

6TH GRADE DANCE CHECKLIST
Fine Arts Goals 25 – 27
Illinois Learning Standards A – B
Performance Descriptors

PRINCIPLES OF DANCE

- _____ Describe dance compositions in terms of sensory elements (time, space, force, flow).
- _____ Identify aesthetic principles (contrast, repetition, transition, variety, balance) and musical/ choreographic forms (AB, canon, rondo, theme, variation).
- _____ Discuss how and why dances are open to different interpretations and reactions.

CONNECTIONS TO THE ARTS

- _____ Analyze how the artistic components (i.e., elements, principles, expressive ideas; tools, processes, technologies; creative processes) are combined within a work of art.

PROCESSES, TOOL, AND TECHNOLOGIES

- _____ Discuss how the body can gain strength, flexibility, and endurance in a safe manner.
- _____ Identify ways that accompaniment, sets, lighting, costumes, and/or technology can influence live or videotaped dance compositions.
- _____ Observe and discuss how processes (e.g., performing, improvising, exploring, composing, and choreographing) affect the expressive qualities of dance compositions.

CREATION AND PERFORMANCE

- _____ Combine and isolate 2-3 moving parts of the body in simple coordination.
- _____ Practice and improve precision, clarity, and quality in use of body parts, actions, and sensory elements when dancing.
- _____ Explore, select, and refine actions, dynamic, spatial, and relationship content in dance compositions.
- _____ Remember, practice, and perform dances made over a period of time.

- _____ Perform with others in unison and canon and with spatial clarity.
- _____ Demonstrate movement that reflects musical qualities, form, and style.
- _____ Structure phrases and sections of dance based on teacher's framework.
- _____ Discuss the processes that apply when choreographing dance compositions.

HISTORY, SOCIETY OF THE ARTS

- _____ Demonstrate good audience behavior and evaluate the behavior of self and others.
- _____ Describe how audience behavior changes a product or performance.
- _____ Compare and contrast how the arts function in two different types of ceremonies (e.g., parades, weddings, graduations, sporting events).
- _____ Give examples in which various arts are used to persuade and promote ideas.
- _____ List technology used in the arts (e.g., cameras, synthesizers, computers, printing press).
- _____ Categorize types of artists with their art and art related products or performances (e.g., designers create packages, composers write advertising jingles, architects design buildings).
- _____ Investigate how the arts reflect different cultures, times, and places.
- _____ Compare how different art forms express aspects of the same culture, time, or place.
- _____ Compare and contrast the contribution of individual artists on movements, trends, or periods.