# North Dakota Dance Content Standards

Grades K-12

March 2019



North Dakota Department of Public Instruction Kirsten Baesler, State Superintendent 600 E Boulevard Avenue, Dept. 201 Bismarck, North Dakota 58505-0440 www.nd.gov/dpi

## **Arts Content Standards Writing Team**

Christine Ballenger Victor Solheim Elementary School, Bismarck

Autumn Bennett Cavalier Public School, Cavalier

Marlene Biondo Roosevelt Elementary School, Dickinson

Cameron Brown Beulah Public School, Beulah

Colleen (Kelly) Callahan Valley City High School, Valley City

Lisa K. Dullum Freedom Elementary School, West Fargo

Heidi Eckart Hillsboro High School, Hillsboro

Rebecca Engelman North Dakota Council on the Arts, Bismarck

Rhonda Helde Hazen Public School, Hazen

John LeTellier, Jr. Valley City State University, Valley City

Aaron Michels Des Lacs High School, United School District, Des Lacs Denese Odegaard Fargo Public Schools, Fargo

Dean Opp Red River High School, Grand Forks

Mari Rasmussen Dickinson State University, Bismarck

Brad Sherwood Grand Forks Public School, Grand Forks

Jolene Wahl Central Middle School, Devils Lake

## **Arts Content Standards Review Committee**

Bethany Andrist Bismarck

Amber Augustadt ND United, Bismarck

Amber Bernhardt Mandan

David Borlaug The Capital Gallery, Washburn

Katherine Hardy Northern Plains Dance, Bismarck

## **Project Support Staff**

Ann Ellefson

Academic Support ND Department of Public Instruction 600 East Boulevard Avenue, Dept. 201 Bismarck, ND 58505-0440 701-328-2488 (phone) 701-328-4770 (fax) <u>aellefson@nd.gov</u>

**Kathleen Dempsey** 

Facilitator North Central Comprehensive Center at McREL International 4601 DTC Boulevard, Suite 500 Denver, CO 80237 303-632-5634 kdempsey@mcrel.org

North Dakota Dance Content Standards

## 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,

Kirsten Baesler Superintendent of Public Instruction March 2019

## **Document Revision Log**

Date	Description	Page

## **Table of Contents**

North Dakota Arts Content Standards Introduction
Dance Introduction
Key Components of this Document
North Dakota Dance Artistic Processes and Anchor Standards
K-12 Dance – Creating0
K-12 Dance – Performing4
K-12 Dance – Responding
K-12 Dance – Connecting9
Grade Specific Dance Standards
Glossary for Dance Standards

## 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				
-	nding: Choreographers	ualize artistic ideas a use a variety of sources a phers get ideas for danc	as inspiration and transfo	orm concepts and ideas	into movement for an	Artistic Process		
К	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Middle School	High School
Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standards	Standards
DA:Cr1.K a. Respond in movement to a variety of stimuli. b. <u>Explore</u> different ways to do basic <u>locomotor</u> and <u>non-</u> <u>locomotor movements</u> by changing at least one of the <u>elements of</u> <u>dance</u> . Proces Compone	)	<ul> <li>DA:Cr1.2 <ul> <li>a. Explore movement</li> <li>inspired by a variety of</li> <li>stimuli and suggest</li> <li>additional sources for</li> <li>movement ideas.</li> </ul> </li> <li>b. Combine a variety of</li> <li>movements while</li> <li>manipulating the</li> <li>elements of dance.</li> </ul>	(e.g., music) text, objects,	DA:Cr1.4 ideas for Level andards and manipulate the <u>elements of dance</u> as tools to find a solution.	DA:Cr1.5 a. Build content for choreography using several stimuli. b. Construct and solve multiple <u>movement</u> <u>problems</u> to develop choreographic content.	<ul> <li>DA:Cr1.6 ▲</li> <li>a. Relate similar or contrasting ideas to develop choreography using a variety of stimuli.</li> <li>b. Explore various movement vocabularies to transfer ideas into choreography.</li> </ul>	DA:Er1.MS a. Implement movement from a variety of stimuli to develop dance content for an original <u>dance</u> <u>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.	<ul> <li>DA:Cr1.HS</li> <li>a. Explore a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance study. Analyze the proces and the relationship between the stimuli and to movement.</li> <li>b. Experiment with the elements of dance to explore personal moveme preferences and strengths while discovering movement challenges. Select the movements that challenge and build on strength in an original dan study of dance.</li> </ul>
				N	umbering System		e ing Artistic Process or Standard e Level	

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

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.

#### 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 artistic expression.

*Essential Question(s)*: Where do choreographers get ideas for dances?

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

#### 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?

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

### Anchor Standard 3: Refine and complete artistic work

Enduring Understanding: Choreographers analyze, evaluate, refine, and document their work to communicate meaning.

Essential Question(s): How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?

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

### 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?

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

## K-12 Dance – Performing

#### Anchor Standard 5: Develop and refine artistic techniques and work for presentation

Enduring Understanding: Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.

**Essential Question(s)**: What must a dancer do to prepare the mind and body for artistic expression?

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

#### 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?

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

## K-12 Dance – Responding

#### Anchor Standard 7: Perceive and analyze artistic work

Enduring Understanding: Dance is perceived and analyzed to comprehend its meaning.

**Essential Question(s)**: How is dance understood?

	К	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Middle School	High School
	Standards	Standards	Standards	Standards	Standards	Standards	Standards	Standards	Standards
	DA:Re7.K	DA:Re7.1	DA:Re7.2	DA:Re7.3	DA:Re7.4	DA:Re7.5	DA:Re7.6	DA:Re7.MS	DA:Re7.HS
	a. Identify a movement	a. Find a movement	a. Find movements in a	a. Find a movement	a. Find patterns of	a. Find meaning or	a. Describe or	a. Describe,	a. Analyze recurring
	in a dance by repeating	that repeats in a dance	dance that develop a	pattern that creates a	movement in dance	artistic intent from the	demonstrate recurring	demonstrate and	patterns of movement
	it.	to make a pattern.	pattern.	movement phrase in a	works that create a	patterns of movement	patterns of movement	discuss patterns of	and their relationships
				dance work.	<u>style</u> or <u>theme</u> .	in a dance work.	and their relationships	movement and their	in dance in context of
	b. Demonstrate an	b. Demonstrate and	b. Demonstrate and				in dance.	relationships in dance	artistic intent.
	observed or performed	describe observed or	describe movements in	b. Demonstrate and	b. Demonstrate and	b. Describe, using basic		in context of artistic	
e	dance movement.	performed dance	dances from different	explain how one dance	explain how dance	dance terminology, the	b. Explain how the	<u>intent</u> .	b. Analyze the use of
Analyze		movements from a	genres or cultures.	genre is different from	styles differ within a	qualities and	elements of dance are		elements of dance in a
lal		specific genre or		another, or how one	genre or within a	characteristics of style	used in a variety of	b. Explain how the	variety of <b>genres</b> ,
Ar		culture.		cultural movement	cultural movement	used in a dance from	dance <b>genres</b> , <u>styles</u> , or	elements of dance are	<u>styles</u> , or <u>cultural</u>
				practice is different	practice.	one's own <u>cultural</u>	cultural movement	used in a variety of	movement practices
				from another.		movement practice.	practices. Use genre	genres, styles, or	within its cultural
						Compare qualities and	specific <u>dance</u>	cultural movement	context to
						characteristics of style	terminology.	practices to	communicate intent.
						found in different		communicate intent.	Use genre-specific
						dance <u>genre</u> or <u>cultural</u>		Use genre specific	dance terminology.
						movement practice, by		dance terminology.	
						using basic <u>dance</u>			
						terminology.			

### K-12 Dance – Responding

#### Anchor Standard 8: Interpret intent and meaning in artistic work.

Enduring Understanding: 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.

**Essential Question(s)**: How is dance interpreted?

	К	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Middle School	High School
	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard
	DA:Re8.K	DA:Re8.1	DA:Re8.2	DA:Re8.3	DA:Re8.4	DA:Re8.5	DA:Re8.6	DA:Re8.MS	DA:Re8.HS
	a. Observe movement	a. Select movements	a. Use <u>context cues</u>	a. Select specific	a. Relate movements,	a. Interpret meaning in	a. Explain how the	a. Select and compare	a. Select and compare
	and describe it using	from a dance that	from movement to	context cues from	ideas, and context to	a dance based on its	artistic expression of a	different dances and	different dances and
<b>.</b>	simple <u>dance</u>	suggest ideas and	identify meaning and	movement. Explain	decipher meaning in a	movements. Explain	dance is achieved	discuss their intent and	discuss their intent and
ret	terminology.	explain how the	intent in a dance using	how they relate to the	dance using basic	how the movements	through the <u>elements</u>	artistic expression.	artistic expression.
đ		movement captures the	simple <u>dance</u>	main idea of the dance	dance terminology.	communicate the main	<u>of dance</u> , use of body,	Explain how the	Explain how the
nte		idea using simple <u>dance</u>	terminology.	using basic <u>dance</u>		idea of the dance using	dance technique, dance	relationships among	relationships among
<u> </u>		terminology.		terminology.		basic <u>dance</u>	structure, and context.	the <b>elements of dance</b> ,	the <b>elements of dance</b> ,
						terminology.	Explain how these	use of body, <u>dance</u>	use of body, <u>dance</u>
							communicate the intent	technique, and context	technique, and context
							of the dance using	enhance meaning and	enhance meaning and
							genre specific <u>dance</u>	support intent using	support intent using
							terminology.	genre specific <u>dance</u>	genre specific <u>dance</u>
								terminology.	terminology.

## K-12 Dance – Responding

#### Anchor Standard 9: Apply criteria to evaluate artistic work

Enduring Understanding: Criteria for evaluating dance vary across genres, styles, and cultures.

**Essential Question(s)**: What criteria are used to evaluate dance?

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

#### K-12 Dance – Connecting

#### Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art

Enduring Understanding: As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.

**Essential Question(s)**: How does dance deepen our understanding of ourselves, other knowledge, and events around us?

	К	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Middle School	High School
	Standards	Standards	Standards	Standards	Standards	Standards	Standards	Standards	Standards
	DA:Cn10.K	DA:Cn10.1	DA:Cn10.2	DA:Cn10.3	DA:Cn10.4	DA:Cn10.5	DA:Cn10.6	DA:Cn10.MS	DA:Cn10.HS
	a. Recognize and name	a. Find an experience	a. Describe, create,	a. Compare the	a. Relate the main idea	a. Compare two dances	a. Observe the	a. Relate connections	a. Analyze a dance to
	an emotion that is	expressed or portrayed	and/or perform a dance	relationships expressed	or content in a dance to	with contrasting	<u>movement</u>	found between	determine the ideas
	experienced when	in a dance that relates	that expresses personal	in a dance to	other experiences.	themes. Discuss feelings	<u>characteristics</u> or	different dances and	expressed by the
	watching, improvising,	to a familiar	meaning and explain	relationships with	Explain how the main	and ideas evoked by	qualities observed in a	discuss the relevance of	choreographer. Explain
	or performing dance	experience. Identify the	how certain	others. Explain how	idea of a dance is	each. Describe how the	specific dance <b>genre</b> .	the connections to the	how the perspectives
	and relate it to a	movements that	movements express	they are the same or	different from one's	themes and movements	Describe differences	development of one's	expressed by the
	personal experience.	communicate this	this personal meaning.	different.	own experiences,	relate to points of view	and similarities about	personal perspectives.	choreographer may
		experience.			relationships, ideas or	and experiences.	what was observed to		impact one's own
1	b. Observe a work of		b. Respond to a dance	b. Ask and research a	perspectives.		one's attitudes and	<ul> <li>Investigate two</li> </ul>	interpretation. Provide
	visual art. Describe and	b. Observe illustrations	work using an inquiry-	question about a key		b. Choose a topic,	movement preferences.	contrasting topics using	evidence to identify a
	ask questions about the	from a story. Discuss	based set of questions.	aspect of a dance that	b. Develop and	concept, or content		a variety of research	dance related question
	artwork and express,	observations and	Create movement using	communicates a	research a question	from another discipline	b. Conduct research	methods. Identify and	or problem.
e	through movement,	identify ideas for a	ideas from responses	perspective about an	relating to a topic of	of study and research	using a variety of	organize ideas to create	
siz	something of interest.	dance and demonstrate	and explain how certain	issue or event. Explore	study in school using	how other art forms	resources to find	representative	b. Conduct research
he		the big ideas of the	movements express a	the key aspect through	multiple sources of	have expressed the	information about a	movement phrases.	through interview,
Synthesize		story through	specific idea.	movement. Share	references. Select key	topic. Create a <u>dance</u>	social issue of great	Create a <u>dance study</u>	research database, text,
Sγ		movement.		movements and	aspects about the topic	study that expresses	interest. Use the	exploring the	media, or movement.
				describe how the	and choreograph	the idea. Explain how	information to create a	contrasting ideas.	Analyze and apply
				movements help to	movements that	the <u>dance study</u>	dance study that	Discuss how the	information gathered
				remember or discover new qualities in these	communicate the information. Discuss	expressed the idea and discuss how this	expresses a specific point of view on the	research informed the choreographic process	by creating a group dance that answers the
				key aspects.	what was learned from	learning process is	topic. Discuss whether	and deepens	question posed. Discuss
				Communicate the new	creating the dance and	similar to, or different	the experience of	understanding of the	how the dance
				learning in oral,	describe how the topic	from, other learning	creating and sharing	topics.	communicates new
				written, or movement	might be	situations.	the dance reinforces	topics.	perspectives or
				form.	communicated using	5100015.	personal views or offers		realizations. Compare
				lonn.	another form of		new knowledge and		orally and in writing the
					expression.		perspectives.		process used in
							PC. 5PC011051		choreography to that of
									other creative,
									academic, or scientific
									procedures.

## K-12 Dance – Connecting

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Enduring Understanding: Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.

Essential Question(s): How does knowing about societal, cultural, historical and community experiences expand dance literacy?

	К	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Middle School	High School
	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standards	Standards
	DA:Cn11.K	DA:Cn11.1	DA:Cn11.2	DA:Cn11.3	DA:Cn11.4	DA:Cn11.5	DA:Cn11.6	DA:Cn11.MS	DA:Cn11.HS
	a. Describe or	a. Watch and/or	a. Observe a dance and	a. Find a relationship	a. Select and describe	a. Describe how the	a. Interpret and show	a. Analyze and discuss,	a. Analyze and discuss
	demonstrate the	perform a dance from a	relate the movement to	between movement in	movements in a specific	<u>movement</u>	how the movement and	how dances from a	dances from selected
	movements in a dance	different culture and	the people or	a dance from a culture,	genre or style and	characteristics and	qualities of a dance	variety of cultures,	genres or styles and/or
e U	that was watched or	discuss or demonstrate	environment in which	society, or community	explain how the	qualities of a dance in a	communicate its	societies, historical	historical time periods
Relate	performed.	the types of movement	the dance was created	and the culture from	movements relate to	specific <b>genre</b> or <b>style</b>	cultural, historical,	periods, or	and formulate reasons
Re		danced.	and performed.	which the dance is	the culture, society,	communicate the ideas	and/or community	communities reveal the	for the similarities and
				derived. Explain what	historical period, or	and perspectives of the	purpose or meaning.	ideas and perspectives	differences between
				the movements	community from which	culture, historical		of the people.	them in relation to the
				communicate about	the dance originated.	period, or community			ideas and perspectives
				key aspects of the		from which the genre			of the peoples from
				culture, society, or		or style originated.			which the dances
				community.					originate.

## Grade Specific Dance Standards

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

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

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

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

Dance – Grade 1	
Process Components	Creating
Explore	DA:Cr1.1.a Explore movement inspired by a variety of stimuli and identify the source. DA:CR1.1.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> .
Plan	DA:Cr2.1.a Improvise a series of movements that have a beginning, middle, and end, and describe movement choices. DA:Cr2.1.b Choose movements that express an idea or emotion or follow a musical phrase.
Revise	DA:Cr3.1.a Explore suggestions to change movement from guided improvisation and/or short remembered sequences. DA:Cr3.1.b Depict several different types of movements of a dance by drawing a picture or using a symbol.
Express	<ul> <li>DA:Cr4.1.a</li> <li>Demonstrate locomotor and non-locomotor 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 space. Move with others to form straight lines and circles.</li> <li>DA:Cr4.1.b</li> <li>Relate quick, moderate and slow movements to duration in time. Recognize a steady beat and move to varying tempi. Relate to quick, moderate and slow movements.</li> <li>DA:Cr4.1.c</li> <li>Demonstrate movement characteristics along with movement vocabulary.</li> </ul>
Process Components	Performing
Embody	DA:Pr5.1.a Demonstrate a range of locomotor and non-locomotor movements, body patterning, body shapes, and directionality. DA:Pr5.1.b Move safely in general space through a range of activities and group formations while maintaining personal space. DA:Pr5.1.c Modify movements and spatial arrangements upon request.
Present	DA:Pr6.1.a Dance for others in a space where audience and performers occupy different areas. DA:Pr6.1.b Explore the use of simple props to enhance performance. tandards for Enduring Understandings and Essential Questions.

Process Components	Responding
Analyze	DA:Re7.1.a
	Find a movement that repeats in a dance to make a pattern.
	DA:Re7.1.b
	Demonstrate and describe observed or performed dance movements from a specific genre or culture.
Interpret	DA:Re8.1.a
	Select movements from a dance that suggest ideas and explain how the movement captures the idea using simple dance terminology.
Critique	DA:Re9.1.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.
Process Components	Connecting
Synthesis	DA:Cn10.1.a
	Find an experience expressed or portrayed in a dance that relates to a familiar experience. Identify the movements that communicate this experience.
	DA:Cn10.1.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	DA:Cn11.1.a
	Watch and/or perform a dance from a different culture and discuss or demonstrate the types of movement danced.
'Refer to the Anchor St	andards for Enduring Understandings and Essential Questions.

Creating
DA:Cr1.2.a
Explore movement inspired by a variety of stimuli and suggest additional sources for movement ideas.
DA:CR1.2.b
Combine a variety of movements while manipulating the elements of dance.
DA:Cr2.2.a
Improvise a dance phrase with a beginning, a middle that has a main idea, and a clear end.
DA:Cr2.2.b
Choose movements that express a main idea or emotion or follow a musical phrase. Explain reasons for movement choices.
DA:Cr3.2.a
Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.
DA:Cr3.2.b
Depict the levels of movements in a variety of dance movements by drawing a picture or using symbols.
DA:Cr4.2.a
Demonstrate clear directionality and intent when performing movements that change shapes, facings, and pathways in space. Identity symmetrical and asymmetrical relationships between body
shapes.
DA:Cr4.2.b
Demonstrate varied lengths of movements and phrases that display downbeats in duple and triple meter and correlate to metric phrasing.
DA:Cr4.2.c
Select and apply appropriate movement characteristics to create intent and effect. Demonstrate kinesthetic awareness while dancing the movement characteristics.
Performing
DA:Pr5.2.a
Demonstrate a range of locomotor and non-locomotor movements, body patterning, and dance sequences that require moving through space using a variety of pathways.
DA:Pr5.2.b
Move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal space.
DA:Pr5.2.c
Repeat movements, with an awareness of self and others in space. Self-adjust and modify movements or placement upon request.
DA:Pr6.2.a
Dance for and with others in a space where audience and performers occupy different areas.
DA:Pr6.2.b
Use limited <b>production elements</b> .

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

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

Dance – Grade 3	
Process Components	Creating
Explore	DA:Cr1.3.a
	Experiment with a variety of self-identified stimuli (e.g., music/sound, text, objects, images, notation, observed dance, experiences) for movement.
	DA:CR1.3.b Explore a given <u>movement problem</u> . Select and demonstrate a solution.
Plan	DA:Cr2.3.a
Fidii	Identify and experiment with choreographic devices to create simple movement patterns and dance structures.
	DA:Cr2.3.b
	Develop a dance phrase that expresses and communicates an idea or feeling. Discuss the effect of the movement choices.
Revise	DA:Cr3.3.a
nevise	Revise movement choices in response to feedback to improve a short dance study. Describe the differences the changes made in the movements.
	DA:Cr3.3.b
	Depict directions or spatial pathways in a dance phrase by drawing a picture map or using a symbol.
Express	DA:Cr4.3.a
	Express intentional and focused understanding of distance and space by moving three dimensionally. Demonstrate positive and negative space with body shapes.
	DA:Cr4.3.b
	Perform improvised locomotor and non-locomotor movement that show same or different timing in association with the music. Use metric and kinesthetic phrasing.
	DA:Cr4.3.c
	Demonstrate how change in energy and dynamics modify movements for intent and effect.
Process Components	Performing
Embody	DA:Pr5.3.a
	Replicate body shapes, movement characteristics, and movement patterns in a dance sequence with awareness of body alignment and core support.
	DA:Pr5.3.b
	Adjust body-use to coordinate with a partner or other dancers to safely change levels, directions, and pathway designs.
	DA:Pr5.3.c
	Recall movement sequences with a partner or in group dance activities. Apply constructive feedback from teacher and self-check to improve dance skills.
Present	DA:Pr6.3.a
	Identify the main areas of a performance space using production terminology.
	DA:Pr6.3.b
	Explore simple production elements for a dance performed for an audience in a designated specific performance space.
Refer to the Anchor S	tandards for Enduring Understandings and Essential Questions.

\*Refer to the Anchor Standards for Enduring Understandings and Essential Questions. Glossary: The document includes a glossary to define words that are <u>underlined and bolded</u>.

Process Components	Responding
Analyze	DA:Re7.3.a
	Find a movement pattern that creates a movement phrase in a dance work.
	DA:Re7.3.b
	Demonstrate and explain how one dance genre is different from another, or how one cultural movement practice is different from another.
Interpret	DA:Re8.3.a
	Select specific context cues from movement. Explain how they relate to the main idea of the dance using basic
	dance terminology.
Critique	DA:Re9.3.a
	Select dance movements from specific genres, styles, or cultures. Identify characteristic movements from these dances and describe in basic dance terminology ways in which they are alike and
	different.
Process Components	Connecting
Synthesis	DA:Cn10.3.a
	Compare the relationships expressed in a dance to relationships with others. Explain how they are the same or different.
	DA:Cn10.3.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	DA:Cn11.3.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.

\*Refer to the Anchor Standards for Enduring Understandings and Essential Questions. Glossary: The document includes a glossary to define words that are <u>underlined and bolded</u>.

Dance – Grade 4	
Process Components	Creating
Explore	DA:Cr1.4.a
	Identify ideas for choreography generated from a variety of stimuli.
	DA:CR1.4.b
	Develop a movement problem and manipulate the elements of dance as tools to find a solution.
Plan	DA:Cr2.4.a
	Manipulate or modify choreographic devices to expand movement possibilities and create a variety of movement patterns and structures. Discuss movement choices.
	DA:Cr2.4.b
	Develop a dance study that expresses and communicates a main idea. Discuss the reasons and effectiveness of the movement choices.
Revise	DA:Cr3.4.a
	Revise movement based on peer feedback and self-reflection to improve communication of artistic intent in a short dance study. Explain choices made in the process.
	DA:Cr3.4.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.
Express	DA:Cr4.4.a
	Make static and dynamic shapes with positive and negative space. Perform elevated shapes (jump shapes) with soft landings and movement sequences alone and with others, establishing relationships
	with other dancers through focus of eyes.
	DA:Cr4.4.b. Accompany other dancers using a variety of percussive instruments and sounds. Respond in movement to even and uneven rhythms as well as change in tempo. Relate to quick, moderate
	and slow movements.
	DA:Cr4.4.c
	Analyze movements and phrases for use of energy and dynamic changes and use adverbs and adjectives to describe them. Based on the analysis, refine the phrases by incorporating a range of
	movement characteristics.
Process Components	Performing
Embody	DA:Pr5.4.a
	Demonstrate fundamental dance skills.
	DA:Pr5.4.b
	Execute techniques that extend movement range, build strength, and develop endurance. Explain the relationship between execution of technique, safe body use, and healthful nutrition.
	DA:Pr5.4.c
	Coordinate phrases and timing with other dancers by cueing off each other and responding to stimuli cues. Reflect on feedback from others to inform personal dance performance goals.
Present	DA:Pr6.4.a
	Consider how to establish a formal performance space from an informal setting.
	DA:Pr6.4.b
	Identify, explore, and experiment with a variety of <b>production elements</b> to heighten the <b>artistic intent</b> and audience experience.

Process Components	Responding
Analyze	DA:Re7.4.a
	Find patterns of movement in dance works that create a style or theme.
	DA:Re7.4.b
	Demonstrate and explain how dance styles differ within a genre or within a cultural movement practice.
Interpret	DA:Re8.4.a
	Relate movements, ideas, and context to decipher meaning in a dance using basic dance terminology.
Critique	DA:Re9.4.a
	Discuss and demonstrate the characteristics that make a dance artistic and apply those characteristics to dances observed or performed in a specific genre, style, or cultural movement practice. Use
	basic <u>dance terminology</u> to describe the movement characteristics.
Process Components	Connecting
Synthesis	DA:Cn10.4.a
	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.
	DA:Cn10.4.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.
Relate	DA:Cn11.4.a
	Select and describe movements in a specific genre or style and explain how the movements relate to the culture, society, historical period, or community from which the dance originated.

\*Refer to the Anchor Standards for Enduring Understandings and Essential Questions. Glossary: The document includes a glossary to define words that are <u>underlined and bolded</u>.

Process Components	Creating
Explore	DA:Cr1.5.a
	Build content for choreography using several stimuli.
	DA:CR1.5.b
	Construct and solve multiple movement problems to develop choreographic content.
Plan	DA:Cr2.5.a
	Manipulate or modify a variety of choreographic devices to expand choreographic possibilities and develop a main idea. Explain reasons for movement choices.
	DA:Cr2.5.b
	Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates nonverbally.
Revise	DA:Cr3.5.a
	Explore through movement the feedback from others and to expand choreographic possibilities for a short dance study that communicates artistic intent. Explain the movement choices and
	refinements.
	DA:Cr3.5.b
	Record changes in a dance sequence through writing, symbols, or a form of media technology.
Express	DA:Cr4.5.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.
	DA:Cr4.5.b
	Dance to a variety of rhythms generated from internal and external sources. Perform movement phrases that show the ability to respond to changes in time.
	DA:Cr4.5.c
	Contrast bound and free-flowing movements. Motivate movement from both central initiation (torso) and peripheral initiation (distal) and analyze the relationship between initiation and energy.
Process Components	Performing
Embody	DA:Pr5.5.a
	Recall and execute a series of dance phrases using fundamental dance skills.
	DA:Pr5.5.b
	Demonstrate safe <b>body use</b> practices during technical exercises and movement combinations. Discuss how these practices, along with healthful eating habits, promote strength, flexibility, endurance
	and injury prevention.
	DA:Pr5.5.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.
Present	DA:Pr6.5.a
	Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movements to the performance space.
	DA:Pr6.5.b
	Identify, explore, and select production elements that heighten and intensify the artistic intent of a dance and are adaptable for various performance spaces.

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

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

Dance – Grade 6	
Process Components	Creating
Explore	DA:Cr1.6.a
	Relate similar or contrasting ideas to develop choreography using a variety of stimuli.
	DA:CR1.6.b
	Explore various movement vocabularies to transfer ideas into choreography.
Plan	DA:Cr2.6.a
	Explore choreographic devices and dance structures to develop a dance study that supports an artistic intent. Explain the goal or purpose of the dance.
	DA:Cr2.6.b
	Determine artistic criteria to choreograph a dance study that communicates personal or cultural meaning. Based on criteria, evaluate why some movements are more effective than others.
Revise	DA:Cr3.6.a
	Revise dance compositions using collaboratively developed artistic criteria. Explain reasons for revisions and how choices made relate to artistic intent.
	DA:Cr3.6.b
	Explore or invent a system to record a dance sequence through writing, symbols, or a form of media technology.
Express	DA:Cr4.6.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.
	DA:Cr4.6.b
	Use combinations of sudden and sustained timing as it relates to both the time and the dynamics of a phrase or dance work. Accurately use accented and unaccented beats in 3/4 and 4/4 meter.
	DA:Cr4.6.c
	Use the internal body force created by varying tensions within one's musculature for movement initiation and dynamic expression with bound and free-flowing movements.
Process Components	Performing
Embody	DA:Pr5.6.a
	Embody technical dance skills to accurately execute changes of direction, levels, facings, pathways, elevations and landings, extensions of limbs, and movement transitions.
	DA:Pr5.6.b
	Apply basic anatomical knowledge, proprioceptive feedback, spatial awareness, and nutrition to promote safe and healthful strategies when warming up and dancing.
	DA:Pr5.6.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.
Present	DA:Pr6.6.a
	Recognize needs and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal, and performance. After performance, accept notes from
	choreographer and make corrections as needed and apply to future performances.
	DA:Pr6.6.b
	Compare and contrast a variety of possible production elements that would intensify and heighten the artistic intent of the work. Select choices and explain reasons for the decisions made using
	production terminology.
Refer to the Anchor S	tandards for Enduring Understandings and Essential Questions.

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

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

\*Refer to the Anchor Standards for Enduring Understandings and Essential Questions. Glossary: The document includes a glossary to define words that are <u>underlined and bolded</u>.

Process Components	Creating
Explore	DA:Cr1.MS.a
	Implement movement from a variety of stimuli to develop dance content for an original dance study or dance.
	DA:Cr1.MS.b
	Identify and select personal preferences to create an original dance study or dance. Use genre-specific dance terminology to articulate and justify choices made in movement development to
	communicate intent.
Plan	DA:Cr2.MS.a
	Collaborate to select and apply a variety of choreographic devices and dance structures to choreograph an original dance study or dance with a clear artistic intent. Articulate the group process for
	making movement and structural choices.
	DA:Cr2.MS.b
	Define and apply artistic criteria to choreograph a dance that communicates personal or cultural meaning. Discuss how the criteria clarify or intensify the meaning of the dance.
Revise	DA:Cr3.MS.a
	Revise choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback of others. Articulate the reasons for choices and revisions and explain how they clarify
	and enhance the <u>artistic intent</u> .
	DA:Cr3.MS.b
	Experiment with aspects of a recognized system to document a section of a dance by using words, symbols, or media technologies.
Express	DA:Cr4.MS.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.
	DA:Cr4.MS.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 tempi in different body parts at the same time.
	DA:Cr4.MS.c
	Direct energy and dynamics in such a way that movement is textured. Incorporate energy and dynamics to technique exercises and dance performance. Use energy and dynamics to enhance and
	project movements.
Process Components	Performing
Embody	DA:Pr5.MS.a
linbouy	Embody technical dance skills to retain and execute dance choreography.
	DA:Pr5.MS.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
	DA:Pr5.MS.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.
Present	DA:Pr6.MS.a
	Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, and cooperation) when preparing for performances. Use performance etiquette and performance practices 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.
	DA:Pr6.MS.b
	Collaborate to design and execute production elements 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 production terminology.

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

\*Refer to the Anchor Standards for Enduring Understandings and Essential Questions. Glossary: The document includes a glossary to define words that are <u>underlined and bolded</u>.

DA:Cr1.HS.b	Process Components	Creating
DA:Cr.145.b           Experiment with the glements of dance to explore personal movement preferences and strengths while discovering movement challenges. Select the movements that challenge and build on strein an original dance study of dance.           Plan         DA:Cr.245.a           Collaborate to design a dance using <u>choreographic</u> and <u>dance structures</u> to support an <u>artistic intent</u> . Explain how the dance structures clarify the <u>artistic intent</u> .           DA:Cr.245.b         Develop an <u>artistic statement</u> for an original dance study or dance. Discuss how the use of <u>movement elements</u> , <u>choreographic devices</u> , and <u>dance structures</u> serve to communicate the <u>artistic</u> statement.           Revise         DA:Cr.245.b           Calify the <u>artistic intent</u> of a dance by manipulating <u>choreographic devices</u> and <u>dance structures</u> based on established <u>artistic criteria</u> and feedback from others. DA:Cr.245.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.           DA:Cr.445.b         Develop partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of <u>spatial design</u> and relationship. Use space intention during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography. DA:Cr.445.c           Connect <u>energy</u> and <u>dynamics</u> to movements related to different <u>tempi</u> . Take <u>thythmic</u> cues from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing. DA:Pr5.445.c	Explore	DA:Cr1.HS.a
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 streat on original <u>dance study</u> of dance.         Plan       DACC2.HS.a Collaborate to design a dance using <u>choreographic</u> and <u>dance structures</u> to support an <u>artistic intent</u> . Explain how the dance structures clarify the <u>artistic intent</u> . DACC2.HS.b Develop an <u>artistic statement</u> for an original dance study or dance. Discuss how the use of <u>movement elements</u> , <u>choreographic devices</u> , and <u>dance structures</u> serve to communicate the <u>artistic</u> <u>statement</u> .         Revise       DACC3.HS.a Clarify the <u>artistic intent</u> of a dance by manipulating <u>choreographic devices</u> and <u>dance structures</u> based on established <u>artistic criteria</u> and feedback from others. DAC63.HS.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.         Express       DACC4.HS.a Develop partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of <u>spatial design</u> and relationship. Use space intention during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography. DAC64.HS.6 Develop partner and ensemble skills to retain and execute dance choreography. DAC64.HS.6 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 DAP75.HS.6 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 performanc		Explore a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement.
an original dance study of dance. Plan     DA:C7.218.a     Collaborate to design a dance using choreographic and dance structures to support an artistic intent. Explain how the dance structures clarify the artistic intent.     DA:C7.218.a     Collaborate to design a dance using choreographic and dance structures to support an artistic intent.     DA:C7.218.a     Collaborate to design a dance using choreographic and dance structures to support an artistic intent.     DA:C7.318.a     Collaborate to design a dance using choreographic devices and dance structures based on established artistic criteria and feedback from others.     DA:C7.318.a     DA:C7.318.a     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.     Express     DA:C7.418.a     Develop partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of <u>spatial design</u> and relationship. Use space intention     during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography.     DA:C7.418.b     Use <u>syncopation</u> and accent movements related to different tempi. Take <u>rhythmic</u> cues from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing.     DA:C7.418.5     D		DA:Cr1.HS.b
Plan       DA-Cr2.HS.a         Collaborate to design a dance using choreographic and dance structures to support an <u>artistic intent</u> . Explain how the dance structures clarify the <u>artistic intent</u> .         Da/cr2.HS.b       Develop an <u>artistic statement</u> for an original dance study or dance. Discuss how the use of <u>movement elements</u> , <u>choreographic devices</u> , and <u>dance structures</u> serve to communicate the <u>artistic intent</u> .         Revise       DA/cr3.HS.a         Clarify the <u>artistic intent</u> of a dance by manipulating <u>choreographic devices</u> and <u>dance structures</u> based on established <u>artistic criteria</u> and feedback from others.         DA/cr3.HS.a       Clarify the <u>artistic intent</u> of a dance by manipulating <u>choreographic devices</u> and <u>dance structures</u> based on established <u>artistic criteria</u> and feedback from others.         DA/cr3.HS.a       DA/cr4.HS.a         Express       DA/cr4.HS.a         Develop partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of <u>spatial design</u> and relationship. Use space intention during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography.         DA/cr4.HS.a       Connect <u>energy</u> and <u>dynamics</u> to movements related to different <u>temp</u> . Take <u>rhythmic</u> cues from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing.         DA/cr4.HS.a       DA/cr4.HS.a         Connect <u>energy</u> and <u>dynamics</u> to movements by applying them in and through all parts of the body. Develop total body awareness		Experiment with the elements of dance to explore personal movement preferences and strengths while discovering movement challenges. Select the movements that challenge and build on strength in
Collaborate to design a dance using choreographic and dance structures to support an artistic intent. Explain how the dance structures clarify the artistic intent.         DA:C72.HS.b         Develop an artistic statement for an original dance study or dance. Discuss how the use of movement elements, choreographic devices, and dance structures serve to communicate the artistic statement.         Revise       DA:C73.HS.b         Carify the artistic intent of a dance by manipulating choreographic devices and dance structures based on established artistic criteria and feedback from others.         DA:C74.HS.b       Davelop partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of spatial design and relationship. Use space intention during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography.         DA:C74.HS.c       Develop and accent movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing.         DA:C74.HS.c       Connect energy and dynamics to movements by applying them in and through all parts of the body. Develop total body awareness so movement phrases demonstrate variances of gnergy and dynamics.         Process Components       Performing         Embody       DA:P5-HS.S         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 DA:P5-HS.S <t< td=""><td></td><td>an original <u>dance study</u> of dance.</td></t<>		an original <u>dance study</u> of dance.
DAcCr2.HS.b         Develop an artistic statement for an original dance study or dance. Discuss how the use of movement elements, choreographic devices, and dance structures serve to communicate the artistic statement.         Statement.         Statement.         Clarify the artistic intent of a dance by manipulating choreographic devices and dance structures based on established artistic criteria and feedback from others.         DAC7.3.HS.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.         Develop partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of <u>spatial design</u> and relationship. Use space intention during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography.         DACr4.HS.b       Use syncopation and accent movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing.         DAcr4.HS.b       Use syncopation and accent movements by applying them in and through all parts of the body. Develop total body awareness so movement phrases demonstrate variances of energy and dynamics.         Process Components       Performing         Embody       Embody technical dance skills to retain and execute dance choreography.         DA:Pr5.HS.b       Develop a plan for healthful practices in dance activities and everyday life including nutrit	Plan	DA:Cr2.HS.a
Develop an <u>artistic statement</u> for an original dance study or dance. Discuss how the use of <u>movement elements, choreographic devices</u> , and <u>dance structures</u> serve to communicate the <u>artistic statement</u> .         Revise       DC-73 H.S.a         Clarify the <u>artistic intent</u> of a dance by manipulating <u>choreographic devices</u> and <u>dance structures</u> based on established <u>artistic criteria</u> and feedback from others.         DAC-73 H.S.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.         Express       DAC-74 H.S.b         David and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography.         DAC-74 H.S.b       Use <u>syncopation</u> and accent movements related to different <u>tempi</u> . Take <u>rhythmic</u> cues from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing.         Process Components       Performing         Embody       DA:Pr5 H.S.b         Develop and of idence skills to retain and execute dance choreography.       DA:Pr5 H.S.b         DA:Pr5 H.S.b       Develop a all 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 to avaita method sand strategies using <u>during class; rehearsal</u> , and direct rehearsal with attention to technical details and fulfilling <u>artistic expression</u> . Use a range of rehearsal strategies to achieve performance excellence.         Pri		
statement.         Revise       Dat:Cr3.HS.a         Clarify the artistic intent of a dance by manipulating choreographic devices and dance structures based on established artistic criteria and feedback from others.         DA:Cr3.HS.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.         Express       Da:Cr4.HS.a         Develop partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of <u>spatial design</u> and relationship. Use space intention during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography.         DA:Cr4.HS.b       Connect energy and dynamics to movements related to different templ. Take <u>rhythmic</u> cues from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing.         DA:Cr4.HS.c       Connect energy and dynamics to movements by applying them in and through all parts of the body. Develop total body awareness so <u>movement phrases</u> demonstrate variances of <u>energy</u> and dynamics.         Process Components       Performing         Embody       Da:Pr5.HS.a         Embody technical dance skills to retain and execute dance choreography.         DA:Pr5.HS.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 DA:Pr5.HS.c		
Revise       DA:Cr3.HS.a         Clarify the artistic intent of a dance by manipulating choreographic devices and dance structures based on established artistic criteria and feedback from others.         DA:Cr3.HS.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.         Express       DA:Cr4.HS.a         Develop partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of spatial design and relationship. Use space intention during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography.         DA:Cr4.HS.b       DA:Cr4.HS.b         Use syncopation and accent movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing.         DA:Cr4.HS.b       Connect energy and dynamics to movements by applying them in and through all parts of the body. Develop total body awareness so movement phrases demonstrate variances of energy and dynamics.         Process Components       Performing         Embody       DA:Pr5.HS.a         Embody technical dance skills to retain and execute dance choreography.         DA:Pr5.HS.a       Da:Pr5.HS.a         Embody technical dance skills to retain and execute dance choreography.         DA:Pr5.HS.a       Develop a plan for healthful practices in dance activities and everyd		Develop an artistic statement for an original dance study or dance. Discuss how the use of movement elements, choreographic devices, and dance structures serve to communicate the artistic
Clarify the <u>artistic intent</u> of a dance by manipulating <u>choreographic devices</u> and <u>dance structures</u> based on established <u>artistic criteria</u> and feedback from others. DA:Cr3.HS.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.         Express       Develop partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of <u>spatial design</u> and relationship. Use space intention of uring phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography.         DA:Cr4.HS.c       DA:Cr4.HS.c         Develop partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of <u>spatial design</u> and relationship. Use space intention of uring phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography.         DA:Cr4.HS.c       Connect <u>energy</u> and <u>dynamics</u> to movements related to different <u>tempi</u> . Take <u>rhythmic</u> cues from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing. DA:Cr4.HS.c         Process Components       Performing         Embody       DA:Pr5.HS.a         Embody       Davefs.HS.a         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 <u>DA:Pr6.HS.a</u> Develop.a plan		
DA:Cr3.HS.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.         Express       Develop partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of <u>spatial design</u> and relationship. Use space intention during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography. DA:Cr4.HS.b Use <u>syncopation</u> and accent movements related to different <u>tempi</u> . Take <u>rhythmic</u> cues from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing. DA:Cr4.HS.c Connect <u>energy</u> and <u>dynamics</u> to movements by applying them in and through all parts of the body. Develop total body awareness so <u>movement phrases</u> demonstrate variances of <u>energy</u> and <u>dynamics</u> .         Process Components       Performing         Embody       DA:Pr5.HS.a 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 DA:Pr5.HS.c Initiate, plan, and direct rehearsals with attention to technical details and fulfilling <u>artistic expression</u> . Use a range of rehearsal strategies to achieve performance excellence.         Present       DA:Pr6.HS.a Develops and performance. After performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance prace evaluate methods and strategies using <u>dance terminology</u> and <u>production terminology</u> . DA:Pr6.HS.b	Revise	
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.         Express       DA:Cr4.HS.a         Develop partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of <u>spatial design</u> and relationship. Use space intention during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography.         DA:Cr4.HS.b.       Use <u>syncopation</u> and accent movements related to different <u>tempi</u> . Take <u>rhythmic</u> cues from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing.         DA:Cr4.HS.c.       Connect <u>energy</u> and <u>dynamics</u> to movements by applying them in and through all parts of the body. Develop total body awareness so <u>movement phrases</u> demonstrate variances of <u>energy</u> and <u>dynamics</u> .         Process Components       Performing         Embody       DA:Pr5.HS.a         Embody to pa 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 bereformance excellence.         Present       DA:Pr6.HS.a         Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, and cooperation) when preparing for performances. Decoment the rehearsal and performance praces a evaluate methods and strategies using <u>during class, rehearsal, and performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and perfo</u>		
Express       DA:Cr4.HS.a         Develop partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of spatial design and relationship. Use space intention during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography.         DA:Cr4.HS.b       Use syncopation and accent movements related to different templ. Take rhythmic cues from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing. DA:Cr4.HS.c         Connect energy and dynamics to movements by applying them in and through all parts of the body. Develop total body awareness so movement phrases demonstrate variances of energy and dynamics.         Process Components       Performing         Embody       DA:Pr5.HS.a         Embody technical dance skills to retain and execute dance choreography.       DA:Pr5.HS.a         Embody technical dance skills to retain and execute dance choreography.       DA:Pr5.HS.a         Present       DA:Pr6.HS.a         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 DA:Pr6.HS.a         Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, and cooperation) when preparing for performances. Demonstrate performance excellence.         Present       DA:Pr6.HS.a         Demonstrate leadership qualitis (e.g., commitment, dependability, responsibility, and cooperati		
Develop partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of <u>spatial design</u> and relationship. Use space intention during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography.         DA:Cr4.HS.b       DA:Cr4.HS.c         Connect energy and dynamics to movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing. DA:Cr4.HS.c         Process Components       Performing         Process Components       Performing         Da:Pr5.HS.b       Develop a plan for healthful practices in dance activities and execute dance choreography. DA:Pr5.HS.b         Da:Pr5.HS.c       Initiate, plan, and direct rehearsals with attention to technical details and fulfilling artistic expression. Use a range of rehearsal strategies to achieve performance excellence.         Present       DA:Pr6.HS.a         Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, and cooperation) when preparing for performances. Decument the rehearsal and performance process a during class, rehearsal, and performance, After performance, accept notes from choreography corrections to future performances. Document the rehearsal and performance process a during class, rehearsal, and performance, After performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process a valuate methods and strategies using <u>dance terminology</u>		
during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography.         DA:cr4.HS.b         Use syncopation and accent movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing.         DA:cr4.HS.b         Connect energy and dynamics         Process Components       Performing         Embody       DA:Pr5.HS.a         Embody       DA:Pr6.HS.b         Dave performing       Daveros.HS.a         Performing       Daveros.HS.a         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 accellence.         Present       DA:Pr6.HS.a         Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, and cooperation) when preparing for performances. Decument the rehearsal and performance praces a evaluate methods and strategies using dance terminology and production terminology.         DA:Pr6.HS.b       Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, and cooperation) when preparing for performances. Decument the rehearsal and performance process a evaluate methods and strategies using dance terminology and production terminology.         DA:Pr6.HS.b       Decomparing of performance. After performance, accept notes from choreographer and apply corrections to future performances. Document th	Express	
DA:Cr4.HS.b         Use syncopation and accent movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing. DA:Cr4.HS.c         DA:Cr4.HS.c         Connect energy and dynamics to movements by applying them in and through all parts of the body. Develop total body awareness so movement phrases demonstrate variances of energy and dynamics.         Process Components       Performing         Embody       DA:Pr5.HS.a         Embody technical dance skills to retain and execute dance choreography.         DA:Pr5.HS.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 DA:Pr5.HS.c         Present       DA:Pr6.HS.a         Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, and cooperation) when preparing for performances. Demonstrate performance excellence.         Present       DA:Pr6.HS.a         Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, and cooperation) when preparing for performances. Demonstrate performance excellence.         Prof.HS.b       Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, and cooperation) when preparing for performances. Decument the rehearsal and performance praces a evaluate methods and strategies using dance terminology and production terminology.         DA:Pr6.HS.b       DexPr6.HS.b		
Use syncopation and accent movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing. DA:Cr4.HS.c         Connect energy and dynamics to movements by applying them in and through all parts of the body. Develop total body awareness so movement phrases demonstrate variances of energy and dynamics.         Process Components       Performing         Embody       DA:Pr5.HS.a         Embody technical dance skills to retain and execute dance choreography.         DA:Pr5.HS.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 by DA:Pr5.HS.c         Initiate, plan, and direct rehearsals with attention to technical details and fulfilling artistic expression. Use a range of rehearsal strategies to achieve performance excellence.         Present       DA:Pr6.HS.a         Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, and cooperation) when preparing for performances. Demonstrate performance etiquette and performance prase evaluate methods and strategies using dance terminology.         DA:Pr6.HS.b       Develors and strategies using dance terminology and production terminology.         DA:Pr6.HS.b       Develors and strategies using dance terminology and production terminology.		
DA:Cr4.HS.c         Connect energy and dynamics to movements by applying them in and through all parts of the body. Develop total body awareness so movement phrases demonstrate variances of energy and dynamics.         Process Components       Performing         Embody       DA:Pr5.HS.a         Embody       DA:Pr5.HS.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 DA:Pr5.HS.c         Initiate, plan, and direct rehearsals with attention to technical details and fulfilling artistic expression. Use a range of rehearsal strategies to achieve performance excellence.         Present       DA:Pr6.HS.a         Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, and cooperation) when preparing for performances. Demonstrate performance etiquette and performance praduring class, rehearsal, and performance. After performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process a evaluate methods and strategies using dance terminology. DA:Pr6.HS.b		
Connect energy and dynamics to movements by applying them in and through all parts of the body. Develop total body awareness so movement phrases demonstrate variances of energy and dynamics.         Process Components       Performing         Embody       DA:Pr5.HS.a         Embody technical dance skills to retain and execute dance choreography.       DA:Pr5.HS.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 DA:Pr5.HS.c         Initiate, plan, and direct rehearsals with attention to technical details and fulfilling artistic expression. Use a range of rehearsal strategies to achieve performance excellence.         Present       DA:Pr6.HS.a         Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, and cooperation) when preparing for performances. Demonstrate performance etiquette and performance praduring class, rehearsal, and performance. After performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process a evaluate methods and strategies using dance terminology.         DA:Pr6.HS.b		
dynamics.         Process Components       Performing         Embody       DA:Pr5.HS.a         Embody technical dance skills to retain and execute dance choreography.       DA:Pr5.HS.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 DA:Pr5.HS.c         Initiate, plan, and direct rehearsals with attention to technical details and fulfilling artistic expression. Use a range of rehearsal strategies to achieve performance excellence.         Present       DA:Pr6.HS.a         Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, and cooperation) when preparing for performances. Demonstrate performance etiquette and performance praduring class, rehearsal, and performance. After performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process a evaluate methods and strategies using dance terminology and production terminology.         DA:Pr6.HS.b		
Process Components       Performing         Embody       DA:Pr5.HS.a         Embody technical dance skills to retain and execute dance choreography.         DA:Pr5.HS.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 DA:Pr5.HS.c         Initiate, plan, and direct rehearsals with attention to technical details and fulfilling artistic expression. Use a range of rehearsal strategies to achieve performance excellence.         Present       DA:Pr6.HS.a         Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, and cooperation) when preparing for performances. Demonstrate performance etiquette and performance praduring class, rehearsal, and performance. After performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process a evaluate methods and strategies using dance terminology and production terminology.         DA:Pr6.HS.b		
Embody       DA:Pr5.HS.a         Embody technical dance skills       to retain and execute dance choreography.         DA:Pr5.HS.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 DA:Pr5.HS.c         Initiate, plan, and direct rehearsals with attention to technical details and fulfilling artistic expression. Use a range of rehearsal strategies to achieve performance excellence.         Present       DA:Pr6.HS.a         Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, and cooperation) when preparing for performances. Demonstrate performance etiquette and performance praduring class, rehearsal, and performance. After performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process a evaluate methods and strategies using dance terminology and production terminology.         DA:Pr6.HS.b	Due esse Common an auto	
<ul> <li>Embody technical dance skills to retain and execute dance choreography. DA:Pr5.HS.b</li> <li>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 DA:Pr5.HS.c</li> <li>Initiate, plan, and direct rehearsals with attention to technical details and fulfilling <u>artistic expression</u>. Use a range of rehearsal strategies to achieve performance excellence.</li> <li>Present</li> <li>DA:Pr6.HS.a</li> <li>Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, and cooperation) when preparing for performances. Demonstrate <u>performance etiquette</u> and <u>performance pra</u> during class, rehearsal, and performance. After performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process a evaluate methods and strategies using <u>dance terminology</u> and <u>production terminology</u>.</li> <li>DA:Pr6.HS.b</li> </ul>		
DA:Pr5.HS.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 DA:Pr5.HS.c         Initiate, plan, and direct rehearsals with attention to technical details and fulfilling artistic expression. Use a range of rehearsal strategies to achieve performance excellence.         Present       DA:Pr6.HS.a         Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, and cooperation) when preparing for performances. Demonstrate performance etiquette and performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process a evaluate methods and strategies using dance terminology and production terminology.         DA:Pr6.HS.b	Embody	
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 DA:Pr5.HS.c         Initiate, plan, and direct rehearsals with attention to technical details and fulfilling artistic expression. Use a range of rehearsal strategies to achieve performance excellence.         Present       DA:Pr6.HS.a         Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, and cooperation) when preparing for performances. Demonstrate performance etiquette and performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process a evaluate methods and strategies using dance terminology and production terminology.         DA:Pr6.HS.b		
DA:Pr5.HS.c         Initiate, plan, and direct rehearsals with attention to technical details and fulfilling <u>artistic expression</u> . Use a range of rehearsal strategies to achieve performance excellence.         Present       DA:Pr6.HS.a         Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, and cooperation) when preparing for performances. Demonstrate <u>performance etiquette</u> and <u>performance pra</u> during class, rehearsal, and performance. After performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process a evaluate methods and strategies using <u>dance terminology</u> and <u>production terminology</u> .         DA:Pr6.HS.b		
Initiate, plan, and direct rehearsals with attention to technical details and fulfilling artistic expression. Use a range of rehearsal strategies to achieve performance excellence.         Present       DA:Pr6.HS.a         Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, and cooperation) when preparing for performances. Demonstrate performance etiquette and performance prae during class, rehearsal, and performance. After performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process a evaluate methods and strategies using dance terminology and production terminology.         DA:Pr6.HS.b		
Present       DA:Pr6.HS.a         Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, and cooperation) when preparing for performances. Demonstrate performance etiquette and performance pra during class, rehearsal, and performance. After performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process a evaluate methods and strategies using dance terminology and production terminology.         DA:Pr6.HS.b		
Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, and cooperation) when preparing for performances. Demonstrate performance etiquette and performance pra during class, rehearsal, and performance. After performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process a evaluate methods and strategies using dance terminology and production terminology. DA:Pr6.HS.b	Dueseut	
during class, rehearsal, and performance. After performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process a evaluate methods and strategies using <u>dance terminology</u> and <u>production terminology</u> . DA:Pr6.HS.b	Present	
evaluate methods and strategies using <u>dance terminology</u> and <u>production terminology</u> . DA:Pr6.HS.b		
DA:Pr6.HS.b		

Process Components	Responding
Analyze	DA:Re7.HS.a
	Analyze recurring patterns of movement and their relationships in dance in context of artistic intent.
	DA:Re7.HS.b
	Analyze the use of elements of dance in a variety of genres, styles, or cultural movement practices within its cultural context to communicate intent. Use genre-specific dance terminology.
Interpret	DA:Re8.HS.a
	Select and compare different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, use of body, dance technique, and context enhance
	meaning and support intent using genre specific dance terminology.
Critique	DA:Re9.HS.a
	Analyze the artistic expression of a dance. Discuss insights using evaluative criteria and dance terminology.
Process Components	Connecting
Synthesis	DA:Cn10.HS.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.
	DA:Cn10.HS.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.
Relate	DA:Cn11.HS.a
	Analyze and discuss dances from selected genres or styles 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.

\*Refer to the Anchor Standards for Enduring Understandings and Essential Questions. Glossary: The document includes a glossary to define words that are <u>underlined and bolded</u>.

#### **Glossary for Dance Standards**

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.