

Fundamental Concepts for Grade 8

Students in Grade 8 will develop or extend understanding of the following concepts through participation in various dance experiences (*e.g., using elements and choreographic forms to communicate ideas and issues*).

Elements of Dance: Grade 8

- **BODY:** body awareness, use of body parts (*e.g., hips, shoulders*), body shapes (*e.g., angular, stretched, twisted*), locomotor movements (*e.g., leap, dart*), non-locomotor movements (*e.g., twist, rock*), body bases, symmetry versus asymmetry, geometric versus organic shape, curved versus angular shape, isolation of body parts, weight transfer.
- **SPACE:** levels, pathways, directions, positive versus negative space, proximity of dancers to one another, various group formations, use of performance space.
- **TIME:** stillness, rhythm, tempo, pause, freeze, with music, without music, duration, acceleration/ deceleration.
- **ENERGY:** quality, inaction versus action, percussion, fluidity (*e.g., glide, sink, fall, shiver*).
- **RELATIONSHIP:** dancers to objects, opposition, groupings (*e.g., large and small groups*), meet/part, follow/lead, emotional connections between dancers.



Illustration designed by Freepik

Grade 8: 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. |

