

# Artistic Literacy: Dance Grades 6-8

## PBGR

The artistically literate individual understands and appreciates various forms of art, analyzes and interprets art, and expresses oneself creatively, while recognizing the historical, cultural, and social context in which art is created. The learner authentically uses a variety of artistic and expressive media, symbolism, and metaphors to communicate their own ideas and to respond to artistic communications of others.

### Critical Proficiency

#### Create

Generate, conceptualize, organize, develop, refine, and complete artistic ideas and work.

### Critical Proficiency

#### Present/ Perform/Produce

Develop, refine, and convey meaning through artistic work.

### Critical Proficiency

#### Respond

Perceive, analyze, interpret intent and meaning, and apply student criteria to evaluate artistic work.

### Critical Proficiency

#### Connect

Synthesize and relate knowledge; personal experiences; and societal, cultural, and historic contexts to make and deepen understanding of art.

### Priority Performance Indicators

#### Generate and Conceptualize

Students use genre-specific dance terminology to explain choices about choreography developed by connecting similar or contrasting ideas through diverse stimuli.

#### Organize, Develop, and Complete

Students define and apply artistic criteria in choreographing a dance with artistic intent that conveys personal or cultural meaning. They collaboratively revise dance compositions based on established artistic criteria and explain how choices in the revision process align with the intended artistic expression.

### Priority Performance Indicators

#### Develop and Refine for Presentation

Students collaborate to refine and develop technical dance skills for precise execution, expand movement vocabulary and dance designs, and build upon energy and dance dynamics to enhance movements in both class and performance.

#### Convey Meaning Through Presentation

Students show leadership qualities in performance preparation and use proper etiquette during class, rehearsal, and performances. Students document efforts and plan for improvements (i.e., accept choreographer notes, apply corrections for future shows, and maintain a journal of these experiences).

### Priority Performance Indicator

#### Perceive and Analyze

Students describe how dance achieves artistic expression through its elements, body usage, technique, structure, and context, using genre-specific dance terminology. Students evaluate performance effectiveness with artistic criteria, considering content,

### Priority Performance Indicator

#### Synthesize and Relate

Students examine dances from various cultures and historical periods to understand their ideas and perspectives. Students compare movement characteristics in different dance genres, discussing how they differ from personal preferences and perspectives.