaning. Articulate how the artistic criteria serve to communicate the meaning of the dance.

**8th Grade:**
- a. Collaborate to select and apply a variety of choreographic devices and dance structures to choreograph an original dance study or dance with a clear artistic intent. Articulate the group process for making movement and structural choices.
- b. Define and apply artistic criteria to choreograph a dance that communicates personal or cultural meaning. Discuss how the criteria clarify or intensify the meaning of the dance.
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Artistic Process: Creating

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Process Component: Plan

Enduring Understanding: The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.

Essential Question: What influences choice-making in creating choreography?

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a. Collaborate to design a dance using choreographic devices and dance structures to support an artistic intent. Explain how the dance structures clarify the artistic intent.

b. Develop an artistic statement for an original dance study or dance. Discuss how the use of movement elements, choreographic devices and dance structures serve to communicate the artistic statement.

a. Work individually and collaboratively to design and implement a variety of choreographic devices and dance structures to develop original dances. Analyze how the structure and final composition inform the artistic intent.

b. Develop an artistic statement that reflects a personal aesthetic for an original dance study or dance. Select and demonstrate movements that support the artistic statement.

a. Demonstrate fluency and personal voice in designing and choreographing original dances. Justify choreographic choices and explain how they are used to intensify artistic intent.

b. Construct an artistic statement that communicates a personal, cultural and artistic perspective.