



Middle School

Dance
Essential Learner Outcomes



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Maryland State Department of Education

DANCE
OUTCOME I
Perceiving and Responding –
Aesthetic Education



Middle School

The student will demonstrate the ability to use perceptual skills through performing and responding in dance.

Expectation A

The student will develop the sensory skills necessary for dance experience.

Indicators of Learning

1. The student will identify and describe ways that the environment is perceived.
2. The student will recognize that sensory experiences can be communicated through dance.
3. The student will give examples of ways that sensory experiences are manipulated to create mood or feeling in dance.

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME I : DANCE

Expectation A

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for **Indicators One (1) and Two (2)**

The student will identify and describe sensory perceptions of the environment, and communicate them through improvised movement. **In responding to this indicator, the student will discuss the senses in class and communicate personal sensory experiences. The student will discuss and exchange ideas with others about how the senses impact on perception of the environment. The student will describe ways that perceptions can be communicated through movement, and improvise a short piece based upon the investigations.**

Sample Strategy for **Indicator Three (3)**

The student will discuss the impact of sensory stimuli on mood or feeling in dance, and suggest ways that these stimuli can alter perception and response. **In responding to this indicator, the student will perform a choreographed movement pattern, first to one form of accompaniment (for example, Baroque music), and then to a different form of accompaniment (for example, drum rhythm). The student will perform the movement pattern with both types of accompaniment. The student will explore how the accompaniment can change the mood or feeling of the dance.**



DANCE
OUTCOME I

Perceiving and Responding –
Aesthetic Education



Middle School

The student will demonstrate the ability to use perceptual skills through performing and responding in dance.

Expectation B

The student will develop movement as a response to experiences and the environment.

Indicators of Learning

1. The student will combine images, sounds, and experiences in a variety of ways.
2. The student will manipulate images, sounds, and experiences to affect a variety of themes.
3. The student will select images, sounds, and experiences to develop specific themes.

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME I : DANCE

Expectation B

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for **Indicator One (1)**

The student will explore images, sounds, and experiences from the environment (for example: the closing of a door, a blowing car horn, movement and noise in the hallway of a school) and improvise movement interpretations of these events. **In responding to this indicator, the student will select two or three of these movement interpretations and combine them into a sequential pattern.**

Sample Strategy for **Indicator Two (2)**

The student will identify sounds, images, and experiences that can be developed into a theme. Students will explore how manipulation of these elements can affect the perception of the theme. **In responding to this indicator, the student, with a partner, will develop a movement sequence integrating the identified elements. The students will manipulate one or more of the elements and draw conclusions about how varying sounds, images, and experiences can affect movement and in turn affect the theme.**

Sample Strategy for **Indicator Three (3)**

The student will select images, sounds, and experiences related to a specific theme (for example, their summer vacation). The student will improvise movements that interpret their selections. **In responding to this indicator, the student will sequence the movements and perform a dance.**



DANCE OUTCOME I

Perceiving and Responding –
Aesthetic Education



Middle School

The student will demonstrate the ability to use perceptual skills through performing and responding in dance.

Expectation C

The student will demonstrate understanding of the language of dance, including technical skills, terminology, and refined physical abilities, by executing increasingly complex movements.

Indicators of Learning

1. The student will demonstrate movement using the four elements of dance: body, space, energy, and time.
2. The student will execute movement sequences that use the four elements of dance.
3. The student will articulate an understanding of movement by using dance terminology appropriately.

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME I : DANCE

Expectation C

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for **Indicator One (1)**

The student will identify and perform locomotor and non-locomotor movements using changes in space (direction: forward, backward), energy (sustained, percussive) and time (fast, slow). **In responding to this indicator, the student demonstrates one of these movements to a peer. The peer will describe the demonstration using dance vocabulary.**

Sample Strategy for **Indicator Two (2)**

The student will be given four groups of cards, each representing one of the four elements of dance (body, space, energy, and time). Individual cards will contain an extension of that element (for example, body: skipping; space: low level; energy: vibratory; time: uneven). The student will select a card from each group and determine how the four selected elements might be developed into a dance sequence. **In responding to this indicator, the student, with a partner, will select a card from each of the four piles and combine the chosen elements into a movement sequence. The students will perform the resulting arrangement for the class.**

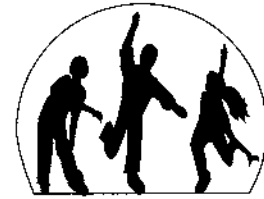
Sample Strategy for **Indicator Three (3)**

The student will view a short dance piece and identify and describe the dance elements observed in the piece. **In responding to this indicator, the student will analyze the dance in terms of the four elements (body, space, energy, and time), using appropriate dance terminology.**



DANCE OUTCOME II

Historical, Cultural, and
Social Context

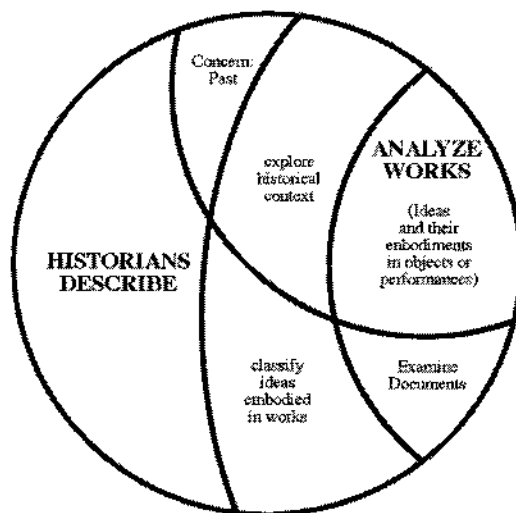


Middle School

The student will demonstrate an understanding of dance, its relationship to other significant components of history and human experience, and ways that it provides opportunities for individual, cultural and creative expression.

Expectation A

The student will develop the ability to recognize dance as a form of individual and cultural expression.



Indicators of Learning

1. The student will investigate and describe ways dance is used as a means of expression in various cultures.
2. The student will compare the influences of different cultures on various dance forms.
3. The student will summarize findings related to major historical dance events and their relationships to historical and social events.
4. The student will demonstrate dance from different historical, cultural, and social perspectives.

SAMPLE INSTRUCTIONAL ACTIVITIES

OUTCOME II : DANCE

Expectation A

The following are examples of classroom learning activities that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Activity for **Indicator One (1)**

The student will select two cultures from two different continents. The student will investigate ways that dance is used as a means of expression in each of the two cultures. **In responding to this indicator, the student will describe dance as a means of expression in each culture. The student will compare similarities between the two, compare them with his or her own culture, and explain how the choices were made.**

Sample Activity for **Indicator Two (2)**

The student will research the influences on modern dance by the German culture (for example, Mary Wigman) and the American culture (for example, Martha Graham). The student will then research the influences of these two cultures on social dance forms (for example, the waltz and the jitterbug or lindy hop). **In responding to this indicator, the student will compare the characteristics and influences of these two cultures on the dance forms.**

Sample Activity for **Indicator Three (3)**

The student will research the formation of a selected dance company (for example, The Dance Theatre of Harlem). The student will investigate the time period, the cultural and social influences of that period, and theorize why the dance company was formed at that time in history. **In responding to this indicator, the student will summarize findings for the class.**

Sample Activity for **Indicator Four (4)**

The student will select a social dance style (for example, tango, jitterbug, waltz, polka) and examine its cultural and social perspectives throughout the history of the chosen dance. **In responding to this indicator, the student will demonstrate the chosen dance and report how the dance reflects a particular culture, society, and place in history.**



DANCE
OUTCOME II
Historical, Cultural, and
Social Context



Middle School

The student will demonstrate an understanding of dance, its relationship to other significant components of history and human experience, and ways that it provides opportunities for individual, cultural and creative expression.

Expectation B

The student will acquire knowledge about dance philosophies and describe their similarities and differences verbally and through movement.

Indicators of Learning

1. The student will describe characteristics of various forms and styles of dance.
2. The student will identify the subject matter and techniques inherent in various forms and styles of dance.

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME II : DANCE

Expectation B

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for **Indicator One (1)**

The student will view various forms and styles of dance by experiencing live and recorded performances in order to identify and describe similarities and differences.

In responding to this indicator, the student will select two contrasting dances and describe their characteristics in comparing the two selected forms.

Sample Strategy for **Indicator Two (2)**

The student will view two forms of dance and discuss the subject matter and the technical characteristics of the two forms. **In responding to this indicator, the student will view two additional examples of the same forms of dance. The student will identify the forms and technical characteristics, discuss the subject matter, and compare the examples.**

Sample Strategy for **Indicator Three (3)**

The student will explore contrasting forms and styles of dance to create movement patterns based on a class generated theme (i.e. nature, mood, color). **In responding to this indicator, the student will perform the movement patterns and discuss reasons for the choices made.**

Specific dance phrases are not an end in themselves but are vehicles for learning and growth.

- Susan McFadden



DANCE
OUTCOME II
Historical, Cultural, and
Social Context



Middle School

The student will demonstrate an understanding of dance, its relationship to other significant components of history and human experience, and ways that it provides opportunities for individual, cultural and creative expression.

Expectation C

The student will acquire knowledge of the interrelationships of dance to other disciplines.

Indicators of Learning

1. The student will examine and describe perceived relationships between dance and other forms of human expression.
2. The student will create movement sequences that demonstrate the relationship of movement to other art forms and disciplines.
3. The student will link historical and social events in dance and those in other art forms.

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME II : DANCE

Expectation C

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for **Indicator One (1)**

The student will describe relationships that exist between dance and another art form (for example, in music: form, time, repetition, range). **In responding to this indicator, the student will select another fine art form and describe its relationship to dance. The student will compare findings with others who have chosen the same art form.**

Sample Strategy for **Indicator Two (2)**

The student will choose topics from the social studies curriculum (for example: travel, communication, exchange of goods and services) to investigate how these topics can serve as themes to create a movement sequence. **In responding to this indicator, the student will perform a movement sequence inspired by the selected topics.**

Sample Strategy for **Indicator Three (3)**

The student will investigate the dance forms and music of a particular decade (for example, the 1950s) and their historical and social backgrounds. **In responding to this indicator, the student will investigate and describe how politics, economic situations, and social values impact on dance and music of the time period.**



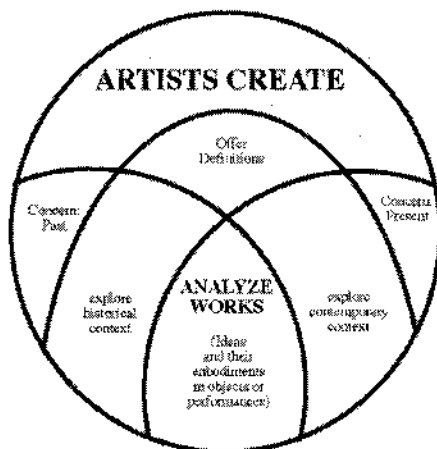
DANCE
OUTCOME III
 Creative Expression and
 Production



The student will demonstrate the ability to create dance by improvising, organizing dance ideas, and performing.

Expectation A

The student will develop the ability to improvise dance.



Indicators of Learning

1. The student will respond with movement to a variety of sensory stimuli.
2. The student will identify, select, and organize movements to represent feelings, experiences, and perceptions.
3. The student will use movements to extend information previously introduced through improvisation.
4. The student will use improvisation to create dances individually and in groups.

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME III : DANCE

Expectation A

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for **Indicators One (1), Two (2), and Four (4)**

The student will choose three sensory objects, improvise movement related to the objects, organize the improvised movements into a structured sequence and add musical accompaniment, if appropriate. **In responding to this indicator, the student will select three objects** (for example: a sponge, sandpaper, silk) **and respond to their texture through movement improvisation. The student will structure a movement study incorporating the improvisations** (for example, ABC form, a form with three contrasting sections) **and add accompaniment, if desired, to present the dance to the class.**

Sample Strategy for **Indicators One (1), Two (2), Three (3), and Four (4)**

The student will respond with movement to a variety of sensory stimuli to improvise movements using the four elements of dance (body, space, energy, and time). **In responding to this indicator, students will divide into groups of three and select a theme from the physical environment of the school** (for example: the locker area, the cafeteria, the stairways). **They will organize the movement ideas and rework them around the architecture of the selected physical area. The resulting movement study will be presented in the selected physical environment.**

Dance is not a competitive sport, but an expressive and transformational art form. However, there is little sense in students developing skills and learning to express themselves if they never have the opportunity to share these skills with others.

- Anne Green Gilbert



DANCE
OUTCOME III
Creative Expression and
Production



The student will demonstrate the ability to create dance by improvising, organizing dance ideas, and performing.

Expectation B

The student will develop the ability to organize dance ideas.

Indicators of Learning

1. The student will identify and describe verbally and through movement the fundamentals of composition.
2. The student will organize movements into simple compositions using a variety of forms, including AB, ABA, rondo, canon, theme and variation.

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME III : DANCE

Expectation B

The following is an example of a classroom instructional strategy that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for **Indicators One (1) and Two (2)**

The student will identify and describe a theme and suggest ways to use movement and fundamentals of composition to develop the theme. The student will translate the theme into movement using specific dance forms. **In responding to this indicator, the student will discuss how improvisation and selection occur during the process of choreography, including the use of music, if appropriate. After reviewing a variety of compositional forms, students in small groups will execute a choreographed dance phrase, using one of the discussed forms and present it to the class. Classmates will identify the forms used by the dancers and describe how the movements related to the forms.**



DANCE
OUTCOME III
Creative Expression and
Production



The student will demonstrate the ability to create dance by improvising, organizing dance ideas, and performing.

Expectation C

The student will develop performance competencies.

Indicators of Learning

1. The student will describe performance competencies using appropriate dance terminology.
2. The student will demonstrate the physical and mental discipline required to rehearse choreography.
3. The student will perform dance with projection, awareness of space, concentration, and clarity.

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME III : DANCE

Expectation C

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for **Indicators 1 (one), 2 (two), and 3 (three)**

The student will execute and rehearse a 64 count choreographed phrase that includes changes in spatial relationships among the dancers. The student will discuss the cues necessary to execute smooth changes in space (for example: use of peripheral vision; increasing or decreasing length or breadth of step; executing direction changes on precise counts; awareness of placement of arms in relation to proximity of other dancers), using familiar dance vocabulary (elements of dance). **In responding to this indicator, the student will rehearse and perform a 64 count movement phrase incorporating cues on spatial relationships. Classmates will discuss spatial awareness, using appropriate dance terminology, as seen in dance phrases executed by others.**

Sample Strategy for **Indicators 1 (one) and 3 (three)**

The student will view a series of movements performed with and without projection and clarity. Students will describe the impact of projection and clarity on the total effect of the dance. **In responding to this indicator, the student will choreograph a short dance phrase on a given theme and perform it for the class. The student will focus on the performance competencies of projection and clarity. Classmates will describe where they saw projection and clarity and the effect it had on the dance.**



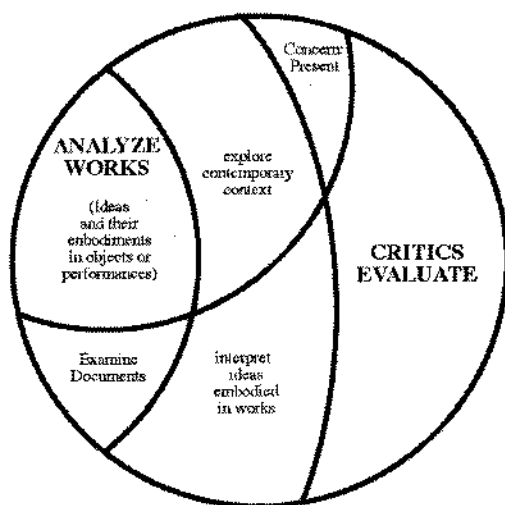
DANCE
OUTCOME IV
 Aesthetics and Criticism



The student will demonstrate the ability to identify, analyze, and apply criteria for making aesthetic judgments in dance.

Expectation A

The student will develop the ability to apply aesthetic criteria when evaluating dance experiences.



Indicators of Learning

1. The student will describe the aesthetic criteria used in the creation of a variety of dances.
2. The student will compare the use of aesthetic elements observed in peer and professional dance performances.
3. The student will respond to observed dance performances using given and self-constructed aesthetic criteria.

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME IV : DANCE

Expectation A

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for **Indicator One (1)**

The student will view a variety of dances, live or recorded, and develop criteria for assessing dance performance. **In responding to this indicator, the student will develop, define, and describe a set of aesthetic criteria for reviewing dance.**

Sample Strategy for Indicators **One (1) and Two (2)**

The student will view professional and peer performances and compare aesthetic elements observed. **In responding to this indicator, the student will establish criteria to highlight similarities and differences between the two performances.**

Sample Strategy for **Indicator Three (3)**

The student will research and establish a set of aesthetic criteria for dance which may or may not include those criteria established by the class. Students will view a choreographed work and apply the established criteria. **In responding to this indicator, the student will write a critique of the performance, using either or both the class generated criteria and those that were self-constructed.**



DANCE
OUTCOME IV
Aesthetics and Criticism



The student will demonstrate the ability to identify, analyze, and apply criteria for making aesthetic judgments in dance.

Expectation B

The student will develop the skills and sensitivity to examine personal efforts in choreography and performance.

Indicators of Learning

1. The student will compare the effectiveness of short dance studies using appropriate criteria for specific dance forms.
2. The student will assess personal creative work in dance using self-selected aesthetic criteria.
3. The student will respond to peer, teacher, and external appraisals of personally created dance sequences by evaluating the works, applying a set of criteria, and modifying the sequences as appropriate.

SAMPLE INSTRUCTIONAL STRATEGIES

OUTCOME IV : DANCE

Expectation B

The following are examples of classroom instructional strategies that a teacher might use to help students work through the Learning Indicators to achieve the stated Expectation.

Sample Strategy for **Indicator One (1)**

The student will develop a set of criteria for evaluating specified folk dances after researching and executing dances from a variety of countries. **In responding to this indicator, the student will perform two or three folk dances and compare the effectiveness of the dances, based on the developed criteria.**

Sample Strategy for **Indicator Two (2)**

The student will develop and use a set of criteria for self evaluation. **In responding to this indicator, the student will use the established criteria for evaluating movement problems created and solved throughout the year, modifying the criteria as appropriate.** (Example of a movement problem: in groups of two or three, students will create a movement sequence with a selected theme from the topic "modes of transportation" that includes at least two locomotor movements, two non-locomotor movements, two qualities of movement, and two pathways.)

Guide questions:

- Did the study effectively present the theme?
- Did the study solve the movement problem?
- Which elements of the dance helped to communicate the theme or idea?

Sample Strategy for **Indicator Three (3)**

The student will develop a set of criteria for a self-choreographed dance phrase and share these criteria with others in a small group. **In responding to this indicator, the student will create a dance phrase on a given theme and perform it for others. The student will respond to appraisals of the work by modifying the work, where appropriate, and performing the modified version.**

