



**SMMUSD VAPA CURRICULUM for GRADES SIX through EIGHT**

<p><b>DANCE</b></p> 	<p align="center"><b>CONTENT GOAL</b></p>	<p align="center"><b>ACTIVITIES/SKILLS</b></p>	<p align="center"><b>MATERIALS/ RESOURCES</b></p>	<p align="center"><b>ASSESSMENTS</b></p>
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**STANDARD 1: ARTISTIC PERCEPTION:** Processing, analyzing, and responding to sensory information through the language and skills unique to dance.

<p align="center"><b>ARTISTIC PERCEPTION</b></p>	<p><u>Development of Motor Skills and 1.1</u> 6th grade: Demonstrate Focus, Physical control, coordination, and accurate reproduction in performing locomotor and axial move</p> <p>7th grade: Demonstrate increased focus, physical control, coordinating skill, and accurate reproduction in performing locomotor and axial movement</p> <p>8th grade: Demonstrate increased ability and skill to apply the elements of space, time, and force/ energy in producing a wide range of dance sequences</p>	<p>Students watch teacher demonstrate a modern dance phrase that combines axial and locomotor movements (e.g., <u>traveling forward</u>: triplet, triplet, step-hop, step-hop, spin in place, FREEZE in a shape; repeat). They then accurately demonstrate the phrase with focus and physical control (6<sup>th</sup>, 7<sup>th</sup>)</p> <p>Students choreograph and perform 3 dance sequences. Each dance demonstrates one dance element explored in various ways (e.g. <u>Space</u>: write your name in space using different pathways, levels and shapes; <u>Time</u>: perform the following in any order 8 counts slow movement, 8 counts fast, 8 counts stillness, 8 counts rhythmic pattern; <u>Energy</u> show 5 distinct energy qualities {e.g. float, swirl, punch, dart, sink} through movement and sound.) 8<sup>th</sup></p>	<p>Props: i.e. canes, top hats, boas, scarves, tutus</p> <p>Stereo system</p> <p>Kids, various CD's</p> <p>Videos: Swan Lake-Maya Plisetskaya with The Bolshoi Ballet West Side Story</p> <p>Books: The Classic Ballet: Basic Technique and Terminology by Alfred A. Knopf: Publisher, New York</p>	<p>Teacher Observation</p> <p>Rubric Based Performance Test</p> <p>Student Self Assessment</p> <p>Student Peer Assessment</p> <p>Videotaped Rehearsals/ Performances</p> <p>Worksheet assignment</p> <p>Short quizzes in class</p> <p>Multiple Choice Assessment</p> <p>Written assignment</p>
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	<p><u>Technical Expertise</u></p> <p>1.2 6th grade: Incorporate a variety of force / energy qualities into executing a full range of movements</p> <p>7th grade: Demonstrate increased ability and skill to sustain longer and more complex movement sequences for expression in a variety of dance styles</p> <p>8th grade: Demonstrate capacity for centering/ shifting body weight and tension/ re in performing movement for artistic intent</p>	<p>Students explore moving with a wide range of energy qualities to depict various emotions (e.g., anger + strong, sharp, bound movement; Joy = light, rebounding, free flowing movement) 6<sup>th</sup></p> <p>Students learn a long sequence of simple everyday movements including both locomotor and axial moves (e.g., balance in a still shape/walk/sit/roll/rise/run/leap/spin/stop/bend and stretch body parts/end in a balanced shape). Next, in partners or small groups they rehearse and perform the sequence in different dance styles they have been exposed to, possibly, modern, ballet, jazz, ethnic, hip hop, etc. 7<sup>th</sup></p> <p><u>Partner Dance Studies</u> – Students create 2 counterbalanced shapes by supporting moving with taking a partner’s weight (e.g., 1. pulling, 2. pushing or leaning, 3. one person supporting the other) Note: a lesson on balance and awareness of how to control one’s own weight and shifting center should precede this lesson. 8<sup>th</sup></p>		<p>Teacher observation (6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>)</p>


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	<p><u>Comprehension and Analysis of Dance Elements</u></p> <p>1.3 6th grade: Identify use force/ energy variations when executing gesture a locomotor and axial movements</p> <p>7th grade: Demonstrate risk taking in generations bigger and stronger movements through space in rehearsal and performance</p> <p>8th grade: Demonstrate greater technical control in generating bigger and stronger movements through space in rehearsal and performance</p>	<p>Students use a wide range of energy qualities to explore gestures, shapes axial, and locomotor moves that depict various emotions (e.g. anger = strong, sharp, bound movement, joy = light, rebounding, free flowing movement) 6<sup>th</sup></p> <p>Students review a variety of steps/movements they have learned and then exaggerate and locomote these movements strongly and quickly through space as part of an informal performance (7<sup>th</sup>)</p> <p>Students choreograph, rehearse, and perform dance sequences that contain a variety of large leaps, jumps, turns and shapes that travel on different pathways and levels (8<sup>th</sup>)</p>		<p>Teacher observation (6, 7, 8)</p> <p>Rubric based performance test (7, 8)</p>
	<p>1.4 6th grade: Use the principals of contrast\, unity, and varie in phrasing in dance studies and dances</p> <p>7th grade: Identify and use a wider range of space, time, and force/energy to manipulate locomotion and axial movements</p> <p>8th grade: Analyze gestures and movements viewed in live or recorded professional dance performances and apply that knowledge to dance activities</p>	<p>Students working alone or in partners choreograph and perform short dance studies about an emotion. Each study must demonstrate a sense of unity with all parts working well together, and include a recurring movement theme that is manipulated to show contrasting energy qualities, uses of space (size, direction, level), and timing (tempos, rhythms) (6<sup>th</sup>, 7<sup>th</sup>)</p> <p>Students attend a live dance performance, or view a DVD/VHS tape of a professional company. Afterwards they write a short review using appropriate dance vocabulary describing gestures and movements viewed. The class explores some of these movements in a subsequent lesson (8<sup>th</sup>)</p>	<p>Field trip to live dance performance or DVD/VHS of a professional performance</p>	<p>Rubric Based Performance Test (6<sup>th</sup>, 7<sup>th</sup>)</p> <p>Graded written assignment (8<sup>th</sup>)</p>

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	<p><u>Development of Dance Vocabulary</u> 1.5</p> <p>6th grade: Describe and analyze movements observed and performed, using appropriate dance vocabulary</p> <p>7th grade: Use appropriate dance vocabulary to describe everyday gestures and other movements observed in viewing live or recorded dance performances. (Descriptions may take the form of a drawing or video/ computer documentation)</p> <p>8th grade: Identify and analyze the variety of ways in which a dancer can move, using space, time, and force/energy vocabulary</p>	<p>Students attend a live dance performance, or view a DVD/VHS tape of a professional company. Afterwards they write a short review using appropriate dance vocabulary describing gestures and movements viewed. The class explores some of these movements in a subsequent lesson (6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>)</p>	<p>Field trip to live dance performance or DVD/VHS of a professional performance</p>	<p>Graded written assignment (6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>)</p>


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**STANDARD 2: CREATIVE EXPRESSION:** Creating, performing, and participating in dance.

<p align="center"><b>CREATIVE EXPRESSION</b></p>	<p><u>Creation / Invention of Dance Movement</u></p> <p>2.1 6th grade: Invent multiple possibilities to solve a given movement problem and develop the material into a short study</p> <p>7th grade: Create, memorize, and perform improvised movement sequences, dance studies, and choreography with dynamic range and fulfillment</p> <p>8th grade: Create, memorize and perform dance studies, demonstrate technical expertise and artistic expression</p>	<p>Each student solves the movement problem of moving from point A to point B by inventing at least 3 individual sequences using various steps, energy qualities, pathways, levels, and tempos. They further develop the material by choosing their favorite phrase and combining it with phrases created by two other students. Students memorize and perform their trios for the clas with dynamic range, technical expertise, (body control), and artistic expression (6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>)</p>		<p>Rubric based performance test (6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>)</p>
	<p>2.2 6th grade: Compare and demonstrate the difference between imitating movement and creating original material</p> <p>7th grade: Demonstrate ability to use personal discovery and invention through improvisation and choreography</p> <p>8th grade: Expand and refine a personal repertoire of dance movement vocabulary</p>	<p>Students learn a short dance phrase and must demonstrate it exactly as shown. Then they use the same movements from the phrase to choreograph their own phrase by rearranging, adding new material, and using the elements of dance (space, time, energy) in inventive, original ways. (6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>)</p>		


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	<p><u>Application of Choreographic Principles and Processes to Creating Dance</u></p> <p>2.3</p> <p>6th grade: Describe and incorporated dance forms in dance studies</p> <p>7th grade: Demonstrate the ability to use dance elements to develop dance phrases reflecting various musical rhythms, styles, and dynamics</p> <p>8th grade: Apply basic music elements to the making and performance of dances (e.g. rhythm, meter, accents)</p>	<p>Students learn how to organize dance movements into ABA (A=one phrase, B=different phrase) and canon (a round, overlapping dance phrases) forms (6<sup>th</sup>)</p> <p>Each student creates a rhythmic dance combination based on natural rhythms found in their name. They improvise using different accents, rhythmic patterns and tempos to say and clap the syllables of their name. Then find separate movements for each syllable. 8<sup>th</sup> grade students can expand this process by combining 3 or 4 name phrases to create, refine and perform small group dances (7<sup>th</sup>, 8<sup>th</sup>)</p>		<p>Rubric based performance test (7<sup>th</sup>, 8<sup>th</sup>)</p>
	<p>2.4</p> <p>6th grade: Demonstrate the ability to coordinate movement with different musical rhythms and styles (e.g., ABA form, canon)</p> <p>7th grade: Demonstrate skill in using ideas and themes to develop simple dance forms (e.g., rondo, ABA form)</p> <p>8th grade: Record personal movement patterns and phrases, using a variety of methods (e.g., drawings, graphs, words)</p>	<p>Students work in small groups to choreograph and perform dance studies investigating different rhythm patterns made by running, leaping, and turning. Their studies must incorporate 1 canon (a round; overlapping dance phrases) and be organized into an ABA form be organized into an ABA form (A=one phrase, B=different phrase) 6<sup>th</sup>, 7<sup>th</sup>)</p> <p>Students look at examples of various types of dance notation (e.g., Labanotation, Benesh Movement Notation, dance map, choreographers' drawings with notes), then record a dance phrase they have created using their own original notation system (8<sup>th</sup>)</p>	<p>Books (with examples of notation):</p> <p>Dance by Andree Grau</p> <p>The History of Dance by Mary Clarke</p> <p>Clement Crisp (8<sup>th</sup>)</p>	<p>Rubric based performance test (6<sup>th</sup>, 7<sup>th</sup>)</p>


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	<p>2.5 6th grade: Use the elements of dance to create short studies that demonstrate the development of ideas and thematic material</p> <p>7th grade: Demonstrate performance skill in the ability to interpret and communicate through dance</p> <p>8th grade: Demonstrate performance skill in the ability to project energy and express ideas through dance</p>	<p>Students work in small groups to choreograph dance studies based on a specific idea (e.g., a sense memory, using a prop, stereotyped gestures, social relationships, emotions). Their choreography should clearly show development of ideas and communication of the main theme. Students can show their finished dancers in an informal performance (6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>)</p>	<p>Book: A Primer For Choreographers by Lois Ellfeldt (6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>)</p>	<p>Rubric based performance test (6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>)</p>
	<p><u>Communication of Meaning in Dance Through Dance Performance</u></p> <p>2.6 6th grade: Demonstrate an awareness of the body as an instrument of expression when rehearsing and performing</p> <p>7th grade: Collaborate with others in preparing a dance presentation for an audience (short informal dance, lecture/demo, evening concert)</p> <p>8th grade: Demonstrate the use of personal images as motivation for individual and group dance performances</p>	<p>Students work in small groups to create, rehearse and perform original choreography for a dance concert. (See suggested activity for 2.5) Students must demonstrate expressive use of the body when dancing, ability to collaboration with others, and the use of personal images to inspire original choreography (6<sup>th</sup>, 7<sup>th</sup>, 8<sup>t</sup>)</p>		<p>Rubric based performance test (6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>)</p> <p>Students self assessment (6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>)</p> <p>Teacher observation (6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>)</p>


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	<p>2.7 6th grade: Revise, memorize, and rehearse dance studies for the purpose of performing for others</p> <p>7th grade: Demonstrate increased originality in using partner or group relationships to define spatial floor patterns, shape designs, and entrances and exits</p> <p>8th grade: Demonstrate originality in using partner or group relationships to define spatial patterns and the use of overall performing space</p>	<p>Students work in small groups to choreograph dance studies based on a specific idea. 9see suggested activity for 2.5) They revise, memorize and rehearse for the purpose of performing for others (6<sup>th</sup>)</p> <p>Students improvise in partners to explore relationships between dancers that define spatial patterns, shape designs, and the use of overall performance space, (e.g., near/far, meeting/parting, alone/connected, mirroring/shadowing, unison/contrast, over/under, above/below, around/through, beside/between, gathering/scattering). Later students collaborate to create and perform duets based on the improvised material (7<sup>th</sup>, 8<sup>th</sup>)</p>	<p>Book: Creative Dance for All Ages by Anne Greene Gilbert (Chpt. 22) (7<sup>th</sup>, 8<sup>th</sup>)</p>	<p>Teacher observation (6<sup>th</sup>)</p> <p>Student Peer assessment (for revising and memorizing) (6<sup>th</sup>)</p> <p>Student Peer Assessment (7<sup>th</sup>, 8<sup>th</sup>)</p> <p>Videotaped performance/ Student Self Assessment (7<sup>th</sup>, 8<sup>th</sup>)</p> <p>Teacher Observation (7<sup>th</sup>, 8<sup>th</sup>)</p>
	<p><u>Development of Partner and Group Skills</u></p> <p>2.8 6th grade: Demonstrate an ability to cooperate and collaborate with a wide range of partners and groups (e.g., imitating, leading/ following, mirroring, calling/ responding, echoing, sequence building)</p>	<p>Students explore through improvisational activities various dance relationships with others. (See suggestions written in this Standard and Chapter 22 in Gilbert’s book) These activities can also be experienced as Warm-up exercises (6<sup>th</sup>)</p>	<p>Book: Creative Dance for All Ages by Anne Greene Gilbert (6<sup>th</sup>)</p>	


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<b>STANDARD 3: HISTORICAL AND CULTURAL CONTEXT:</b> Understanding the historical contributions and cultural dimensions of dance.				
<b>HISTORICAL AND CULTURAL CONTEXT</b>	<p>3.1 <u>Development of Dance</u></p> <p>6th grade: Compare and contrast features of dances already performed from different countries</p> <p>7th grade: Identify and perform dances from countries studied in the history-social science curriculum</p> <p>8th grade: Compare and contrast specific kinds of dances (e.g., work, courtship, ritual, entertainment) that have been performed</p>	<p>Students learn and perform traditional dances from North Africa, the Middle East and Central America (7<sup>th</sup>)</p> <p>Students watch sections from <u>Dancing in One World</u> (3<sup>rd</sup> video in <u>Dancing</u> series) depicting various world dances that are performed for specific reasons and reflect distinct cultural identities. Afterwards the teacher leads a discussion comparing and contrasting these dances. NOTE: Check other tapes in this series for further support (8<sup>th</sup>)</p>	<p>Guest Artist Teacher (7<sup>th</sup>)</p> <p>Video: Dancing (8 part multicultural dance series, PBS, 1993) (8<sup>th</sup>)</p>	


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	<p><u>History and Function of Dance</u></p> <p>3.2</p> <p>6th grade: Explain the importance and function of dance in students lives</p> <p>7th grade: Explain the function of dance in daily life during specific time periods and in countries being studied in history-social science (e.g., North African, Middle Eastern, and Central American dance in ceremonies, social events, traditional settings, and theatrical performances)</p> <p>8th grade: Explain the variety of roles dance plays among different socioeconomic groups in selected countries (e.g., royalty and peasants)</p>	<p>Students participate in a classroom discussion of how dance impacts their lives. Possible topics could include favorite types of dance, how dancing makes them feel, the physical and emotional fitness aspects of dancing, and where they see and participate in dance (6<sup>th</sup>)</p> <p>Instructor teaches a mini-lesson about the function of dance in daily life during specific time periods and in countries being studied in history-social science. Students view pictures and possibly video examples in conjunction with the above. Lesson followed by class discussion (7<sup>th</sup>)</p> <p>Students watch sections from the video <u>Dancetime, Vol.1</u> showing dances from the early Renaissance through the Victorian era. Afterwards the teacher leads a discussion about the various roles dance has played and still plays among different socioeconomic groups in selected countries (8<sup>th</sup>)</p>	<p>Book: The History of Dance by Mary Clarke (7<sup>th</sup>)</p> <p>Video: Dancing (7<sup>th</sup>)</p> <p>Video: Dancetime, Vol. 1 (8<sup>th</sup>)</p>	<p>Teacher observation (6<sup>th</sup>)</p>

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	<p><u>Diversity of Dance</u></p> <p>3.3</p> <p>6th grade: Explain the various ways people have experience dance in their daily lives (e.g., Roman entertainments, Asian religious ceremonies, baby naming in Ghana, Latin American celebrations)</p> <p>7th grade: Explain how dance functions among people of different age groups, including their own</p> <p>8th grade: Describe the roles of males and females in dance in the United States during various time periods</p>	<p>Instructor teaches a mini-lesson about the function of dance in daily life during specific time periods and in countries being studied in history-social science. Students view pictures and possibly video examples in conjunction with the above. Lesson followed by class discussion (6<sup>th</sup>)</p> <p>Students participate in a classroom discussion about how dance functions among people of different age groups, including their own. Encourage students to refer back to books videos and performances they have observed, plus their own dancing experiences (7<sup>th</sup>)</p> <p>Students observe sections of the video <u>Dancetime, Vol. 2</u> which depicts American social dances from 1910 to 1990. Follow viewing with discussion about the roles of males and females during these time periods (8<sup>th</sup>)</p>	<p>Book: The History of Dance by Mary Clarke (6<sup>th</sup>)</p> <p>Video: Dancing (6<sup>th</sup>)</p> <p>Video: Dancetime, Vol. 1 (8<sup>th</sup>)</p>	<p>Teacher observation</p>


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**STANDARD 4: AESTHETIC VALUING: Responding to, analyzing, and making judgments about works of dance.**

<p align="center"><b>AESTHETIC VALUING</b></p>	<p><u>Description, Analysis, and Criticism of Dance</u></p> <p>4.1 6th grade: Apply knowledge of the elements of dance and the craft of choreography to critiquing (spatial design, variety, contrast, clear structure)</p> <p>7th grade: Demonstrate understanding of the elements of choreography when critiquing two kinds of dance (e.g., solo, duet)</p> <p>8th grade: Identify preferences for choreography and discuss those preferences, using elements of dance</p>	<p>Students watch each other perform original choreography, then <u>constructively</u> critique the work they've seen using proper dance vocabulary to comment on their peers' choreographic craft (e.g., spatial design, unity, variety contrast, relationships, clear structure) (6<sup>th</sup>)</p> <p>Students watch each other perform solos and duets they have choreographed during the dance unit (e.g., solo name dances, partner relationship duets), then <u>constructively</u> critique the dances they've seen using dance vocabulary to clearly discuss the elements of choreography demonstrated (e.g., spatial design, unity, variety, contrast, relationships, clear structure) (7<sup>th</sup>, 8<sup>th</sup>)</p>		
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	<p>4.2 6th grade: Propose ways to revise choreography according to established assessment criteria</p> <p>7th grade: Identify assessment criteria used for outstanding performances in different styles of dance (e.g., theatre, social, ceremonial)</p> <p>8th grade: Explain the advantages of various technologies in the presentation of dance (e.g., video film, computer, DVD, recorded music)</p>	<p>Students with teacher’s help create specific assessment criteria for constructive critiquing of students’ choreography. Students apply this criteria in discussions with peers after viewing choreography (see Standard 4.1) and while offering suggestions for revisions (6<sup>th</sup>)</p> <p>Students draw upon their knowledge of dance performance from videos viewed in class and live presentations to determine assessment criteria for outstanding performances in different styles of dance. A list is made and posted in the classroom (7<sup>th</sup>)</p> <p>Teacher leads a discussion about the various uses of technology in the presentation of dance. (Note: If possible visit the backstage area of a local theatre where students can view computerized light boards, lights, sets and various stage mechanisms)</p>	<p>Field trip to local concert theatre (8<sup>th</sup>)</p> <p>Book: Dance by Andrée Grau (8<sup>th</sup>)</p>	
	<p><u>Meaning and Impact of Dance</u> 4.3 6th grade: Discuss the experience of performing work for others</p> <p>7th grade: Explain and analyze the impact of live or recorded music on dance performances. (Recorded music is consistent. Live music can be altered)</p> <p>8th grade: Describe and analyze how differences in costumes, lighting, props, and venues can enhance or detract from the meaning of a dance</p>	<p>Students present an informal showing of their own choreography then discuss what it was like to perform for others (6<sup>th</sup>)</p> <p>Teacher leads discussion on the impact of using live and recorded music for dance performances (7<sup>th</sup>)</p> <p>Students draw upon their knowledge of dance performance from videos viewed in class and live presentations to analyze how differences in costumes, lighting, props, and venues can enhance or detract from the meaning of dance (8<sup>th</sup>)</p>	<p>Book: Dance by Andrée Grau (7<sup>th</sup>)</p>	<p>Student self assessment (6<sup>th</sup>)</p> <p>Teacher observation (8<sup>th</sup>)</p>

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	<p>4.4</p> <p>6th grade: Distinguish the differences between viewing live and recorded dance performances</p> <p>7th grade: Explain how different venues influence the experience and impact of dancing (e.g., a studio setting, traditional stage, theatre in the round)</p>	<p>Teacher leads discussion with students about the difference in experiencing dance live and watching a recorded performance (6<sup>th</sup>)</p> <p>Teacher leads discussion on how different venues influence the experience and impact of dancing</p>		


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**STANDARD 5: CONNECTIONS, RELATIONSHIPS, APPLICATIONS:** Connecting and applying what is learned in dance to learning in other art forms and subject areas and to careers.

<p align="center"><b>CONNECTIONS, RELATIONSHIPS, APPLICATIONS</b></p>	<p>Connections and Applications Across Disciplines</p> <p>5.1 6th grade: Describe how other arts disciplines are integrated into dance performances (e.g. music, lighting, set design)</p> <p>7th grade: Identify and use different sources to generate ideas for dance compositions (e.g., poetry, photographs, political/social Issues)</p> <p>8th grade: Identify and compare how learning habits acquired from dance can be applied to the study of other school subjects (e.g., memorizing, research, practicing)</p>	<p>Students discuss how other arts disciplines are part of dance performances (6<sup>th</sup>)</p> <p>Students brainstorm different ways to generate ideas for dance compositions. (See A Primer for Choreographers for ideas) (7<sup>th</sup>)</p> <p>Each student writes a paragraph identifying and comparing how learning habits acquired from studying dance can be applied to other school subjects. Students read their papers to the class and participate in ensuing discussion (8<sup>th</sup>)</p>	<p>Book: A Primer for Choreographers by Loois Ellfeldt (7<sup>th</sup>)</p>	<p>Written Assignment (8<sup>th</sup>)</p>
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**SMMUSD VAPA CURRICULUM for GRADES SIX through EIGHT**

<p><b>DANCE</b></p> 	<p align="center"><b>CONTENT GOAL</b></p>	<p align="center"><b>ACTIVITIES/SKILLS</b></p>	<p align="center"><b>MATERIALS/ RESOURCES</b></p>	<p align="center"><b>ASSESSMENTS</b></p>
	<p>Development of Life Skills and Career Competencies 5.2 6th grade: Describe the responsibilities a dancer has in maintaining health-related habits (e.g., balanced nutrition, regular exercise, adequate sleep)</p> <p>7th grade: Describe how dancing builds physical and emotional well-being (e.g., positive body imaging, physical goals, focus/concentration)</p> <p>8th grade: Describe how dancing builds positive mental, physical, and health-related practices (e.g., discipline stress management, anatomic awareness)</p>	<p>Students discuss how a dancer maintains their instrument (body) through good health habits. If possible have a professional dancer visit to give their insights (6<sup>th</sup>)</p> <p>Students discuss how dancing builds physical, emotional and mental well-being, and helps establish positive health habits. If possible have a professional dancer visit your class to share insights on this topic (7<sup>th</sup>, 8<sup>th</sup>)</p>	<p>Guest Artist (6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>)</p>	