

## Glossary: 2018 Minnesota Academic Standards in the Arts<sup>1</sup>

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### All Arts Areas: Strand<sup>2</sup> Terms

**Foundations:** Foundational knowledge and skills include basic elements, principles and skills which are the building blocks of working and engaging in artistic processes in each arts area. The foundational knowledge and skills support student learning in the four artistic processes of Create, Perform/Present, Respond, and Connect.

**Create:** The process of generating original art, including conceiving and developing new artistic ideas and work.

**Perform** (dance, music, theatre): The process of realizing artistic ideas and work through interpretation and presentation.

**Present** (media arts and visual arts): The process of interpreting and sharing artistic work.

**Respond:** The process of analyzing, interpreting, and evaluating how the arts convey meaning.

**Connect:** The process of relating artistic ideas and work with personal meaning and external context.

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<sup>1</sup> Adapted from National Coalition for Core Arts Standard (2014). *National Core Arts Standards*. State Education Agency Directors of Arts Education. Dover, DE ([www.nationalcoreartsstandards.org](http://www.nationalcoreartsstandards.org))

<sup>2</sup> Adapted from National Coalition for Core Arts Standards (2014). *National Core Arts Standards: A Conceptual Framework for Arts Learning* (2014). Retrieved June 20, 2019 from <http://www.nationalartsstandards.org/sites/default/files/Conceptual%20Framework%2007-21-16.pdf>.

## Dance Terms

**Aesthetic:** A set of principles concerned with the nature and appreciation of an object.

**Alignment:** The process of adjusting the skeletal and muscular system to gravity to support effective functionality.

**Anatomical principles:** The way the human body's skeletal, muscular and vascular systems work separately and in coordination.

**Artistic criteria:** Aspects of craft and skill used to fulfill artistic intent.

**Artistic statement:** An artist's verbal or written introduction of their work from their own perspective to convey the deeper meaning or purpose.

**Balance:** An even distribution of weight enabling someone or something to remain steady.

**Body Alignment:** The body is arranged in correct or appropriate relative positions.

**Body Awareness:** Knowledge or perception of the body in relation to a variety of factors.

**Body patterning:** Neuromuscular patterns (for example, core-distal, head-tail, homologous [upper-lower], homo-lateral [same-side], cross-lateral [crossing the body midline]).

**Choreography:** Sequence of steps and movements in a dance.

**Choreographic devices:** Manipulation of dance movement, sequences or phrases (repetition, inversion, accumulation, canon, retrograde, call and response).

**Contextual Elements:** Variables that support and/or clarify the meaning of the event (political, social, personal, historical, production, cultural and societal).

**Core Support:** The ability to control and maintain neutral alignment.

**Coordination:** The ability to use different parts of the body together efficiently.

**Criteria:** A standard(s) by which a dance is evaluated including artistic and aesthetic.

**Cultural movement practice:** Physical movements of a dance that are associated with a particular culture, country, community, or people.

**Dance phrase:** A brief sequence of related movements that have a sense of continuity and artistic or rhythmic completion.

**Dance structure:** The organization of choreography and movement to fulfill the artistic intent of a dance or dance study (for example, AB, ABA or theme and variation); often referred to as choreographic form.

**Dance study:** A short dance that is comprised of several dance phrases based on an artistic idea.

**Dance terminology:**

- *(Tier 1/PreK-2)*: basic pedestrian language (for example, locomotor words walk, run, tip-toe, slither, roll, crawl, jump, march, and gallop; and nonlocomotor words bend, twist, turn, open and close) basic dance terminology.
- *(Tier 2/grades 3-5)*: vocabulary used to describe dance movement techniques, structures, works, and experiences that are widely shared in the field of dance (for example, stage terminology, compositional vocabulary, language defining dance structures and devices, anatomical references, dance techniques such as alignment or “line”) genre-specific dance terminology.
- *(Tier 3/grades 6 up)*: words used to describe movement within specific dance forms ballet, contemporary, culturally-specific dance, funk, hip-hop, jazz, modern, tap, and others (for example, in Polynesian dance (Hula), auwana, kahiko, halau, kaholo, uwehe, ami); in ballet: glissade, pas de bouree, pas de chat, arabesque; in jazz: kick ball change, pencil turn, jazz walk, jazz run; in modern: contraction, triplets, spiral, pivot turn; and in tap: shuffle-step, cramp roll, riff, wing, time step.

**Elements of dance:** The key components of movement; movement of the body using space, time, and energy; often referred to as the elements of movement; see Elements of Dance Organizer by Perpich Center for Arts Education (used with permission).

**Energy Elements:** For example: Collapsing, percussive, vibratory, suspended, weighted. (From Gay Cheney.)

**Energy:** The dynamic quality, force, attach, weight, and flow of movement which lend expression and style.

**Ensemble:** A group of dancers who perform together as a whole.

**Feedback Protocol:** A structured format used to discuss dance (Critical Response Protocol, Visual Thinking Strategies, cool/warm feedback).

**Functional alignment:** The organization of the skeleton and musculature in a relationship to gravity that supports safe and efficient movement while dancing.

**Genre:** A category of dance characterized by similarities in form, style, purpose, or subject matter (for example, ballet, hip hop, modern, ballroom, cultural practices).

**Groundedness:** A concept reflecting a dancer’s relationship to the ground, floor or earth. May refer to a sense of weightedness or balance. (From Martha Eddy.)

**Guided Improvisation:** Rules or agreements used to shape or structure an improvisation.

**Improvisation:** Creating movement in the spur of the moment. (From Gay Cheney.)

**Intent:** The purpose, main idea, and expressive or communicative goals(s) of a dance composition study, work, or performance.

**Kinesthetic awareness:** Pertaining to sensations and understanding of bodily movement.

**Locomotor movement:** That travels from one location to another or in a pathway through space (for example, in Pre-Kindergarten, walk, run, tip-toe, slither, roll, crawl, jump, march, gallop; in Kindergarten, the addition of prance, hop, skip, slide, leap).

**Movement characteristics:** The qualities, elements, or dynamics that describe or define a movement.

**Movement phrase:** A brief sequence of related movements that have a sense of continuity and artistic or rhythmic completion.

**Movement vocabulary:** Codified or personal movement characteristics that define a movement style.

**Musicality:** A skill set that includes how dancers hear, interpret and dance to music.

**Non-locomotor:** Movement that remains in place; movement that does not travel from one location to another or in a pathway through space for example, in Pre-Kindergarten, bend, twist, turn, open, close; in Kindergarten, swing, sway, spin, reach, pull).

**Notation:** A system of codified language, symbols, or syntax used to preserve dances. May include a dance score (for example, Labanotation, the Benesh system.) (From Gayle Kassing.)

**Production elements:** Aspects of performance that produce theatrical effects (for example, costumes, make up, sound, lighting, props).

**Proprioceptive feedback:** Information about alignment, movement, balance, and position of the body gathered from proprioceptors located in the joints, ligaments, and muscles of the body. (From Rebecca Netti-Fiol & Luc Vanier)

**Qualities:** The effort applied to movement by the dancer. For example: light, strong, sustained, free flowing. (From Koch, Fuchs, & Summa.)

**Rhythm:** The patterning or structuring of time through movement or sound.

**Spatial Relationship:** The connection to or between spatial elements used in a work. May be utilized to convey meaning or to support aesthetic choices.

**Space:** Components of dance involving direction, pathways, facings, levels, shapes, and design; the location where a dance takes place; the element of dance referring to the cubic area of a room, on a stage, or in other environments.

**General space:** Spatial orientation that is not focused towards one area of a studio or stage.

**Personal space:** The area of space directly surrounding one's body extending as far as a person can reach; also called the kinesphere.

**Stimuli :** A thing or event that inspires action, feeling, or thought.

**Style:** Dance that has specific movement characteristics, qualities, or principles that give it distinctive identity (for example, Graham technique is a style of Modern Dance; rhythm tap is a style of Percussive Dance; Macedonian folk dance is a style of International Folk Dance; Congolese dance is a style of African Dance).

**Symbols:** A word, mark or sign that conveys meaning.

**Technical dance skills:** The degree of physical proficiency a dancer achieves within a dance style or technique (for example, coordination, form, strength, speed, range and coordination).

**Technique:** The tools and skills needed to produce a particular style of movement dance terminology vocabulary used to describe dance and dance experiences simple.

**Tempo:** The pace or speed of a pulse or beat underlying music or movement (plural: tempi or tempos).

**Timing elements:** For example: Pace or tempo (speed).

**Weight shift:** A transfer of weight from one foot to the other foot or between the feet.