

Dance Appreciation

Fine Arts
Curriculum Framework

2014

Course Title: Dance Appreciation
Course/Unit Credit: 0.5 credit

Course Number: 453300

Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.

Grades: 9-12

Prerequisite: There is no prerequisite for Dance Appreciation.

Dance Appreciation

Dance Appreciation is a one-semester course designed to teach students the basic elements, principles, processes, and inherent qualities of dance. Students will examine a broad range of methods and will conduct critical analyses of the creative processes involved in dance. Students will reflect on the connections between society and dance. Dance Appreciation students will develop perceptual awareness and aesthetic sensitivity, as well as a foundation for a lifelong relationship with dance. The Standards for Accreditation require schools to offer one-half unit of survey of fine arts OR one-half unit of advanced art or advanced music. Dance Appreciation may be used to fulfill this requirement. Dance Appreciation will also satisfy the one-half credit fine arts requirement for graduation. Arkansas Department of Education approval is not required for Dance Appreciation.

Dance Appreciation

Strand	Content Standard
Responding	1. Students will perceive and analyze artistic work.
	2. Students will interpret intent and meaning in artistic work.
	3. Students will apply criteria to evaluate artistic work.
Connecting	4. Students will synthesize and relate knowledge and personal experiences to make art.
	5. Students will relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Notes:

1. Student Learning Expectations (SLEs) may be taught in any sequence.
2. Italicized words in this document appear in the glossary.
3. The examples given (e.g.,) are suggestions to guide the instructor.
4. Common Core State Standards (CCSS) alignment key, CCRA.R.1 = College and Career Ready Anchor Standard.Reading.1

Strand: Responding

Content Standard 1: Students will perceive and analyze artistic work.

		CCSS Alignment
R.1.DAP.1	Differentiate between various <i>genres</i> of dance for the stage	CCRA.R.9 CCRA.SL.4 CCRA.L.6
R.1.DAP.2	Identify the elements required to produce a dance performance	CCRA.R.3 CCRA.SL.4 CCRA.L.6
R.1.DAP.3	Demonstrate appropriate audience <i>etiquette</i> for live performances	CCRA.SL.1, 4

Strand: Responding

Content Standard 2: Students will interpret intent and meaning in artistic work.

		CCSS Alignment
R.2.DAP.1	Describe the manner in which <i>artistic expression</i> is achieved through the <i>elements of dance</i>	CCRA.R.3 CCRA.W.1 CCRA.SL.4 CCRA.L.6
R.2.DAP.2	Analyze the <i>context</i> of selected dance works from a variety of <i>genres</i>	CCRA.R.1, 3 CCRA.W.1, 8 CCRA.SL.1, 4 CCRA.L.6

Strand: Responding

Content Standard 3: Students will apply criteria to evaluate artistic work.

		CCSS Alignment
R.3.DAP.1	Discuss a dance work using established artistic criteria	CCRA.R.1, 3, 8 CCRA.SL.1, 4 CCRA.L.6
R.3.DAP.2	Prepare a written critique of a live or recorded dance performance according to a given set of criteria	CCRA.R.1, 3, 8 CCRA.W.1,9 CCRA.L.6

Strand: Connecting

Content Standard 4: Students will synthesize and relate knowledge and personal experiences to make art.

		CCSS Alignment
CN.4.DAP.1	Explain the impact of personal experience, interests, and knowledge from multiple sources on a choreographer's or dancer's work	CCRA.R.1 CCRA.SL.1, 2, 4 CCRA.L.6
CN.4.DAP.2	Identify uses of technology and/or production elements in dance	CCRA.R.3 CCRA.SL.5 CCRA.L.6
CN.4.DAP.3	Use available technologies to discover dance resources	CCRA.W.6, 7 CCRA.SL.5 CCRA.L.6

Strand: Connecting

Content Standard 5: Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

		CCSS Alignment
CN.5.DAP.1	Identify the purposes of dance in different cultures	CCRA.R.1 CCRA.W.7 CCRA.SL.4
CN.5.DAP.2	Explain the use of the <i>elements of dance</i> in various <i>genres, styles,</i> and culture	CCRA.R.3, 7 CCRA.W.7 CCRA.SL.1, 4 CCRA.L.6
CN.5.DAP.3	Identify the relationship between social change and dance	CCRA.R.3 CCRA.SL.4
CN.5.DAP.4	Examine the sequential development of dance through history (e.g., development of different <i>genres</i> , dances of the decades)	CCRA.R.10
CN.5.DAP.5	Relate dances to the historical time periods from which they originate	CCRA.R.3, 9 CCRA.SL.4 CCRA.W.7, 9
CN.5.DAP.6	Discuss the impact of the relationship between dance and media (e.g., commercials, film, television, social media)	CCRA.R.3, 7 CCRA.W.7 CCRA.SL.1, 4 CCRA.L.6

Glossary for Dance Appreciation

Context	Environment that surrounds a dance, influences understanding, provides meaning, and connects to an event or occurrence
Artistic expression	The manifestations of artistic intent through dance, involving the dance and dancers within a context
Elements of dance	The key components of movement; movement of the body using space, time, and energy
Etiquette	Values and expected behaviors when rehearsing or performing (e.g., no chewing gum, no calling out to friends in audience)
Genre	A category of dance characterized by similarities in form, style, purpose, or subject matter
Style	Specific movement characteristics, qualities, or principles that give a dance its distinctive identity

Contributors

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