6th-8th Grade Dance GSE Standards
Creating

**MSD.CR.1**  
**Demonstrate an understanding of the choreographic process.**
- a. Demonstrate a variety of choreographic structures (e.g. AB, ABA, canon, call-response, narrative, complementary/contrasting shapes, symmetry).
- b. Apply dance technique to choreography.
- c. Develop versatility through experimentation with various movement approaches (e.g. improvisation, imagery).
- d. Implement the use of props within choreography.

**MSD.CR.2**  
**Demonstrate an understanding of dance as a form of communication.**
- a. Compare and contrast abstract and literal movement.
- b. Explore the qualities of expression in performance.
- c. Explore how theatrical elements (e.g. costuming, lighting) contribute to the meaning of the dance.

Performing

**MSD.PR.1**  
**Identify and demonstrate movement elements, technique, and terminology in dance.**
- a. Participate in technique based warm-up exercises for specific dance genres (e.g. ballet, modern, and jazz).
- b. Compare and contrast terminology of various dance styles.
- c. Demonstrate movement elements through coordination and connectivity.
- d. Demonstrate increased ability and skill to sustain longer and more complex movement sequences.
- e. Refine and correct movements and movement executions based on constructive feedback (e.g. intrinsic, oral and written corrections, video).

**MSD.PR.2**  
**Understand and model dance etiquette as a classroom participant, performer, and observer.**
- a. Demonstrate attentiveness, focus, concentration, initiative, and self-discipline when participating in the dance learning and performance environment.
- b. Demonstrate concentration and focus with respect to self and others in the performance of skills.
- c. Exhibit initiative in modeling appropriate behaviors and skills as an audience member and dance observer.

**MSD.PR.3**  
**Identify the relationship between human anatomy and movement.**
- a. Relate functions of major muscles and bones to the fundamental injury prevention principles for dance.
- b. Apply concepts of gravity, force, acceleration, and mass in specific movement contexts.
- c. Apply the basic principles of alignment and placement to dance technique.
- d. Understand the importance of appropriate warm-up and cool-down within a dance technique class.
MSD.PR.4 Understand and apply music concepts to dance.
   a. Recognize musical forms (e.g. ABA, fugue, canon) and how they relate to dance.
   b. Recognize rhythm structures of music through dance (e.g. ballet, jazz, African).
   c. Demonstrate musicality while performing and creating dance phrases.

Responding

MSD.RE.1 Demonstrate critical and creative thinking in dance.
   a. Critique movement qualities and choreography using the elements of dance (e.g. spatial design, variety, contrast, clear structure).
   b. Observe and critique dance performances using specified criteria and appropriate dance terminology.
   c. Develop and communicate personal interpretation of a choreographed work.
   d. Discuss the experience of performing a choreographed work.
   e. Compare and contrast the differences between observing live and recorded dance performance.

ESD5.CN.1 Understand and demonstrate dance throughout history and in various cultures.
   a. Participate in dance activities representing various cultures.
   b. Understand the reason for dance in other cultures.
   c. Demonstrate the similarities and differences in various dance styles throughout history (e.g. ballet, jazz, tap, folk).

ESD5.CN.2 Recognize connections between dance and wellness.
   a. Practice habits of health, hygiene, and nutrition to enhance dance ability.
   b. Demonstrate the elements of personal safety in dance.
   c. Demonstrate respect for personal well-being and the well-being of others.
   d. Investigate how dance promotes body wellness (e.g. strength, endurance, balance, agility, flexibility, positive body image).

ESD5.CN.3 Integrate dance into other areas of knowledge.
   a. Compare and contrast dance to other arts and subject areas.
   b. Utilize technological tools and media to create and communicate about dance.
MSD.CN.1  **Understand and demonstrate dance throughout history and in various cultures.**
a. Perform dances from various cultures and history.
b. Use resources (e.g. people, books, technology) to learn about dance from different cultures and/or time periods.

MSD.CN.2  **Recognize connections between dance and wellness.**
a. Demonstrate personal habits of health, hygiene, and nutrition to enhance dance ability.
b. Define and practice the elements of personal safety in dance.
c. Demonstrate and practice respect for personal well-being and the well-being of others.
d. Demonstrate how dance builds physical and emotional well-being (e.g. positive body image, physical goals, creative goals, focus/concentration).

MSD.CN.3  **Demonstrate an understanding of dance as it relates to other area of knowledge.**
a. Compare and contrast dance to other art forms and subject areas.
b. Identify career possibilities in dance and dance related fields.
c. Explore media and technology to learn about dance as an art form.
d. Use media and technology in dance performance.
e. Explore personal interests and careers in media, technology, and the arts.