

Fundamental Concepts for Grade 6

Students in Grade 6 will develop or extend understanding of the following concepts through participation in various dance experiences (*e.g., communicating a variety of ideas through combined elements*), with particular emphasis on **BODY**, **SPACE**, **TIME**, **ENERGY**, and **RELATIONSHIP**.

Elements of Dance: Grade 6

- **BODY:** body awareness, use of body parts, body shapes, locomotor and non-locomotor movements, body bases, symmetry versus asymmetry, geometric versus organic shape, curved versus angular shape.
- **SPACE:** pathways, directions, positive versus negative space, proximity of dancers to one another, various group formations.
- **TIME:** tempo, rhythm, pause, stillness, with music, without music, duration (*e.g., short, long*), acceleration/deceleration.
- **ENERGY:** effort, force, quality (*e.g., flick, fold, stab, poke, flow freely*).
- **RELATIONSHIP:** dancers to props/objects (*e.g., in front of, inside, over, around*), meet/part, follow/lead, emotional connections between dancers, groupings.



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Grade 6: Elements of Dance Rubric

Name: _____ Teacher: _____ School: _____

CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
PARTICIPATION	Limited at taking direction, contributing ideas and experiments.	Sometimes takes direction and contributes ideas and experiments.	Easily takes direction, explores ideas and experiments.	Always takes direction, explores ideas and is eager to experiment.
CO-OPERATION IN THE GROUP	Needs constant supervision to remain on task and to work co-operatively.	Stays on task some of the time & works fairly co-operatively.	Stay on task and works well with the group.	Always focused, cooperates with others & provides leadership.
BODY <i>symmetry vs asymmetry, organic vs geometric shape, angular vs curved shape, gesture, body zones</i>	Moves body to communicate feelings & skills with limited effectiveness.	Moves body to communicate feelings and skills with some effectiveness.	Moves body to communicate feelings and skills with considerable effectiveness.	Moves body to clearly communicate feelings and skills with a high degree of effectiveness.
TIME <i>tempo (e.g., increasing and decreasing speeds), rhythm (e.g., steady, irregular, erratic), pause, stillness, with music, without music, and duration.</i>	Shows limited understanding of time skills.	Shows some understanding of time skills.	Shows much understanding of time skills.	Always shows understanding of time skills.
ENERGY <i>effort, force, quality (punch, thrust, float, collapse, wiggle, explode, vibrate)</i>	Limited understanding of energy, and rarely uses it to communicate feelings and ideas effectively.	Some understanding of energy, using it sometimes to communicate feelings and ideas effectively.	Often understands energy, using it most times to communicate feelings and ideas effectively.	Always shows understanding of energy using it all the time to communicate feelings & ideas effectively.
RELATIONSHIP <i>meet/part, follow/lead, groupings.</i>	Limited ability to demonstrate relationships skills.	Some ability to demonstrate relationships skills.	Often able to demonstrate relationships skills.	Always able to demonstrate relationships skills.

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Name: _____ Teacher: _____ School: _____

Notes: _____
