

# North Dakota Dance Content Standards

Grades K-12

March 2019

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NORTH DAKOTA DEPARTMENT OF  
**PUBLIC INSTRUCTION**

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## Superintendent’s Foreword

Our North Dakota public schools endeavor to provide a well-rounded education for our students. This task goes well beyond offering traditional instruction in reading, writing, and mathematics. Our young people also should recognize the beauty, transcendence, and creative value of the arts – music, dance, media, theatre, and the visual arts.

These newly developed arts standards, drafted with pride and affection by teams of North Dakota educators, will broaden the learning horizons for our students. The arts are an indispensable element for demonstrating our common humanity. They give our students new and unique ways for expressing themselves, for learning and understanding other subjects, and for developing more imaginative and innovative ways of thinking. These standards will aid our North Dakota students as they become more fully formed members of our state, nation, and world.

The North Dakota Constitution recognizes the importance of public education in nurturing prosperity, happiness, and a “high degree of intelligence, patriotism, integrity and morality.” Statewide academic content standards help us to reach these noble objectives. These new standards in the arts give us the tools to provide equitable educational opportunity statewide.

While these North Dakota standards represent a statewide reference point for teaching the arts in classrooms, local school districts are encouraged to use them as a guide for developing their own local, customized curriculum.

The work on these new standards began in January 2018 and continued throughout the year. The writing committee’s drafts were made available for public comment, which generated useful opinions from teachers, administrators, parents and the community.

A panel of business people, community leaders, and representatives of the general public provided another layer of review and feedback. I am grateful to those who devoted their time and talents to review the draft standards and provide their recommendations to the writing committee.

No one is better qualified to prepare arts standards for our schools than our own educators. This document is an exemplar of the best in North Dakota education – North Dakota teachers, writing statewide standards in an open, transparent and diligent manner.

Each member of the arts writing teams deserve our thanks for their extensive research, analysis and deliberation. Thanks to their work, these standards are ready to be used in our classrooms across the state this fall.



Kirsten Baesler  
Superintendent of Public Instruction  
March 2019

Document Revision Log

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# North Dakota Arts Content Standards Introduction

The North Dakota Arts Content Standards (2019) articulate what students are expected to know and apply when creating, presenting, responding and connecting to the arts. Framed within four Artistic Processes (Create, Perform/Produce/Present, Respond, and Connect), the arts standards use a set of eleven anchor standards common to all five arts disciplines. The standards build from kindergarten through high school with increasing depth and complexity. These standards were written by a diverse team of North Dakota elementary, secondary and post-secondary educators, under the guidance of the State Superintendent with technical assistance from the North Central Comprehensive Center at McREL International. The writing process was informed by reviewing previous North Dakota standards along with other state/national standards, resources, and multiple public reviews.

Implementation of these standards will guide the development of artistic literacy needed to fully engage in the arts. This involves an understanding of the artistic processes that go deeper as knowledge and experience increases.

## Dance Introduction

The purpose of the Dance Standards is to provide a framework from which educators, community members, and stakeholders of North Dakota can support and implement the arts into the curriculum for kindergarten through twelfth-grade students. The interest of the team was to develop a working document that would both serve to articulate expectations for learning, but also to initiate collaborations among those involved with the education of the state’s youth. Their intended use is for all those involved in the education and support of young people, whether they are dance teachers, classroom and physical education teachers, dance professionals, or other stakeholders involved in the arts. Along with understandings of the tradition of dance as a human expression through history and across cultures, the standards include understandings of the various forms, techniques, and processes.

The standards include anchor standards that express overall expectations across grade level with performance standards articulated by grade level. The anchor standards are clustered around the processes of:

- **Creating:** Creating and developing new artistic ideas and work.
- **Performing (Dance):** Performing (dance, music, theatre): Realizing artistic ideas and work through interpretation and presentation. Presenting (visual arts): Interpreting and sharing artistic work. Producing (media arts): Realizing and presenting artistic ideas and work.
- **Responding:** Understanding and evaluating how the arts convey meaning.
- **Connecting:** Relating artistic ideas and work with personal meaning and external context.

Each Anchor Standard includes Enduring Understandings and Essential Questions that address important concepts and ideas implicit in the standards.

Performance standards articulate the anchor standards from kindergarten through sixth grade with a level for both middle and high school. Although the progression of standards is set up in a linear manner, once the standards reach the high school level, they are not course-based, but rather skill based.

Words underlined and bolded can be found in the glossary at the end of the document. **This document is best printed on legal size paper.**

# Key Components of this Document

*Artistic Processes* are the cognitive and physical actions by which arts learning and making are realized. These processes define and organize the link between the art and the learner. The arts processes are Create, Perform/Produce/Present, Respond, and Connect.

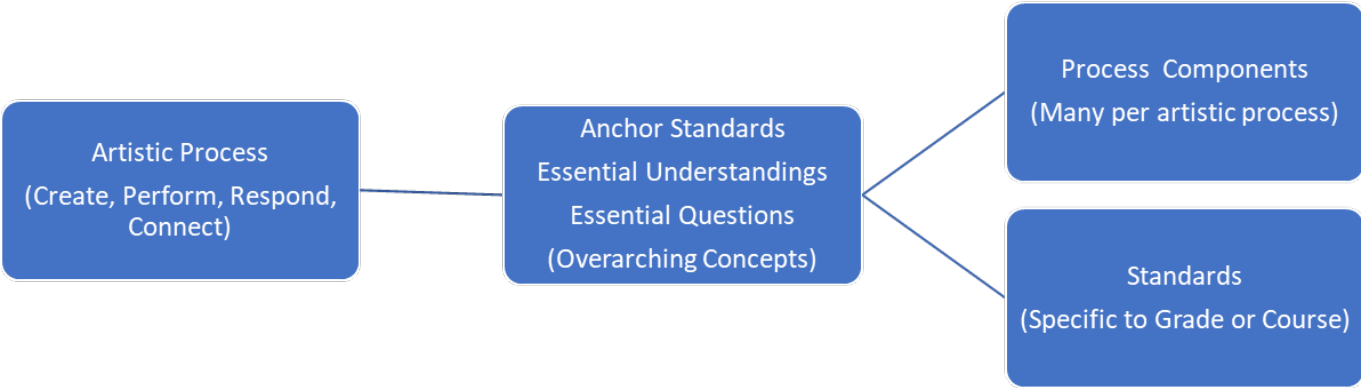
*Anchor Standards* describe the general knowledge and skills teachers expect students to demonstrate throughout their education and the arts. These serve as the tangible educational expression of artistic literacy.

*Enduring Understandings* are statements summarizing important ideas and processes that are central to a discipline and have lasting value beyond the classroom. They synthesize what students should come to understand because of studying a certain content area. Enduring understandings should also enable students to make connections to other disciplines beyond the arts.

*Essential Questions* guide students as they uncover enduring understandings. They are questions that encourage, hint at, even demand transfer beyond the specific topic in which students first encounter them. Therefore, essential questions should recur over the years to promote conceptual connections and curriculum coherence.

*Process Components* are the actions artists carryout as they complete each artistic process. These play a key role in generating enduring understandings and grade/course standards.

*Standards* are discipline specific (dance, media arts, music, visual arts, theatre), grade-by-grade or course-by-course articulations of student achievement.





Dance – Creating									
Anchor Standard 1: Generate and conceptualize artistic ideas and work									
Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for art									
Essential Question(s): Where do choreographers get ideas for dances?									
Explore	K Standard	Grade 1 Standard	Grade 2 Standard	Grade 3 Standard	Grade 4 Standard	Grade 5 Standard	Grade 6 Standard	Middle School Standards	High School Standards
	<b>DA:Cr1.K</b> a. Respond in movement to a variety of stimuli.  b. <u>Explore</u> different ways to do basic <u>locomotor</u> and <u>non-locomotor movements</u> by changing at least one of the <u>elements of dance</u> .	<b>DA:Cr1.1</b> a. Explore movement inspired by a variety of stimuli and identify the source.  b. Explore a variety of <u>locomotor</u> and <u>non-locomotor</u> movements by experimenting with and changing at least two <u>elements of dance</u> .	<b>DA:Cr1.2</b> a. Explore movement inspired by a variety of stimuli and suggest additional sources for movement ideas.  b. Combine a variety of movements while manipulating the <u>elements of dance</u> .	<b>DA:Cr1.3</b> a. Experiment with a variety of self-identified stimuli (e.g., music, text, objects, notation, observation, dance, experiences) for movement.  b. Explore a given <u>movement problem</u> . Select and demonstrate a solution.	<b>DA:Cr1.4</b> a. Explore ideas for <u>movement problem</u> and manipulate the <u>elements of dance</u> as tools to find a solution.	<b>DA:Cr1.5</b> a. Build content for choreography using several stimuli.  b. Construct and solve multiple <u>movement problems</u> to develop choreographic content.	<b>DA:Cr1.6</b> a. Relate similar or contrasting ideas to develop choreography using a variety of stimuli.  b. Explore various <u>movement vocabularies</u> to transfer ideas into choreography.	<b>DA:Cr1.MS</b> a. Implement movement from a variety of stimuli to develop dance content for an original <u>dance study</u> or dance.  b. Identify and select personal preferences to create an original <u>dance study</u> or dance. Use genre-specific <u>dance terminology</u> to articulate and justify choices made in movement development to communicate intent.	<b>DA:Cr1.HS</b> a. Explore a variety of stimuli for sourcing movement to develop an improvisational or choreographed <u>dance study</u> . Analyze the process and the relationship between the stimuli and the movement.  b. Experiment with the <u>elements of dance</u> to explore personal movement preferences and strengths while discovering movement challenges. Select the movements that challenge and build on strength in an original <u>dance study</u> of dance.

Artistic Process

K-12 Grade Level Standards

Process Component

Numbering System

Example: DA:Cr1.HS

DA = Dance

Cr = Creating Artistic Process

1 = Anchor Standard

HS = Grade Level

a = Standard

North Dakota Dance Artistic Processes and Anchor Standards

Artistic Processes			
<b>Creating</b>  <b>Definition:</b> Creating and developing new artistic ideas and work.	<b>Presenting/Performing/Producing</b>  <b>Definitions:</b> <b>Presenting:</b> Interpreting and sharing artistic work. <b>Performing:</b> Realizing artistic ideas and work through interpretation and presentation. <b>Producing:</b> Realizing and presenting artistic ideas and work.	<b>Responding</b>  <b>Definition:</b> Understanding and evaluating how the arts convey meaning.	<b>Connecting</b>  <b>Definition:</b> Relating artistic ideas and work with personal meaning and external context.
Anchor Standards			
<b>Students will:</b>  1. Generate and conceptualize artistic ideas and work.  2. Organize and develop artistic ideas and work.  3. Refine and complete artistic work.	<b>Students will:</b>  4. Select, analyze, and interpret artistic work for presentation.  5. Develop and refine artistic techniques and work for presentation.  6. Convey meaning through the presentation of artistic work.	<b>Students will:</b>  7. Perceive and analyze artistic work.  8. Construct meaningful interpretations of artistic work.  9. Apply criteria to evaluate artistic work.	<b>Students will:</b>  10. Synthesize and relate knowledge and personal experiences to create art.  11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding, including artistic ideas and works of various cultures.

Artistic Processes are the cognitive and physical actions by which arts learning and making are realized. The North Dakota Arts Standards are based on the artistic processes of Creating, Performing/Producing/Presenting, Responding, and Connecting.

K-12 Dance – Creating									
<b>Anchor Standard 1: Generate and conceptualize artistic ideas and work</b>									
<b>Enduring Understanding:</b> Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.									
<b>Essential Question(s):</b> Where do choreographers get ideas for dances?									
Explore	K Standards	Grade 1 Standards	Grade 2 Standards	Grade 3 Standards	Grade 4 Standards	Grade 5 Standards	Grade 6 Standards	Middle School Standards	High School Standards
	<b>DA:Cr1.K</b> a. Respond in movement to a variety of stimuli.  b. <b><u>Explore</u></b> different ways to do basic <b><u>locomotor</u></b> and <b><u>non-locomotor movements</u></b> by changing at least one of the <b><u>elements of dance</u></b> .	<b>DA:Cr1.1</b> a. Explore movement inspired by a variety of stimuli and identify the source.  b. Explore a variety of <b><u>locomotor</u></b> and <b><u>non-locomotor</u></b> movements by experimenting with and changing at least two <b><u>elements of dance</u></b> .	<b>DA:Cr1.2</b> a. Explore movement inspired by a variety of stimuli and suggest additional sources for movement ideas.  b. Combine a variety of movements while manipulating the <b><u>elements of dance</u></b> .	<b>DA:Cr1.3</b> a. Experiment with a variety of self-identified stimuli (e.g., music/sound, text, objects, images, notation, observed dance, experiences) for movement.  b. Explore a given <b><u>movement problem</u></b> . Select and demonstrate a solution.	<b>DA:Cr1.4</b> a. Identify ideas for choreography generated from a variety of stimuli.  b. Develop a <b><u>movement problem</u></b> and manipulate the <b><u>elements of dance</u></b> as tools to find a solution.	<b>DA:Cr1.5</b> a. Build content for choreography using several stimuli.  b. Construct and solve multiple <b><u>movement problems</u></b> to develop choreographic content.	<b>DA:Cr1.6</b> a. Relate similar or contrasting ideas to develop choreography using a variety of stimuli.  b. Explore various <b><u>movement vocabularies</u></b> to transfer ideas into choreography.	<b>DA:Cr1.MS</b> a. Implement movement from a variety of stimuli to develop dance content for an original <b><u>dance study</u></b> or dance.  b. Identify and select personal preferences to create an original <b><u>dance study</u></b> or dance. Use genre-specific <b><u>dance terminology</u></b> to articulate and justify choices made in movement development to communicate intent.	<b>DA:Cr1.HS</b> a. Explore a variety of stimuli for sourcing movement to develop an improvisational or choreographed <b><u>dance study</u></b> . Analyze the process and the relationship between the stimuli and the movement.  b. Experiment with the <b><u>elements of dance</u></b> to explore personal movement preferences and strengths while discovering movement challenges. Select the movements that challenge and build on strength in an original <b><u>dance study</u></b> of dance.

Glossary: The document includes a glossary to define words that are underlined and **bolded**.

## K-12 Dance – Creating

### Anchor Standard 2: Organize and develop artistic ideas and work

**Enduring Understanding:** The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.

**Essential Question(s):** What influences choice-making in creating choreography?

	K Standards	Grade 1 Standards	Grade 2 Standards	Grade 3 Standards	Grade 4 Standards	Grade 5 Standards	Grade 6 Standards	Middle School Standards	High School Standards
Plan	<b>DA:Cr2.K</b> a. Improvise dance that has a beginning, middle, and end.  b. Express an idea, feeling, or image, through improvised movement moving alone or with a partner.	<b>DA:Cr2.1</b> a. Improvise a series of movements that have a beginning, middle, and end, and describe movement choices.  b. Choose movements that express an idea or emotion or follow a musical phrase.	<b>DA:Cr2.2</b> a. Improvise a <b><u>dance phrase</u></b> with a beginning, a middle that has a main idea, and a clear end.  b. Choose movements that express a main idea or emotion or follow a musical phrase. Explain reasons for movement choices.	<b>DA:Cr2.3</b> a. Identify and experiment with <b><u>choreographic devices</u></b> to create simple movement patterns and <b><u>dance structures</u></b> .  b. Develop a dance phrase that expresses and communicates an idea or feeling. Discuss the effect of the movement choices.	<b>DA:Cr2.4</b> a. Manipulate or modify <b><u>choreographic devices</u></b> to expand movement possibilities and create a variety of movement patterns and structures. Discuss movement choices.  b. Develop a dance study that expresses and communicates a main idea. Discuss the reasons and effectiveness of the movement choices.	<b>DA:Cr2.5</b> a. Manipulate or modify a variety of <b><u>choreographic devices</u></b> to expand choreographic possibilities and develop a main idea. Explain reasons for movement choices.  b. Develop a dance study by selecting a specific <b><u>movement vocabulary</u></b> to communicate a main idea. Discuss how the dance communicates nonverbally.	<b>DA:Cr2.6</b> a. Explore <b><u>choreographic devices</u></b> and <b><u>dance structures</u></b> to develop a dance study that supports an <b><u>artistic intent</u></b> . Explain the goal or purpose of the dance.  b. Determine <b><u>artistic criteria</u></b> to choreograph a dance study that communicates personal or cultural meaning. Based on criteria, evaluate why some movements are effective than others.	<b>DA:Cr2.MS</b> a. Collaborate to select and apply a variety of <b><u>choreographic devices</u></b> and <b><u>dance structures</u></b> to choreograph an original <b><u>dance study</u></b> or dance with a clear <b><u>artistic intent</u></b> . Articulate the group process for making movement and structural choices.  b. Define and apply <b><u>artistic criteria</u></b> to choreograph a dance that communicates personal or cultural meaning. Discuss how the criteria clarify or intensify the meaning of the dance.	<b>DA:Cr2.HS</b> a. Collaborate to design a dance using <b><u>choreographic</u></b> and <b><u>dance structures</u></b> to support an <b><u>artistic intent</u></b> . Explain how the dance structures clarify the <b><u>artistic intent</u></b> .  b. Develop an <b><u>artistic statement</u></b> for an original dance study or dance. Discuss how the use of <b><u>movement elements</u></b> , <b><u>choreographic devices</u></b> and <b><u>dance structures</u></b> serve to communicate the <b><u>artistic statement</u></b> .

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K-12 Dance – Creating									
<b>Anchor Standard 3: Refine and complete artistic work</b>									
<b>Enduring Understanding:</b> Choreographers analyze, evaluate, refine, and document their work to communicate meaning.									
<b>Essential Question(s):</b> How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?									
Revise	K Standards	Grade 1 Standards	Grade 2 Standards	Grade 3 Standards	Grade 4 Standards	Grade 5 Standards	Grade 6 Standards	Middle School Standards	High School Standards
	<b>DA:Cr3.K</b> a. Apply suggestions for changing movement through guided improvisational experiences.  b. Depict a dance movement by drawing a picture or using a symbol.	<b>DA:Cr3.1</b> a. Explore suggestions to change movement from guided improvisation and/or short remembered sequences.  b. Depict several different types of movements of a dance by drawing a picture or using a symbol.	<b>DA:Cr3.2</b> a. Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.  b. Depict the levels of movements in a variety of dance movements by drawing a picture or using symbols.	<b>DA:Cr3.3</b> a. Revise movement choices in response to feedback to improve a short <b><u>dance study</u></b> . Describe the differences the changes made in the movements.  b. Depict directions or spatial pathways in a dance phrase by drawing a picture map or using a symbol.	<b>DA:Cr3.4</b> a. Revise movement based on peer feedback and self-reflection to improve communication of <b><u>artistic intent</u></b> in a short <b><u>dance study</u></b> . Explain choices made in the process.  b. Depict the relationships between two or more dancers in a dance phrase by drawing a picture using symbols, or a form of media technology.	<b>DA:Cr3.5</b> a. Explore through movement the feedback from others and to expand choreographic possibilities for a short <b><u>dance study</u></b> that communicates <b><u>artistic intent</u></b> . Explain the movement choices and refinements.  b. Record changes in a dance sequence through writing, symbols, or a form of media technology.	<b>DA:Cr3.6</b> a. Revise dance compositions using collaboratively developed <b><u>artistic criteria</u></b> . Explain reasons for revisions and how choices made relate to <b><u>artistic intent</u></b> .  b. Explore or invent a system to record a dance sequence through writing, symbols, or a form of media technology.	<b>DA:Cr3.MS</b> a. Revise choreography collaboratively or independently based on <b><u>artistic criteria</u></b> , self-reflection, and the feedback of others. Articulate the reasons for choices and explain how they clarify and enhance the <b><u>artistic intent</u></b> .  b. Experiment with aspects of a recognized system to document a section of a dance by using words, symbols, or media technologies.	<b>DA:Cr3.HS</b> a. Clarify the <b><u>artistic intent</u></b> of a dance by manipulating <b><u>choreographic devices</u></b> and <b><u>dance structures</u></b> based on established <b><u>artistic criteria</u></b> and feedback from others.  b. Analyze and evaluate impact of choices made in the revision process. Compare recognized systems to document a section of a dance using writing, symbols, or media technologies.

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## K-12 Dance – Creating

### Anchor Standard 4: Select, analyze, and interpret artistic work for presentation

**Enduring Understanding:** Space, time, and energy are basic elements of dance.

**Essential Question(s):** How do dancers work with space, time and energy to communicate artistic expression?

	K Standards	Grade 1 Standards	Grade 2 Standards	Grade 3 Standards	Grade 4 Standards	Grade 5 Standards	Grade 6 Standards	Middle School Standards	High School Standards
<b>Express</b>	<p><b>DA:Cr4.K</b></p> <p>a. Make still and moving body shapes that show lines (e.g., straight, bent, and curved), changes levels, and vary in size (large/small). Work in groups to create and change dimensions of shapes within the space.</p> <p>b. Demonstrate <b>tempo</b> contrasts with movements that match to <b>tempo</b> of sound stimuli.</p> <p>c. Identify and apply different characteristics to movements (e.g., slow, smooth, or wavy).</p>	<p><b>DA:Cr4.1</b></p> <p>a. Demonstrate <b>locomotor</b> and <b>non-locomotor</b> movements that change body shapes, levels, and facings. Move in space using different pathways (e.g. straight, curved, and zig-zagged.) Find and return to place in <b>space</b>. Move with others to form straight lines and circles.</p> <p>b. Relate quick, moderate and slow movements to duration in time. Recognize steady beat and move to varying <b>tempi</b> of steady beat.</p> <p>c. Demonstrate <b>movement characteristics</b> along with <b>movement vocabulary</b>.</p>	<p><b>DA:Cr4.2</b></p> <p>a. Demonstrate clear directionality and intent when performing movements that change shapes, facings, and pathways in space. Identity <b>symmetrical</b> and <b>asymmetrical relationships</b> between body shapes.</p> <p>b. Demonstrate varied lengths of movements and phrases that display downbeats in duple and triple meter and correlate to metric phrasing.</p> <p>c. Select and apply appropriate <b>movement characteristics</b> to create intent and effect. Demonstrate <b>kinesthetic awareness</b> while dancing the movement characteristics.</p>	<p><b>DA:Cr4.3</b></p> <p>a. Express intentional and focused understanding of distance and space by moving three dimensionally. Demonstrate <b>positive</b> and <b>negative</b> space with body shapes.</p> <p>b. Perform improvised <b>locomotor</b> and <b>non-locomotor</b> movement that show same or different timing in association with the music. Use metric and kinesthetic phrasing.</p> <p>c. Demonstrate how change in <b>energy</b> and <b>dynamics</b> modify movements for intent and effect.</p>	<p><b>DA:Cr4.4</b></p> <p>a. Make static and dynamic shapes with <b>positive</b> and <b>negative space</b>. Perform elevated shapes (jump shapes) with soft landings and movement sequences alone and with others, establishing relationships with other dancers through focus of eyes.</p> <p>b. Accompany other dancers using a variety of percussive instruments and sounds. Respond in movement to even and uneven <b>rhythms</b> as well as change in tempo. Relate to quick, moderate and slow movements.</p> <p>c. Analyze movements and phrases for use of <b>energy</b> and <b>dynamic</b> changes and use adverbs and adjectives to describe them. Based on the analysis, refine the phrases by incorporating a range of <b>movement characteristics</b>.</p>	<p><b>DA:Cr4.5</b></p> <p>a. Integrate static and dynamic shapes and floor and air pathways into dance sequences. Establish relationships with other dancers through focus of eyes and other body parts. Convert inward focus to outward focus for projecting out to far space.</p> <p>b. Dance to a variety of <b>rhythms</b> generated from internal and external sources. Perform <b>movement phrases</b> that show the ability to respond to changes in time.</p> <p>c. Contrast <b>bound</b> and <b>free-flowing movements</b>. Motivate movement from both central initiation (torso) and peripheral initiation (distal) and analyze the relationship between initiation and <b>energy</b>.</p>	<p><b>DA:Cr4.6</b></p> <p>a. Refine partner and ensemble skills in the ability to judge distance and spatial design. Establish diverse pathways, levels, and patterns in space. Maintain focus with partner or group in near and far space.</p> <p>b. Use combinations of sudden and sustained timing as it relates to both the time and the dynamics of a <b>phrase</b> or dance work. Accurately use accented and unaccented beats in 3/4 and 4/4 meter.</p> <p>c. Use the internal body force created by varying tensions within one’s musculature for movement initiation and dynamic expression with <b>bound</b> and <b>free-flowing movements</b>.</p>	<p><b>DA:Cr4.MS</b></p> <p>a. Sculpt the body in space and design body shapes in relation to other dancers, objects, and environment. Use focus of eyes during complex floor and air patterns or direct and indirect pathways.</p> <p>b. Analyze and select metric, kinetic, and breath phrasing and apply appropriately to dance phrases. Perform dance phrases of different lengths that use various timings within the same section. Use different <b>tempi</b> in different body parts at the same time.</p> <p>c. Direct <b>energy</b> and <b>dynamics</b> in such a way that movement is textured. Incorporate <b>energy</b> and <b>dynamics</b> to technique exercises and dance performance. Use <b>energy</b> and <b>dynamics</b> to enhance and project movements.</p>	<p><b>DA:Cr4.HS</b></p> <p>a. Develop partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of <b>spatial design</b> and relationship. Use space intentionally during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography.</p> <p>b. Use <b>syncopation</b> and accent movements related to different <b>tempi</b>. Take <b>rhythmic</b> cues from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing</p> <p>c. Connect <b>energy</b> and <b>dynamics</b> to movements by applying them in and through all parts of the body. Develop total body awareness so <b>movement phrases</b> demonstrate variances of <b>energy</b> and <b>dynamics</b>.</p>

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K-12 Dance – Performing									
<b>Anchor Standard 5: Develop and refine artistic techniques and work for presentation</b>									
<b>Enduring Understanding:</b> Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.									
<b>Essential Question(s):</b> What must a dancer do to prepare the mind and body for artistic expression?									
Embodiment	K Standards	Grade 1 Standards	Grade 2 Standards	Grade 3 Standards	Grade 4 Standards	Grade 5 Standards	Grade 6 Standards	Middle School Standards	High School Standards
	<p><b>DA:Pr5.K</b> a. Demonstrate same side and cross-body <b><u>locomotor</u></b> and <b><u>non-locomotor</u></b> movements, <b><u>body patterning</u></b> movements, and body shapes.</p> <p>b. Move safely in <b><u>general space</u></b> with start and stop on cue during activities, group formations, and creative explorations while maintaining <b><u>personal space</u></b>.</p> <p>c. Move body parts in relation to other body parts and repeat and recall movements upon request.</p>	<p><b>DA:Pr5.1</b> a. Demonstrate a range of <b><u>locomotor</u></b> and <b><u>non-locomotor</u></b> movements, <b><u>body patterning</u></b>, body shapes, and directionality.</p> <p>b. Move safely in <b><u>general space</u></b> through a range of activities and group formations while maintaining <b><u>personal space</u></b>.</p> <p>c. Modify movements and spatial arrangements upon request.</p>	<p><b>DA:Pr5.2</b> a. Demonstrate a range of <b><u>locomotor</u></b> and <b><u>non-locomotor</u></b> movements, body patterning, and dance sequences that require moving through space using a variety of pathways.</p> <p>b. Move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining <b><u>personal space</u></b>.</p> <p>c. Repeat movements, with an awareness of self and others in space. Self-adjust and modify movements or placement upon request.</p>	<p><b>DA:Pr5.3</b> a. Replicate body shapes, <b><u>movement characteristics</u></b>, and movement patterns in a dance sequence with awareness of body alignment and core support.</p> <p>b. Adjust <b><u>body-use</u></b> to coordinate with a partner or other dancers to safely change levels, directions, and pathway designs.</p> <p>c. Recall movement sequences with a partner or in group dance activities. Apply constructive feedback from teacher and self-check to improve dance skills.</p>	<p><b>DA:Pr5.4</b> a. Demonstrate fundamental dance skills.</p> <p>b. Execute techniques that extend movement range, build strength, and develop endurance. Explain the relationship between execution of technique, safe <b><u>body-use</u></b>, and healthful nutrition.</p> <p>c. Coordinate phrases and timing with other dancers by cueing off each other and responding to <b><u>stimuli</u></b> cues. Reflect on feedback from others to inform personal dance performance goals.</p>	<p><b>DA:Pr5.5</b> a. Recall and execute a series of <b><u>dance phrases</u></b> using fundamental dance skills.</p> <p>b. Demonstrate safe <b><u>body-use</u></b> practices during technical exercises and movement combinations. Discuss how these practices, along with healthful eating habits, promote strength, flexibility, endurance and injury prevention.</p> <p>c. Collaborate with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance quality. Apply feedback from others to establish personal performance goals.</p>	<p><b>DA:Pr5.6</b> a. <b><u>Embody technical dance skills</u></b> to accurately execute changes of direction, levels, facings, pathways, elevations and landings, extensions of limbs, and movement transitions.</p> <p>b. Apply basic anatomical knowledge, proprioceptive feedback, spatial awareness, and nutrition to promote safe and healthful strategies when warming up and dancing.</p> <p>c. Collaborate as an ensemble to refine dances by identifying what works and does not work in executing complex patterns, sequences, and formations. Solve movement problems to dances by testing options and finding good results. Document self-improvements over time.</p>	<p><b>DA:Pr5.MS</b> a. <b><u>Embody technical dance skills</u></b> to retain and execute dance choreography.</p> <p>b. Develop a plan for healthful practices in dance activities and everyday life including nutrition and injury prevention. Discuss implementation of the plan and how it supports personal performance goals.</p> <p>c. Collaborate with peers to discover strategies for achieving performance accuracy, clarity, and expressiveness. Articulate personal performance goals and practice to reach goals. Document personal improvement over time.</p>	<p><b>DA:Pr5.HS</b> a. <b><u>Embody technical dance skills</u></b> to retain and execute dance choreography.</p> <p>b. Develop a plan for healthful practices in dance activities and everyday life including nutrition and injury prevention. Discuss implementation of the plan and how it supports personal performance goals.</p> <p>c. Initiate, plan, and direct rehearsals with attention to technical details and fulfilling <b><u>artistic expression</u></b>. Use a range of rehearsal strategies to achieve performance excellence.</p>

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## K-12 Dance – Performing

### Anchor Standard 6: Convey meaning through the presentation of artistic work

**Enduring Understanding:** Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.

**Essential Question(s):** How does a dancer heighten artistry in a public performance?

	K Standards	Grade 1 Standards	Grade 2 Standards	Grade 3 Standards	Grade 4 Standards	Grade 5 Standards	Grade 6 Standards	Middle School Standards	High School Standards
Present	<p><b>DA:Pr6.K</b></p> <p>a. Dance for and with others in a designated space.</p> <p>b. Select a prop to use as part of a dance.</p>	<p><b>DA:Pr6.1</b></p> <p>a. Dance for others in a space where audience and performers occupy different areas.</p> <p>b. Explore the use of simple props to enhance performance.</p>	<p><b>DA:Pr6.2</b></p> <p>a. Dance for and with others in a space where audience and performers occupy different areas.</p> <p>b. Use limited <b><u>production elements</u></b>.</p>	<p><b>DA:Pr6.3</b></p> <p>a. Identify the main areas of a performance space using <b><u>production terminology</u></b>.</p> <p>b. Explore simple <b><u>production elements</u></b> for a dance performed for an audience in a designated specific performance space.</p>	<p><b>DA:Pr6.4</b></p> <p>a. Consider how to establish a formal performance space from an informal setting.</p> <p>b. Identify, explore, and experiment with a variety of <b><u>production elements</u></b> to heighten the <b><u>artistic intent</u></b> and audience experience.</p>	<p><b>DA:Pr6.5</b></p> <p>a. Demonstrate the ability to adapt dance to <b><u>alternative performance venues</u></b> by modifying spacing and movements to the performance space.</p> <p>b. Identify, explore, and select <b><u>production elements</u></b> that heighten and intensify the <b><u>artistic intent</u></b> of a dance and are adaptable for various performance spaces.</p>	<p><b>DA:Pr6.6</b></p> <p>a. Recognize needs and adapt movements to performance area. Use <b><u>performance etiquette</u></b> and <b><u>performance practices</u></b> during class, rehearsal and performance. Post performance, accept notes from choreographer and make corrections as needed and apply to future performances.</p> <p>b. Compare and contrast a variety of possible <b><u>production elements</u></b> that would intensify and heighten the <b><u>artistic intent</u></b> of the work. Select choices and explain reasons for the decisions made using <b><u>production terminology</u></b>.</p>	<p><b>DA:Pr6.MS</b></p> <p>a. Demonstrate leadership qualities when preparing for performances. Use <b><u>performance etiquette</u></b> and <b><u>performance practices</u></b> during class, rehearsal and performance. Document efforts and create a plan for ongoing improvements. Post performance, accept notes from choreographer and apply corrections to future performances.</p> <p>b. Collaborate to design and execute <b><u>production elements</u></b> that would intensify and heighten the artistic intent of a dance performed on a stage, in a different venue, or for different audiences. Explain reasons for choices using <b><u>production terminology</u></b>.</p>	<p><b>DA:Pr6.HS</b></p> <p>a. Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, and cooperation) when preparing for performances. Demonstrate <b><u>performance etiquette</u></b> and <b><u>performance practices</u></b> during class, rehearsal and performance. Post-performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies using <b><u>dance terminology</u></b> and <b><u>production terminology</u></b>.</p> <p>b. Evaluate possible designs for the <b><u>production elements</u></b> of a performance and select and execute the ideas that would intensify and heighten the <b><u>artistic intent</u></b> of the dances.</p>

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K-12 Dance – Responding									
<b>Anchor Standard 7: Perceive and analyze artistic work</b> <b>Enduring Understanding:</b> Dance is perceived and analyzed to comprehend its meaning. <b>Essential Question(s):</b> <i>How is dance understood?</i>									
Analyze	K Standards	Grade 1 Standards	Grade 2 Standards	Grade 3 Standards	Grade 4 Standards	Grade 5 Standards	Grade 6 Standards	Middle School Standards	High School Standards
	<b>DA:Re7.K</b> a. Identify a movement in a dance by repeating it.  b. Demonstrate an observed or performed dance movement.	<b>DA:Re7.1</b> a. Find a movement that repeats in a dance to make a pattern.  b. Demonstrate and describe observed or performed dance movements from a specific <b>genre</b> or culture.	<b>DA:Re7.2</b> a. Find movements in a dance that develop a pattern.  b. Demonstrate and describe movements in dances from different <b>genres</b> or cultures.	<b>DA:Re7.3</b> a. Find a movement pattern that creates a <b>movement phrase</b> in a dance work.  b. Demonstrate and explain how one dance <b>genre</b> is different from another, or how one <b>cultural movement practice</b> is different from another.	<b>DA:Re7.4</b> a. Find patterns of movement in dance works that create a <b>style</b> or <b>theme</b> .  b. Demonstrate and explain how dance <b>styles</b> differ within a <b>genre</b> or within a <b>cultural movement practice</b> .	<b>DA:Re7.5</b> a. Find meaning or <b>artistic intent</b> from the patterns of movement in a dance work.  b. Describe, using basic <b>dance terminology</b> , the qualities and characteristics of <b>style</b> used in a dance from one’s own <b>cultural movement practice</b> . Compare qualities and characteristics of <b>style</b> found in different dance <b>genre</b> or <b>cultural movement practice</b> , by using basic <b>dance terminology</b> .	<b>DA:Re7.6</b> a. Describe or demonstrate recurring patterns of movement and their relationships in dance.  b. Explain how the <b>elements of dance</b> are used in a variety of dance <b>genres, styles</b> , or <b>cultural movement practices</b> . Use genre specific <b>dance terminology</b> .	<b>DA:Re7.MS</b> a. Describe, demonstrate and discuss patterns of movement and their relationships in dance in context of <b>artistic intent</b> .  b. Explain how the <b>elements of dance</b> are used in a variety of <b>genres, styles</b> , or <b>cultural movement practices</b> to communicate intent. Use genre specific <b>dance terminology</b> .	<b>DA:Re7.HS</b> a. Analyze recurring patterns of movement and their relationships in dance in context of <b>artistic intent</b> .  b. Analyze the use of <b>elements of dance</b> in a variety of <b>genres, styles</b> , or <b>cultural movement practices</b> within its cultural context to communicate intent. Use <b>genre</b> -specific <b>dance terminology</b> .

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K-12 Dance – Responding									
<b>Anchor Standard 8: Interpret intent and meaning in artistic work.</b> <b>Enduring Understanding:</b> Dance is interpreted by considering intent, meaning, and artistic expression as communicated through using the body, elements of dance, dance technique, dance structure, and context. <b>Essential Question(s):</b> <i>How is dance interpreted?</i>									
Interpret	K Standard	Grade 1 Standard	Grade 2 Standard	Grade 3 Standard	Grade 4 Standard	Grade 5 Standard	Grade 6 Standard	Middle School Standard	High School Standard
	<b>DA:Re8.K</b> a. Observe movement and describe it using simple <b><u>dance terminology</u></b> .	<b>DA:Re8.1</b> a. Select movements from a dance that suggest ideas and explain how the movement captures the idea using simple <b><u>dance terminology</u></b> .	<b>DA:Re8.2</b> a. Use <b><u>context cues</u></b> from movement to identify meaning and intent in a dance using simple <b><u>dance terminology</u></b> .	<b>DA:Re8.3</b> a. Select specific <b><u>context cues</u></b> from movement. Explain how they relate to the main idea of the dance using basic <b><u>dance terminology</u></b> .	<b>DA:Re8.4</b> a. Relate movements, ideas, and context to decipher meaning in a dance using basic <b><u>dance terminology</u></b> .	<b>DA:Re8.5</b> a. Interpret meaning in a dance based on its movements. Explain how the movements communicate the main idea of the dance using basic <b><u>dance terminology</u></b> .	<b>DA:Re8.6</b> a. Explain how the <b><u>artistic expression</u></b> of a dance is achieved through the <b><u>elements of dance</u></b> , use of body, <b><u>dance technique</u></b> , <b><u>dance structure</u></b> , and context. Explain how these communicate the intent of the dance using <b><u>genre specific dance terminology</u></b> .	<b>DA:Re8.MS</b> a. Select and compare different dances and discuss their intent and <b><u>artistic expression</u></b> . Explain how the relationships among the <b><u>elements of dance</u></b> , use of body, <b><u>dance technique</u></b> , and context enhance meaning and support intent using genre specific <b><u>dance terminology</u></b> .	<b>DA:Re8.HS</b> a. Select and compare different dances and discuss their intent and <b><u>artistic expression</u></b> . Explain how the relationships among the <b><u>elements of dance</u></b> , use of body, <b><u>dance technique</u></b> , and context enhance meaning and support intent using genre specific <b><u>dance terminology</u></b> .

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K-12 Dance – Responding									
<b>Anchor Standard 9: Apply criteria to evaluate artistic work</b> <b>Enduring Understanding:</b> Criteria for evaluating dance vary across genres, styles, and cultures. <b>Essential Question(s):</b> <i>What criteria are used to evaluate dance?</i>									
Critique	K Standard	Grade 1 Standard	Grade 2 Standard	Grade 3 Standard	Grade 4 Standard	Grade 5 Standard	Grade 6 Standard	Middle School Standards	High School Standards
	<b>DA:Re9.K</b> a. Find a movement that was noticed in a dance. Demonstrate the movement that was noticed and explain why it attracted attention.	<b>DA:Re9.1</b> a. Identify and demonstrate several movements in a dance that attracted attention. Describe the characteristics that make the movements interesting and talk about why they were chosen.	<b>DA:Re9.2</b> a. Observe or demonstrate dances from a <b><u>genre</u></b> or culture. Discuss movements and other aspects of the dances that make the dances work well and explain why they work. Use simple <b><u>dance terminology</u></b> .	<b>DA:Re9.3</b> a. Select dance movements from specific <b><u>genres, styles,</u></b> or cultures. Identify characteristic movements from these dances and describe in basic <b><u>dance terminology</u></b> ways in which they are alike and different.	<b>DA:Re9.4</b> a. Discuss and demonstrate the characteristics that make a dance artistic and apply those characteristics to dances observed or performed in a specific <b><u>genre, style, or cultural movement practice</u></b> . Use basic <b><u>dance terminology</u></b> to describe the movement characteristics.	<b>DA:Re9.5</b> a. Define the characteristics of dance that make a dance artistic and meaningful. Relate them to the <b><u>elements of dance</u></b> in <b><u>genres, styles,</u></b> or <b><u>cultural movement practices</u></b> . Use basic <b><u>dance terminology</u></b> to describe characteristics that make a dance artistic and meaningful.	<b>DA:Re9.6</b> a. Discuss the characteristics and <b><u>artistic intent</u></b> of a dance from a <b><u>genre, style, or cultural movement practice</u></b> and develop <b><u>artistic criteria</u></b> to critique the dance using <b><u>genre-specific dance terminology</u></b> .	<b>DA:Re9.MS</b> a. Use <b><u>artistic criteria</u></b> to determine what makes an effective performance. Consider content, context, <b><u>genre, style, or cultural movement practice</u></b> to comprehend <b><u>artistic expression</u></b> . Use genre-specific <b><u>dance terminology</u></b> .	<b>DA:Re9.HS</b> a. Analyze the <b><u>artistic expression</u></b> of a dance. Discuss insights using <b><u>evaluative criteria</u></b> and <b><u>dance terminology</u></b> .

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K-12 Dance – Connecting									
<b>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art</b>									
<b>Enduring Understanding:</b> As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.									
<b>Essential Question(s):</b> <i>How does dance deepen our understanding of ourselves, other knowledge, and events around us?</i>									
Synthesize	K Standards	Grade 1 Standards	Grade 2 Standards	Grade 3 Standards	Grade 4 Standards	Grade 5 Standards	Grade 6 Standards	Middle School Standards	High School Standards
	<b>DA:Cn10.K</b> a. Recognize and name an emotion that is experienced when watching, improvising, or performing dance and relate it to a personal experience.  b. Observe a work of visual art. Describe and ask questions about the artwork and express, through movement, something of interest.	<b>DA:Cn10.1</b> a. Find an experience expressed or portrayed in a dance that relates to a familiar experience. Identify the movements that communicate this experience.  b. Observe illustrations from a story. Discuss observations and identify ideas for a dance and demonstrate the big ideas of the story through movement.	<b>DA:Cn10.2</b> a. Describe, create, and/or perform a dance that expresses personal meaning and explain how certain movements express this personal meaning.  b. Respond to a dance work using an inquiry-based set of questions. Create movement using ideas from responses and explain how certain movements express a specific idea.	<b>DA:Cn10.3</b> a. Compare the relationships expressed in a dance to relationships with others. Explain how they are the same or different.  b. Ask and research a question about a key aspect of a dance that communicates a perspective about an issue or event. Explore the key aspect through movement. Share movements and describe how the movements help to remember or discover new qualities in these key aspects. Communicate the new learning in oral, written, or movement form.	<b>DA:Cn10.4</b> a. Relate the main idea or content in a dance to other experiences. Explain how the main idea of a dance is different from one’s own experiences, relationships, ideas or perspectives.  b. Develop and research a question relating to a topic of study in school using multiple sources of references. Select key aspects about the topic and choreograph movements that communicate the information. Discuss what was learned from creating the dance and describe how the topic might be communicated using another form of expression.	<b>DA:Cn10.5</b> a. Compare two dances with contrasting themes. Discuss feelings and ideas evoked by each. Describe how the themes and movements relate to points of view and experiences.  b. Choose a topic, concept, or content from another discipline of study and research how other art forms have expressed the topic. Create a <b><u>dance study</u></b> that expresses the idea. Explain how the <b><u>dance study</u></b> expressed the idea and discuss how this learning process is similar to, or different from, other learning situations.	<b>DA:Cn10.6</b> a. Observe the <b><u>movement characteristics</u></b> or qualities observed in a specific dance <b><u>genre</u></b> . Describe differences and similarities about what was observed to one’s attitudes and movement preferences.  b. Conduct research using a variety of resources to find information about a social issue of great interest. Use the information to create a <b><u>dance study</u></b> that expresses a specific point of view on the topic. Discuss whether the experience of creating and sharing the dance reinforces personal views or offers new knowledge and perspectives.	<b>DA:Cn10.MS</b> a. Relate connections found between different dances and discuss the relevance of the connections to the development of one’s personal perspectives.  b. Investigate two contrasting topics using a variety of research methods. Identify and organize ideas to create representative <b><u>movement phrases</u></b> . Create a <b><u>dance study</u></b> exploring the contrasting ideas. Discuss how the research informed the choreographic process and deepens understanding of the topics.	<b>DA:Cn10.HS</b> a. Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer may impact one’s own interpretation. Provide evidence to identify a dance related question or problem.  b. Conduct research through interview, research database, text, media, or movement. Analyze and apply information gathered by creating a group dance that answers the question posed. Discuss how the dance communicates new perspectives or realizations. Compare orally and in writing the process used in choreography to that of other creative, academic, or scientific procedures.

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K-12 Dance – Connecting									
<b>Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</b>									
<b>Enduring Understanding:</b> Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.									
<b>Essential Question(s):</b> How does knowing about societal, cultural, historical and community experiences expand <u><b>dance literacy</b></u> ?									
Relate	K Standard	Grade 1 Standard	Grade 2 Standard	Grade 3 Standard	Grade 4 Standard	Grade 5 Standard	Grade 6 Standard	Middle School Standards	High School Standards
	<b>DA:Cn11.K</b> a. Describe or demonstrate the movements in a dance that was watched or performed.	<b>DA:Cn11.1</b> a. Watch and/or perform a dance from a different culture and discuss or demonstrate the types of movement danced.	<b>DA:Cn11.2</b> a. Observe a dance and relate the movement to the people or environment in which the dance was created and performed.	<b>DA:Cn11.3</b> a. Find a relationship between movement in a dance from a culture, society, or community and the culture from which the dance is derived. Explain what the movements communicate about key aspects of the culture, society, or community.	<b>DA:Cn11.4</b> a. Select and describe movements in a specific <u><b>genre</b></u> or <u><b>style</b></u> and explain how the movements relate to the culture, society, historical period, or community from which the dance originated.	<b>DA:Cn11.5</b> a. Describe how the <u><b>movement characteristics</b></u> and qualities of a dance in a specific <u><b>genre</b></u> or <u><b>style</b></u> communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.	<b>DA:Cn11.6</b> a. Interpret and show how the movement and qualities of a dance communicate its cultural, historical, and/or community purpose or meaning.	<b>DA:Cn11.MS</b> a. Analyze and discuss, how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people.	<b>DA:Cn11.HS</b> a. Analyze and discuss dances from selected <u><b>genres</b></u> or <u><b>styles</b></u> and/or historical time periods and formulate reasons for the similarities and differences between them in relation to the ideas and perspectives of the peoples from which the dances originate.

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# Grade Specific Dance Standards

Dance – Kindergarten	
Process Components	Creating
Explore	<b>DA:Cr1.K.a</b> Respond in movement to a variety of stimuli. <b>DA:Cr1.K.b</b> <b>Explore</b> different ways to do basic <b>locomotor</b> and <b>non-locomotor movements</b> by changing at least one of the <b>elements of dance</b> .
Plan	<b>DA:Cr2.K.a</b> Improvise dance that has a beginning, middle, and end. <b>DA:Cr2.K.b</b> Express an idea, feeling, or image, through improvised movement moving alone or with a partner.
Revise	<b>DA:Cr3.K.a</b> Apply suggestions for changing movement through guided improvisational experiences. <b>DA:Cr3.K.b</b> Depict a dance movement by drawing a picture or using a symbol.
Express	<b>DA:Cr4.K.a</b> Make still and moving body shapes that show lines (e.g., straight, bent, and curved), changes levels, and vary in size (large/small). Work in groups to create and change dimension of shapes within the space. <b>DA:Cr4.K.b</b> Demonstrate <b>tempo</b> contrasts with movements that match to <b>tempo</b> of sound stimuli. <b>DA:Cr4.K.c</b> Identify and apply different characteristics to movements (e.g., slow, smooth, or wavy).
Process Components	Performing
Embody	<b>DA:Pr5.K.a</b> Demonstrate same-side and cross-body <b>locomotor</b> and <b>non-locomotor</b> movements, <b>body patterning</b> movements, and body shapes. <b>DA:Pr5.K.b</b> Move safely in <b>general space</b> with start and stop on cue during activities, group formations, and creative explorations while maintaining <b>personal space</b> . <b>DA:Pr5.K.c</b> Move body parts in relation to other body parts and repeat and recall movements upon request.
Present	<b>DA:Pr6.K.a</b> Dance for and with others in a designated space. <b>DA:Pr6.K.b</b> Select a prop to use as part of a dance.

\*Refer to the Anchor Standards for Enduring Understandings and Essential Questions.

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<b>Process Components</b>	<b>Responding</b>
<b>Analyze</b>	<b>DA:Re7.K.a</b> Identify a movement in a dance by repeating it. <b>DA:Re7.K.b</b> Demonstrate an observed or performed dance movement.
<b>Interpret</b>	<b>DA:Re8.K.a</b> Observe movement and describe it using simple <b><u>dance terminology</u></b> .
<b>Critique</b>	<b>DA:Re9.K.a</b> Find a movement that was noticed in a dance. Demonstrate the movement that was noticed and explain why it attracted attention.
<b>Process Components</b>	<b>Connecting</b>
<b>Synthesis</b>	<b>DA:Cn10.K.a</b> Recognize and name an emotion that is experienced when watching, improvising, or performing dance and relate it to a personal experience. <b>DA:Cn10.K.b</b> Observe a work of visual art. Describe and ask questions about the artwork and express, through movement, something of interest.
<b>Relate</b>	<b>DA:Cn11.K.a</b> Describe or demonstrate the movements in a dance that was watched or performed.

\*Refer to the Anchor Standards for Enduring Understandings and Essential Questions.

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Dance – Grade 1	
Process Components	Creating
Explore	<p><b>DA:Cr1.1.a</b> Explore movement inspired by a variety of stimuli and identify the source.</p> <p><b>DA:Cr1.1.b</b> Explore a variety of <u>locomotor</u> and <u>non-locomotor</u> movements by experimenting with and changing at least two <u>elements of dance</u>.</p>
Plan	<p><b>DA:Cr2.1.a</b> Improvise a series of movements that have a beginning, middle, and end, and describe movement choices.</p> <p><b>DA:Cr2.1.b</b> Choose movements that express an idea or emotion or follow a musical phrase.</p>
Revise	<p><b>DA:Cr3.1.a</b> Explore suggestions to change movement from guided improvisation and/or short remembered sequences.</p> <p><b>DA:Cr3.1.b</b> Depict several different types of movements of a dance by drawing a picture or using a symbol.</p>
Express	<p><b>DA:Cr4.1.a</b> Demonstrate <u>locomotor</u> and <u>non-locomotor</u> movements that change body shapes, levels, and facings. Move in space using different pathways (e.g. straight, curved, and zig-zagged.) Find and return to place in <u>space</u>. Move with others to form straight lines and circles.</p> <p><b>DA:Cr4.1.b</b> Relate quick, moderate and slow movements to duration in time. Recognize a steady beat and move to varying <u>tempi</u>. Relate to quick, moderate and slow movements.</p> <p><b>DA:Cr4.1.c</b> Demonstrate <u>movement characteristics</u> along with <u>movement vocabulary</u>.</p>
Process Components	Performing
Embody	<p><b>DA:Pr5.1.a</b> Demonstrate a range of <u>locomotor</u> and <u>non-locomotor</u> movements, <u>body patterning</u>, body shapes, and directionality.</p> <p><b>DA:Pr5.1.b</b> Move safely in <u>general space</u> through a range of activities and group formations while maintaining <u>personal space</u>.</p> <p><b>DA:Pr5.1.c</b> Modify movements and spatial arrangements upon request.</p>
Present	<p><b>DA:Pr6.1.a</b> Dance for others in a space where audience and performers occupy different areas.</p> <p><b>DA:Pr6.1.b</b> Explore the use of simple props to enhance performance.</p>

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Process Components	Responding
Analyze	<b>DA:Re7.1.a</b> Find a movement that repeats in a dance to make a pattern. <b>DA:Re7.1.b</b> Demonstrate and describe observed or performed dance movements from a specific <b><u>genre</u></b> or culture.
Interpret	<b>DA:Re8.1.a</b> Select movements from a dance that suggest ideas and explain how the movement captures the idea using simple <b><u>dance terminology</u></b> .
Critique	<b>DA:Re9.1.a</b> Identify and demonstrate several movements in a dance that attracted attention. Describe the characteristics that make the movements interesting and talk about why they were chosen.
Process Components	Connecting
Synthesis	<b>DA:Cn10.1.a</b> Find an experience expressed or portrayed in a dance that relates to a familiar experience. Identify the movements that communicate this experience. <b>DA:Cn10.1.b</b> Observe illustrations from a story. Discuss observations and identify ideas for a dance and demonstrate the big ideas of the story through movement.
Relate	<b>DA:Cn11.1.a</b> Watch and/or perform a dance from a different culture and discuss or demonstrate the types of movement danced.

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Dance – Grade 2	
Process Components	Creating
Explore	<p><b>DA:Cr1.2.a</b> Explore movement inspired by a variety of stimuli and suggest additional sources for movement ideas.</p> <p><b>DA:Cr1.2.b</b> Combine a variety of movements while manipulating the <b><u>elements of dance</u></b>.</p>
Plan	<p><b>DA:Cr2.2.a</b> Improvise a <b><u>dance phrase</u></b> with a beginning, a middle that has a main idea, and a clear end.</p> <p><b>DA:Cr2.2.b</b> Choose movements that express a main idea or emotion or follow a musical phrase. Explain reasons for movement choices.</p>
Revise	<p><b>DA:Cr3.2.a</b> Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.</p> <p><b>DA:Cr3.2.b</b> Depict the levels of movements in a variety of dance movements by drawing a picture or using symbols.</p>
Express	<p><b>DA:Cr4.2.a</b> Demonstrate clear directionality and intent when performing movements that change shapes, facings, and pathways in space. Identity <b><u>symmetrical</u></b> and <b><u>asymmetrical relationships</u></b> between body shapes.</p> <p><b>DA:Cr4.2.b</b> Demonstrate varied lengths of movements and phrases that display downbeats in duple and triple meter and correlate to metric phrasing.</p> <p><b>DA:Cr4.2.c</b> Select and apply appropriate <b><u>movement characteristics</u></b> to create intent and effect. Demonstrate <b><u>kinesthetic awareness</u></b> while dancing the movement characteristics.</p>
Process Components	Performing
Embody	<p><b>DA:Pr5.2.a</b> Demonstrate a range of <b><u>locomotor</u></b> and <b><u>non-locomotor</u></b> movements, body patterning, and dance sequences that require moving through space using a variety of pathways.</p> <p><b>DA:Pr5.2.b</b> Move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining <b><u>personal space</u></b>.</p> <p><b>DA:Pr5.2.c</b> Repeat movements, with an awareness of self and others in space. Self-adjust and modify movements or placement upon request.</p>
Present	<p><b>DA:Pr6.2.a</b> Dance for and with others in a space where audience and performers occupy different areas.</p> <p><b>DA:Pr6.2.b</b> Use limited <b><u>production elements</u></b>.</p>

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Process Components	Responding
Analyze	<b>DA:Re7.2.a</b> Find movements in a dance that develop a pattern. <b>DA:Re7.2.b</b> Demonstrate and describe movements in dances from different <b>genres</b> or cultures.
Interpret	<b>DA:Re8.2.a</b> Use <b>context cues</b> from movement to identify meaning and intent in a dance using simple <b>dance terminology</b> .
Critique	<b>DA:Re9.2.a</b> Observe or demonstrate dances from a <b>genre</b> or culture. Discuss movements and other aspects of the dances that make the dances work well and explain why they work. Use simple <b>dance terminology</b> .
Process Components	Connecting
Synthesis	<b>DA:Cn10.2.a</b> Describe, create, and/or perform a dance that expresses personal meaning and explain how certain movements express this personal meaning. <b>DA:Cn10.2.b</b> Respond to a dance work using an inquiry-based set of questions. Create movement using ideas from responses and explain how certain movements express a specific idea.
Relate	<b>DA:Cn11.2.a</b> Observe a dance and relate the movement to the people or environment in which the dance was created and performed.

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Dance – Grade 3	
Process Components	Creating
Explore	<p><b>DA:Cr1.3.a</b> Experiment with a variety of self-identified stimuli (e.g., music/sound, text, objects, images, notation, observed dance, experiences) for movement.</p> <p><b>DA:Cr1.3.b</b> Explore a given <u>movement problem</u>. Select and demonstrate a solution.</p>
Plan	<p><b>DA:Cr2.3.a</b> Identify and experiment with <u>choreographic devices</u> to create simple movement patterns and <u>dance structures</u>.</p> <p><b>DA:Cr2.3.b</b> Develop a dance phrase that expresses and communicates an idea or feeling. Discuss the effect of the movement choices.</p>
Revise	<p><b>DA:Cr3.3.a</b> Revise movement choices in response to feedback to improve a short <u>dance study</u>. Describe the differences the changes made in the movements.</p> <p><b>DA:Cr3.3.b</b> Depict directions or spatial pathways in a dance phrase by drawing a picture map or using a symbol.</p>
Express	<p><b>DA:Cr4.3.a</b> Express intentional and focused understanding of distance and space by moving three dimensionally. Demonstrate <u>positive</u> and <u>negative</u> space with body shapes.</p> <p><b>DA:Cr4.3.b</b> Perform improvised <u>locomotor</u> and <u>non-locomotor</u> movement that show same or different timing in association with the music. Use metric and kinesthetic phrasing.</p> <p><b>DA:Cr4.3.c</b> Demonstrate how change in <u>energy</u> and <u>dynamics</u> modify movements for intent and effect.</p>
Process Components	Performing
Embody	<p><b>DA:Pr5.3.a</b> Replicate body shapes, <u>movement characteristics</u>, and movement patterns in a dance sequence with awareness of body alignment and core support.</p> <p><b>DA:Pr5.3.b</b> Adjust <u>body-use</u> to coordinate with a partner or other dancers to safely change levels, directions, and pathway designs.</p> <p><b>DA:Pr5.3.c</b> Recall movement sequences with a partner or in group dance activities. Apply constructive feedback from teacher and self-check to improve dance skills.</p>
Present	<p><b>DA:Pr6.3.a</b> Identify the main areas of a performance space using <u>production terminology</u>.</p> <p><b>DA:Pr6.3.b</b> Explore simple <u>production elements</u> for a dance performed for an audience in a designated specific performance space.</p>

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Process Components	Responding
Analyze	<b>DA:Re7.3.a</b> Find a movement pattern that creates a <b><u>movement phrase</u></b> in a dance work. <b>DA:Re7.3.b</b> Demonstrate and explain how one dance <b><u>genre</u></b> is different from another, or how one <b><u>cultural movement practice</u></b> is different from another.
Interpret	<b>DA:Re8.3.a</b> Select specific <b><u>context cues</u></b> from movement. Explain how they relate to the main idea of the dance using basic <b><u>dance terminology</u></b> .
Critique	<b>DA:Re9.3.a</b> Select dance movements from specific <b><u>genres</u></b> , <b><u>styles</u></b> , or <b><u>cultures</u></b> . Identify characteristic movements from these dances and describe in basic <b><u>dance terminology</u></b> ways in which they are alike and different.
Process Components	Connecting
Synthesis	<b>DA:Cn10.3.a</b> Compare the relationships expressed in a dance to relationships with others. Explain how they are the same or different. <b>DA:Cn10.3.b</b> Ask and research a question about a key aspect of a dance that communicates a perspective about an issue or event. Explore the key aspect through movement. Share movements and describe how the movements help to remember or discover new qualities in these key aspects. Communicate the new learning in oral, written, or movement form.
Relate	<b>DA:Cn11.3.a</b> Find a relationship between movement in a dance from a culture, society, or community and the culture from which the dance is derived. Explain what the movements communicate about key aspects of the culture, society, or community.

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Dance – Grade 4	
Process Components	Creating
Explore	<p><b>DA:Cr1.4.a</b> Identify ideas for choreography generated from a variety of stimuli.</p> <p><b>DA:Cr1.4.b</b> Develop a <b>movement problem</b> and manipulate the <b>elements of dance</b> as tools to find a solution.</p>
Plan	<p><b>DA:Cr2.4.a</b> Manipulate or modify <b>choreographic devices</b> to expand movement possibilities and create a variety of movement patterns and structures. Discuss movement choices.</p> <p><b>DA:Cr2.4.b</b> Develop a dance study that expresses and communicates a main idea. Discuss the reasons and effectiveness of the movement choices.</p>
Revise	<p><b>DA:Cr3.4.a</b> Revise movement based on peer feedback and self-reflection to improve communication of <b>artistic intent</b> in a short <b>dance study</b>. Explain choices made in the process.</p> <p><b>DA:Cr3.4.b</b> Depict the relationships between two or more dancers in a dance phrase by drawing a picture using symbols, or a form of media technology.</p>
Express	<p><b>DA:Cr4.4.a</b> Make static and dynamic shapes with <b>positive</b> and <b>negative space</b>. Perform elevated shapes (jump shapes) with soft landings and movement sequences alone and with others, establishing relationships with other dancers through focus of eyes.</p> <p><b>DA:Cr4.4.b</b> . Accompany other dancers using a variety of percussive instruments and sounds. Respond in movement to even and uneven <b>rhythms</b> as well as change in tempo. Relate to quick, moderate and slow movements.</p> <p><b>DA:Cr4.4.c</b> Analyze movements and phrases for use of <b>energy</b> and <b>dynamic</b> changes and use adverbs and adjectives to describe them. Based on the analysis, refine the phrases by incorporating a range of <b>movement characteristics</b>.</p>
Process Components	Performing
Embody	<p><b>DA:Pr5.4.a</b> Demonstrate fundamental dance skills.</p> <p><b>DA:Pr5.4.b</b> Execute techniques that extend movement range, build strength, and develop endurance. Explain the relationship between execution of technique, safe <b>body use</b>, and healthful nutrition.</p> <p><b>DA:Pr5.4.c</b> Coordinate phrases and timing with other dancers by cueing off each other and responding to <b>stimuli</b> cues. Reflect on feedback from others to inform personal dance performance goals.</p>
Present	<p><b>DA:Pr6.4.a</b> Consider how to establish a formal performance space from an informal setting.</p> <p><b>DA:Pr6.4.b</b> Identify, explore, and experiment with a variety of <b>production elements</b> to heighten the <b>artistic intent</b> and audience experience.</p>

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Process Components	Responding
Analyze	<p><b>DA:Re7.4.a</b> Find patterns of movement in dance works that create a <b><u>style</u></b> or <b><u>theme</u></b>.</p> <p><b>DA:Re7.4.b</b> Demonstrate and explain how dance <b><u>styles</u></b> differ within a <b><u>genre</u></b> or within a <b><u>cultural movement practice</u></b>.</p>
Interpret	<p><b>DA:Re8.4.a</b> Relate movements, ideas, and context to decipher meaning in a dance using basic <b><u>dance terminology</u></b>.</p>
Critique	<p><b>DA:Re9.4.a</b> Discuss and demonstrate the characteristics that make a dance artistic and apply those characteristics to dances observed or performed in a specific <b><u>genre</u></b>, <b><u>style</u></b>, or <b><u>cultural movement practice</u></b>. Use basic <b><u>dance terminology</u></b> to describe the movement characteristics.</p>
Process Components	Connecting
Synthesis	<p><b>DA:Cn10.4.a</b> Relate the main idea or content in a dance to other experiences. Explain how the main idea of a dance is similar or different from one’s own experiences, relationships, ideas or perspectives.</p> <p><b>DA:Cn10.4.b</b> Develop and research a question relating to a topic of study in school using multiple sources of references. Select key aspects about the topic and choreograph movements that communicate the information. Discuss what was learned from creating the dance and describe how the topic might be communicated using another form of expression.</p>
Relate	<p><b>DA:Cn11.4.a</b> Select and describe movements in a specific <b><u>genre</u></b> or <b><u>style</u></b> and explain how the movements relate to the culture, society, historical period, or community from which the dance originated.</p>

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DANCE – Grade 5	
Process Components	Creating
Explore	<p><b>DA:Cr1.5.a</b> Build content for choreography using several stimuli.</p> <p><b>DA:Cr1.5.b</b> Construct and solve multiple <b><u>movement problems</u></b> to develop choreographic content.</p>
Plan	<p><b>DA:Cr2.5.a</b> Manipulate or modify a variety of <b><u>choreographic devices</u></b> to expand choreographic possibilities and develop a main idea. Explain reasons for movement choices.</p> <p><b>DA:Cr2.5.b</b> Develop a dance study by selecting a specific <b><u>movement vocabulary</u></b> to communicate a main idea. Discuss how the dance communicates nonverbally.</p>
Revise	<p><b>DA:Cr3.5.a</b> Explore through movement the feedback from others and to expand choreographic possibilities for a short <b><u>dance study</u></b> that communicates <b><u>artistic intent</u></b>. Explain the movement choices and refinements.</p> <p><b>DA:Cr3.5.b</b> Record changes in a dance sequence through writing, symbols, or a form of media technology.</p>
Express	<p><b>DA:Cr4.5.a</b> Integrate static and dynamic shapes and floor and air pathways into dance sequences. Establish relationships with other dancers through focus of eyes and other body parts. Convert inward focus to outward focus for projecting out to far space.</p> <p><b>DA:Cr4.5.b</b> Dance to a variety of <b><u>rhythms</u></b> generated from internal and external sources. Perform <b><u>movement phrases</u></b> that show the ability to respond to changes in time.</p> <p><b>DA:Cr4.5.c</b> Contrast <b><u>bound</u></b> and <b><u>free-flowing movements</u></b>. Motivate movement from both central initiation (torso) and peripheral initiation (distal) and analyze the relationship between initiation and <b><u>energy</u></b>.</p>
Process Components	Performing
Embody	<p><b>DA:Pr5.5.a</b> Recall and execute a series of <b><u>dance phrases</u></b> using fundamental dance skills.</p> <p><b>DA:Pr5.5.b</b> Demonstrate safe <b><u>body use</u></b> practices during technical exercises and movement combinations. Discuss how these practices, along with healthful eating habits, promote strength, flexibility, endurance and injury prevention.</p> <p><b>DA:Pr5.5.c</b> Collaborate with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance quality. Apply feedback from others to establish personal performance goals.</p>
Present	<p><b>DA:Pr6.5.a</b> Demonstrate the ability to adapt dance to <b><u>alternative performance venues</u></b> by modifying spacing and movements to the performance space.</p> <p><b>DA:Pr6.5.b</b> Identify, explore, and select <b><u>production elements</u></b> that heighten and intensify the <b><u>artistic intent</u></b> of a dance and are adaptable for various performance spaces.</p>

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Process Components	Responding
Analyze	<b>DA:Re7.5.a</b> Find meaning or <b><u>artistic intent</u></b> from the patterns of movement in a dance work. <b>DA:Re7.5.b</b> Describe, using basic <b><u>dance terminology</u></b> , the qualities and characteristics of <b><u>style</u></b> used in a dance from one’s own <b><u>cultural movement practice</u></b> . Compare qualities and characteristics of <b><u>style</u></b> found in different dance <b><u>genre</u></b> or <b><u>cultural movement practice</u></b> , by using basic <b><u>dance terminology</u></b> .
Interpret	<b>DA:Re8.5.a</b> Interpret meaning in a dance based on its movements. Explain how the movements communicate the main idea of the dance using basic <b><u>dance terminology</u></b> .
Critique	<b>DA:Re9.5.a</b> Define the characteristics of dance that make a dance artistic and meaningful. Relate them to the <b><u>elements of dance</u></b> in <b><u>genres</u></b> , <b><u>styles</u></b> , or <b><u>cultural movement practices</u></b> . Use basic <b><u>dance terminology</u></b> to describe characteristics that make a dance artistic and meaningful.
Process Components	Connecting
Synthesis	<b>DA:Cn10.5.a</b> Compare two dances with contrasting themes. Discuss feelings and ideas evoked by each. Describe how the themes and movements relate to points of view and experiences. <b>DA:Cn10.5.b</b> Choose a topic, concept, or content from another discipline of study and research how other art forms have expressed the topic. Create a <b><u>dance study</u></b> that expresses the idea. Explain how the <b><u>dance study</u></b> expressed the idea and discuss how this learning process is similar from other learning situations.
Relate	<b>DA:Cn11.5.a</b> Describe how the <b><u>movement characteristics</u></b> and qualities of a dance in a specific <b><u>genre</u></b> or <b><u>style</u></b> communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated

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Dance – Grade 6	
Process Components	Creating
Explore	<p><b>DA:Cr1.6.a</b> Relate similar or contrasting ideas to develop choreography using a variety of stimuli.</p> <p><b>DA:Cr1.6.b</b> Explore various <b>movement vocabularies</b> to transfer ideas into choreography.</p>
Plan	<p><b>DA:Cr2.6.a</b> Explore <b>choreographic devices</b> and <b>dance structures</b> to develop a dance study that supports an <b>artistic intent</b>. Explain the goal or purpose of the dance.</p> <p><b>DA:Cr2.6.b</b> Determine <b>artistic criteria</b> to choreograph a dance study that communicates personal or cultural meaning. Based on criteria, evaluate why some movements are more effective than others.</p>
Revise	<p><b>DA:Cr3.6.a</b> Revise dance compositions using collaboratively developed <b>artistic criteria</b>. Explain reasons for revisions and how choices made relate to <b>artistic intent</b>.</p> <p><b>DA:Cr3.6.b</b> Explore or invent a system to record a dance sequence through writing, symbols, or a form of media technology.</p>
Express	<p><b>DA:Cr4.6.a</b> Refine partner and ensemble skills in the ability to judge distance and spatial design. Establish diverse pathways, levels, and patterns in space. Maintain focus with partner or group in near and far space.</p> <p><b>DA:Cr4.6.b</b> Use combinations of sudden and sustained timing as it relates to both the time and the dynamics of a <b>phrase</b> or dance work. Accurately use accented and unaccented beats in 3/4 and 4/4 meter.</p> <p><b>DA:Cr4.6.c</b> Use the internal body force created by varying tensions within one’s musculature for movement initiation and dynamic expression with <b>bound</b> and <b>free-flowing movements</b>.</p>
Process Components	Performing
Embody	<p><b>DA:Pr5.6.a</b> <b>Embody technical dance skills</b> to accurately execute changes of direction, levels, facings, pathways, elevations and landings, extensions of limbs, and movement transitions.</p> <p><b>DA:Pr5.6.b</b> Apply basic anatomical knowledge, proprioceptive feedback, spatial awareness, and nutrition to promote safe and healthful strategies when warming up and dancing.</p> <p><b>DA:Pr5.6.c</b> Collaborate as an ensemble to refine dances by identifying what works and does not work in executing complex patterns, sequences, and formations. Solve movement problems to dances by testing options and finding good results. Document self-improvements over time.</p>
Present	<p><b>DA:Pr6.6.a</b> Recognize needs and adapt movements to performance area. Use <b>performance etiquette</b> and <b>performance practices</b> during class, rehearsal, and performance. After performance, accept notes from choreographer and make corrections as needed and apply to future performances.</p> <p><b>DA:Pr6.6.b</b> Compare and contrast a variety of possible <b>production elements</b> that would intensify and heighten the <b>artistic intent</b> of the work. Select choices and explain reasons for the decisions made using <b>production terminology</b>.</p>

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Process Components	Responding
Analyze	<b>DA:Re7.6.a</b> Describe or demonstrate recurring patterns of movement and their relationships in dance. <b>DA:Re7.6.b</b> Explain how the <b><u>elements of dance</u></b> are used in a variety of dance <b><u>genres, styles,</u></b> or <b><u>cultural movement practices</u></b> . Use genre specific <b><u>dance terminology</u></b> .
Interpret	<b>DA:Re8.6.a</b> Explain how the <b><u>artistic expression</u></b> of a dance is achieved through the <b><u>elements of dance</u></b> , use of body, <b><u>dance technique</u></b> , <b><u>dance structure</u></b> , and context. Explain how these communicate the intent of the <b><u>dance</u></b> using <b><u>genre-specific dance terminology</u></b> .
Critique	<b>DA:Re9.6.a</b> Discuss the characteristics and <b><u>artistic intent</u></b> of a dance from a <b><u>genre, style,</u></b> or <b><u>cultural movement practice</u></b> and develop <b><u>artistic criteria</u></b> to critique the dance using genre-specific <b><u>dance terminology</u></b> .
Process Components	Connecting
Synthesis	<b>DA:Cn10.6.a</b> Observe the <b><u>movement characteristics</u></b> or qualities observed in a specific dance <b><u>genre</u></b> . Describe differences and similarities about what was observed to one’s attitudes and movement preferences. <b>DA:Cn10.6.b</b> Conduct research using a variety of resources to find information about a social issue of great interest. Use the information to create a <b><u>dance study</u></b> that expresses a specific point of view on the topic. Discuss whether the experience of creating and sharing the dance reinforces personal views or offers new knowledge and perspectives.
Relate	<b>DA:Cn11.6.a</b> Interpret and show how the movement and qualities of a dance communicate its cultural, historical, and/or community purpose or meaning.

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## Dance – Middle School Standards

Process Components	Creating
Explore	<p><b>DA:Cr1.MS.a</b> Implement movement from a variety of stimuli to develop dance content for an original <b><u>dance study</u></b> or dance.</p> <p><b>DA:Cr1.MS.b</b> Identify and select personal preferences to create an original <b><u>dance study</u></b> or dance. Use genre-specific <b><u>dance terminology</u></b> to articulate and justify choices made in movement development to communicate intent.</p>
Plan	<p><b>DA:Cr2.MS.a</b> Collaborate to select and apply a variety of <b><u>choreographic devices</u></b> and <b><u>dance structures</u></b> to choreograph an original <b><u>dance study</u></b> or dance with a clear <b><u>artistic intent</u></b>. Articulate the group process for making movement and structural choices.</p> <p><b>DA:Cr2.MS.b</b> Define and apply <b><u>artistic criteria</u></b> to choreograph a dance that communicates personal or cultural meaning. Discuss how the criteria clarify or intensify the meaning of the dance.</p>
Revise	<p><b>DA:Cr3.MS.a</b> Revise choreography collaboratively or independently based on <b><u>artistic criteria</u></b>, self-reflection, and the feedback of others. Articulate the reasons for choices and revisions and explain how they clarify and enhance the <b><u>artistic intent</u></b>.</p> <p><b>DA:Cr3.MS.b</b> Experiment with aspects of a recognized system to document a section of a dance by using words, symbols, or media technologies.</p>
Express	<p><b>DA:Cr4.MS.a</b> Sculpt the body in space and design body shapes in relation to other dancers, objects, and environment. Use focus of eyes during complex floor and air patterns or direct and indirect pathways.</p> <p><b>DA:Cr4.MS.b</b> Analyze and select metric, kinetic, and breath phrasing and apply appropriately to dance phrases. Perform dance phrases of different lengths that use various timings within the same section. Use different <b><u>tempi</u></b> in different body parts at the same time.</p> <p><b>DA:Cr4.MS.c</b> Direct <b><u>energy</u></b> and <b><u>dynamics</u></b> in such a way that movement is textured. Incorporate <b><u>energy</u></b> and <b><u>dynamics</u></b> to technique exercises and dance performance. Use <b><u>energy</u></b> and <b><u>dynamics</u></b> to enhance and project movements.</p>
Process Components	Performing
Embody	<p><b>DA:Pr5.MS.a</b> <b><u>Embody technical dance skills</u></b> to retain and execute dance choreography.</p> <p><b>DA:Pr5.MS.b</b> Develop a plan for healthful practices in dance activities and everyday life including nutrition and injury prevention. Discuss implementation of the plan and how it supports personal performance goals.</p> <p><b>DA:Pr5.MS.c</b> Collaborate with peers to discover strategies for achieving performance accuracy, clarity, and expressiveness. Articulate personal performance goals and practice to reach goals. Document personal improvement over time.</p>
Present	<p><b>DA:Pr6.MS.a</b> Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, and cooperation) when preparing for performances. Use <b><u>performance etiquette</u></b> and <b><u>performance practices</u></b> during class, rehearsal, and performance. Document efforts and create a plan for ongoing improvements. After performance, accept notes from choreographer and apply corrections to future performances.</p> <p><b>DA:Pr6.MS.b</b> Collaborate to design and execute <b><u>production elements</u></b> that would intensify and heighten the artistic intent of a dance performed on a stage, in a different venue, or for different audiences. Explain reasons for choices using <b><u>production terminology</u></b>.</p>

\*Refer to the Anchor Standards for Enduring Understandings and Essential Questions.

Glossary: The document includes a glossary to define words that are underlined and bolded.

Process Components	Responding
Analyze	<b>DA:Re7.MS.a</b> Describe, demonstrate and discuss patterns of movement and their relationships in dance in context of <b><u>artistic intent</u></b> . <b>DA:Re7.MS.b</b> Explain how the <b><u>elements of dance</u></b> are used in a variety of <b><u>genres</u></b> , <b><u>styles</u></b> , or <b><u>cultural movement practices</u></b> to communicate intent. Use genre specific <b><u>dance terminology</u></b> .
Interpret	<b>DA:Re8.MS.a</b> Select and compare different dances and discuss their intent and <b><u>artistic expression</u></b> . Explain how the relationships among the <b><u>elements of dance</u></b> , use of body, <b><u>dance technique</u></b> , and context enhance meaning and support intent using <b><u>genre-specific dance terminology</u></b> .
Critique	<b>DA:Re9.MS.a</b> Use <b><u>artistic criteria</u></b> to determine what makes an effective performance. Consider content, context, <b><u>genre</u></b> , <b><u>style</u></b> , or <b><u>cultural movement practice</u></b> to comprehend <b><u>artistic expression</u></b> . Use <b><u>genre-specific dance terminology</u></b> .
Process Components	Connecting
Synthesis	<b>DA:Cn10.MS.a</b> Relate connections found between different dances and discuss the relevance of the connections to the development of one’s personal perspectives <b>DA:Cn10.MS.b</b> Investigate two contrasting topics using a variety of research methods. Identify and organize ideas to create representative <b><u>movement phrases</u></b> . Create a <b><u>dance study</u></b> exploring the contrasting ideas. Discuss how the research informed the choreographic process and deepens understanding of the topics.
Relate	<b>DA:Cn11.MS.a</b> Analyze and discuss, how dances from a variety of cultures, societies, historical periods, or communities reveal the ideas and perspectives of the people.

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Dance – High School Standards	
Process Components	Creating
Explore	<p><b>DA:Cr1.HS.a</b> Explore a variety of stimuli for sourcing movement to develop an improvisational or choreographed <b><u>dance study</u></b>. Analyze the process and the relationship between the stimuli and the movement.</p> <p><b>DA:Cr1.HS.b</b> Experiment with the <b><u>elements of dance</u></b> to explore personal movement preferences and strengths while discovering movement challenges. Select the movements that challenge and build on strength in an original <b><u>dance study</u></b> of dance.</p>
Plan	<p><b>DA:Cr2.HS.a</b> Collaborate to design a dance using <b><u>choreographic</u></b> and <b><u>dance structures</u></b> to support an <b><u>artistic intent</u></b>. Explain how the dance structures clarify the <b><u>artistic intent</u></b>.</p> <p><b>DA:Cr2.HS.b</b> Develop an <b><u>artistic statement</u></b> for an original dance study or dance. Discuss how the use of <b><u>movement elements</u></b>, <b><u>choreographic devices</u></b>, and <b><u>dance structures</u></b> serve to communicate the <b><u>artistic statement</u></b>.</p>
Revise	<p><b>DA:Cr3.HS.a</b> Clarify the <b><u>artistic intent</u></b> of a dance by manipulating <b><u>choreographic devices</u></b> and <b><u>dance structures</u></b> based on established <b><u>artistic criteria</u></b> and feedback from others.</p> <p><b>DA:Cr3.HS.b</b> Analyze and evaluate impact of choices made in the revision process. Compare recognized systems to document a section of a dance using writing, symbols, or media technologies.</p>
Express	<p><b>DA:Cr4.HS.a</b> Develop partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of <b><u>spatial design</u></b> and relationship. Use space intentionally during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography.</p> <p><b>DA:Cr4.HS.b</b> Use <b><u>syncopation</u></b> and accent movements related to different <b><u>tempi</u></b>. Take <b><u>rhythmic</u></b> cues from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing.</p> <p><b>DA:Cr4.HS.c</b> Connect <b><u>energy</u></b> and <b><u>dynamics</u></b> to movements by applying them in and through all parts of the body. Develop total body awareness so <b><u>movement phrases</u></b> demonstrate variances of <b><u>energy</u></b> and <b><u>dynamics</u></b>.</p>
Process Components	Performing
Embody	<p><b>DA:Pr5.HS.a</b> <b><u>Embody technical dance skills</u></b> to retain and execute dance choreography.</p> <p><b>DA:Pr5.HS.b</b> Develop a plan for healthful practices in dance activities and everyday life including nutrition and injury prevention. Discuss implementation of the plan and how it supports personal performance goals.</p> <p><b>DA:Pr5.HS.c</b> Initiate, plan, and direct rehearsals with attention to technical details and fulfilling <b><u>artistic expression</u></b>. Use a range of rehearsal strategies to achieve performance excellence.</p>
Present	<p><b>DA:Pr6.HS.a</b> Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, and cooperation) when preparing for performances. Demonstrate <b><u>performance etiquette</u></b> and <b><u>performance practices</u></b> during class, rehearsal, and performance. After performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies using <b><u>dance terminology</u></b> and <b><u>production terminology</u></b>.</p> <p><b>DA:Pr6.HS.b</b> Evaluate possible designs for the <b><u>production elements</u></b> of a performance and select and execute the ideas that would intensify and heighten the <b><u>artistic intent</u></b> of the dances.</p>

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Process Components	Responding
Analyze	<p><b>DA:Re7.HS.a</b> Analyze recurring patterns of movement and their relationships in dance in context of <u>artistic intent</u>.</p> <p><b>DA:Re7.HS.b</b> Analyze the use of <u>elements of dance</u> in a variety of <u>genres</u>, <u>styles</u>, or <u>cultural movement practices</u> within its cultural context to communicate intent. Use <u>genre</u>-specific <u>dance terminology</u>.</p>
Interpret	<p><b>DA:Re8.HS.a</b> Select and compare different dances and discuss their intent and <u>artistic expression</u>. Explain how the relationships among the <u>elements of dance</u>, use of body, <u>dance technique</u>, and context enhance meaning and support intent using genre specific <u>dance terminology</u>.</p>
Critique	<p><b>DA:Re9.HS.a</b> Analyze the <u>artistic expression</u> of a dance. Discuss insights using <u>evaluative criteria</u> and <u>dance terminology</u>.</p>
Process Components	Connecting
Synthesis	<p><b>DA:Cn10.HS.a</b> Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer may impact one’s own interpretation. Provide evidence to identify a dance related question or problem.</p> <p><b>DA:Cn10.HS.b</b> Conduct research through interview, research database, text, media, or movement. Analyze and apply information gathered by creating a group dance that answers the question posed. Discuss how the dance communicates new perspectives or realizations. Compare orally and in writing the process used in choreography to that of other creative, academic, or scientific procedures.</p>
Relate	<p><b>DA:Cn11.HS.a</b> Analyze and discuss dances from selected <u>genres</u> or <u>styles</u> and/or historical time periods and formulate reasons for the similarities and differences between them in relation to the ideas and perspectives of the peoples from which the dances originate.</p>

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## Glossary for Dance Standards

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

**Alternative Performance Venue:** A performance site other than a standard Western-style theater (e.g., classroom, site-specific venue, or natural environment).

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

**Artistic Expression:** The manifestations of artistic intent through dance, drama music, poetry, fiction, painting, sculpture or other artistic media. In dance, this involves the dance and dancers within a context.

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

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

**Asymmetrical Relationships:** A shape made by the body that has no line of reflection. An unbalanced proportion in the design of the shape.

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

**Body-Use:** The ways in which movement patterns and body parts are used in movement and dance practice; descriptive method of identifying patterns.

**Bound:** Something that limits or restrains.

**Choreographic Devices:** Manipulation of dance movement, sequences or phrases (e.g., repetition, inversion, accumulation, cannon, retrograde, call and response).

**Context Cues:** Information obtained from the dance that helps one understand or comprehend meaning and intent from a movement, group of movements, or a dance as a whole; requires seeing relationships between movements and making inferences about meaning or intent often gleaned from visual, auditory, or sensory stimuli.

**Cultural Movement Practice:** Physical movements of a dance that are associated with a certain country, community, or people.

**Dance Literacy:** The total experience of dance learning that includes doing and knowing about dance: dance skills and techniques, dance making, knowledge and understanding of dance vocabulary, dance history, dance from different cultures, dance genres, repertory, performers and choreographers, dance companies, and dance notation and preservation.



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

**Dance Structures:** The organization of choreography and movement to fulfill the artistic intent of a dance or dance study (e.g., 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 Techniques:** The tools and skills needed to produce a specific style of movement.

**Dance Terminology:** Vocabulary used to describe dance and dance experiences.

- **Simple dance terminology** (Tier 1/PreK-2): basic pedestrian language (e.g., locomotor words walk, run, tip-toe, slither, roll, crawl, jump, march, and gallop; and non-locomotor 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 (e.g., 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 (e.g., 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

**Dance Work:** A complete dance that has a beginning, middle (development), and end.

**Dynamics:** The qualities or characteristics of movement which lend expression and style; also called “efforts,” or “energy (e.g., lyrical, sustained, quick, light, or strong).

**Elements of Dance/Movement:** The key components of movement; movement of the body using space, time, and energy; often referred to as the elements of movement.

**Embody:** To physicalize a movement, concept, or idea through the body.

**Energy:** The dynamic quality, force, attach, weight, and flow of movement.

**Evaluative Criteria:** The definition of values and characteristics with which dance can be assessed; factors to be considered to attain an aesthetically satisfying dance composition or performance.

**Explore:** Investigate multiple movement possibilities to learn more about an idea.

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

**Free Flowing:** Characterized by easy freedom in movement, progression, or style.

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

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

**Improvisation:** Dance created and performed spontaneously or “in-the-moment,” often within a framework determined by the style.

**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 (i.e., in PreK 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 Problem:** A specific focus that requires one to find a solution and complete a task; gives direction and exploration in composition.

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

**Negative Space:** The area (space) around and between the dancer(s) or dance images(s) in a dance.

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

**Performance Etiquette:** Performance values and expected behaviors when rehearsing or performing (e.g., no talking while the dance is in progress, no chewing gum, neat and appropriate appearance, dancers do not call out to audience members who are friends).

**Performance Practices:** Commonly accepted behaviors and practices when rehearsing and performing on stage (e.g., production order is the technical rehearsal, dress rehearsal, then performance; dancers warm up on stage and must leave when the stage manager tells them; when "places" are called, dancers must be ready to enter the performing space).

**Person Space:** The area of space directly surrounding one’s body extending as far as a person can reach; also called the kineshpere.

**Production Elements:** Aspects of performance that produce theatrical effects (e.g., costumes, make up, sound, lighting, props).

**Production Terminology:** Words commonly used to refer to the stage, performance setting, or theatrical aspects of dance presentation.

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

**See.Think.Wonder:** An inquiry-based Visual Thinking Strategy (VTS) used for critical analysis from Harvard Project Zero, in which children respond to simple questions (e.g., What do you see? What do you think? What do you wonder?) which enable a child to begin to make meaning from an observed (dance) work of art.

**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.

**Spatial Design:** Pre-determined use of directions, levels, pathways, formations, and body shapes.

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

**Style:** Dance with specific movement characteristics, qualities, or principles that gives it distinctive identity (e.g., 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).

**Symmetrical Relationship:** Mirrored movements between dancers.

**Syncopation:** Placement of rhythmic stresses where they wouldn't normally go.

**Technical Dance Skills:** The degree of physical proficiency a dancer achieves within a dance style or technique (e.g., coordination, form, strength, speed, and range).

**Tempi:** Different paces or speeds of music, or underlying beats or pulses, used in a dance work or composition (singular: tempo).

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

**Theme:** A dance idea that is stated choreographically.