

New York State Learning Standards for the



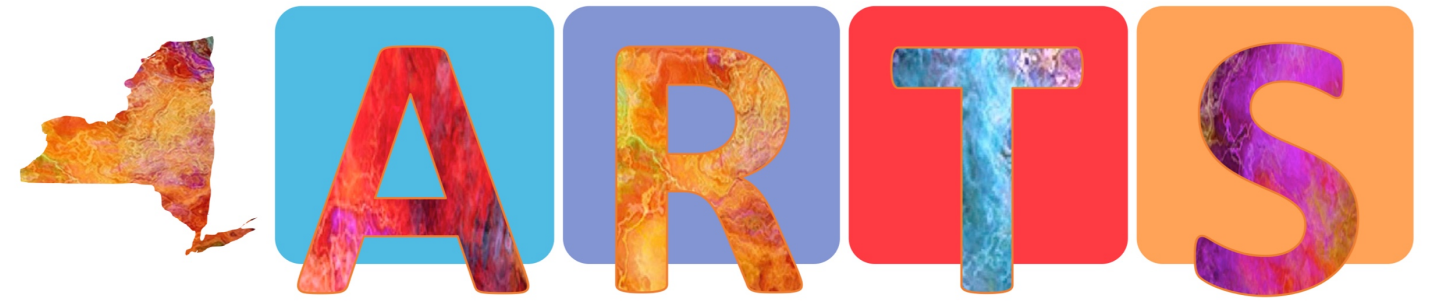
TOGETHER WE • CREATE • PRESENT
PERFORM • RESPOND • CONNECT
PRODUCE



Dance

At-A-Glance Standards

New York State Learning Standards for the



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Dance

At-A-Glance Standards

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NYS Arts Standards Coding System

Each discipline is assigned an alphabetic abbreviation using uppercase letters

DA=Dance MA=Media Arts MU=Music TH=Theatre VA=Visual Arts

Each artistic process is assigned an alphabetic abbreviation using an upper and lower case letter

Cr Creating
Pr Performing/Presenting/Producing
Re Responding
Cn Connecting

Each anchor standard is assigned a number

Creating

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic ideas and work.

Performing/Presenting/Producing

4. Analyze, interpret and select artistic work for presentation.
5. Develop and refine artistic techniques and work for presentation.
6. Convey meaning through the presentation of artistic work.

Responding

7. Perceive and analyze artistic work.
8. Interpret intent and meaning in artistic work.
9. Apply criteria to evaluate artistic work.

Connecting

10. Synthesize and relate knowledge and personal experiences to make art.
11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

NOTE: The Anchor Standards (AS) are the same across all arts disciplines. However, each arts discipline's standards have discipline-specific interpretations of the AS, called Enduring Understandings. EUs guide the content of the Performance Indicators. Some Anchor Standards in some of the arts disciplines have more than one EU.

To create code alignment between all standards and disciplines, AS numbers are always followed by ".1" , ".2" , like this: **1.1**, **1.2** . "1" follows the AS number *even when there is only one* Enduring Understanding.

Each grade level is indicated by a letter, number, or HS+Roman numeral

PK=Pre-Kindergarten K=Kindergarten 1,2,3,4,5,6,7,8 for grades 1- 8
HSI for HS Proficient HSII for HS Accomplished HSIII for HS Advanced

Each Performance Indicator (PI) is assigned a lower case letter *even when there is only one*. The first performance indicator is "a", the next "b", and so on.

Ordering

First position indicates the discipline. It is always followed by a colon (:).

Second position (following the colon) indicates the Artistic Process.

Third position indicates the Anchor Standard number and Enduring Understanding number, which are separated by a "."

Fourth position indicates the Grade Level.

Fifth position indicates the Performance Indicator.

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Dance Example

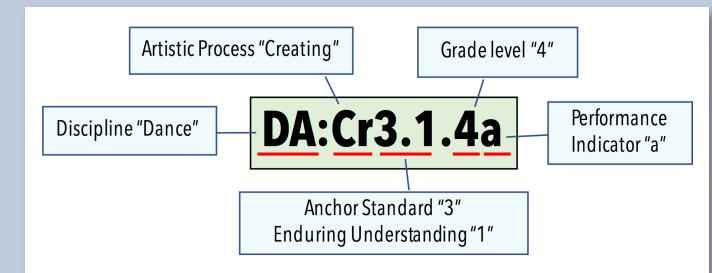
Example Performance Indicator

Performance Indicators are coded with a lower case alpha (a, b, c) *even when there is only one* in a column.

Bold words indicate discipline specific vocabulary. Definitions can be found in the NYS Arts Standards Glossary (separate publication).

DA:Cr3.1.4

a. Revise movement material, using peer or teacher feedback and self-reflection, to improve communication of artistic intent in a short dance study.



Example Code

DANCE ~ Creating ~ Conceiving and developing new artistic ideas and work ~ 1

Anchor Standard 1 Generate and conceptualize artistic ideas and work.

Enduring Understanding 1.1 Choreographers are inspired by a variety of sources to convey concepts and ideas through movement for artistic expression.
Essential Question • Where do choreographers get ideas for dances?

Artistic Process • CREATING
Process Component • EXPLORE

Pre-K DA:Cr1.1.PK	Kindergarten DA:Cr1.1.K	1st DA:Cr1.1.1	2nd DA:Cr1.1.2	3rd DA:Cr1.1.3	4th DA:Cr1.1.4	5th DA:Cr1.1.5	6th DA:Cr1.1.6	7th DA:Cr1.1.7	8th DA:Cr1.1.8	HS Proficient DA:Cr1.1.HSI	HS Accomplished DA:Cr1.1.HSII	HS Advanced DA:Cr1.1.HSIII
<p>a. Respond using movement elements and skills to a series of sensory stimuli (e.g. music/sound, visual, tactile).</p> <p>b. Find different ways to do several basic locomotor and non-locomotor movements.</p>	<p>a. Respond using movement elements and skills to a series of sensory stimuli (e.g. music/sound, text, objects/props, images, symbols, observed dance through video or live performance).</p> <p>b. Explore movement ideas and the different ways to vary basic locomotor and non-locomotor movements by changing at least one of the elements of dance.</p>	<p>a. Explore movement elements and skills inspired by a variety of stimuli (e.g. music/sound, text, objects/props, images, symbols, observed dance through video or live performance) and identify the source.</p> <p>b. Explore a variety of locomotor and non-locomotor movements by experimenting with the elements of dance in response to the environment and a range of themes.</p>	<p>a. Explore movement elements and skills inspired by a variety of stimuli (e.g. music/sound, text, objects/props, images, symbols, observed dance, own experiences) and suggest additional sources for movement ideas.</p> <p>b. Combine a variety of movements into short phrases while manipulating the elements of dance.</p>	<p>a. Experiment with a variety of self-identified stimuli (e.g. music/sound, text, objects/props, images, notation, dance exemplars, own ideas, and experiences) for creating movement.</p> <p>b. Explore a given movement problem through improvisation with the elements of dance.</p> <p>Select, demonstrate, and describe a solution using accurate language.</p>	<p>a. Identify ideas for choreography, generated from a variety of stimuli (e.g. music/sound, text, objects/props, images, notation, dance exemplars, own ideas and experiences).</p> <p>b. Create multiple solutions to given movement problems to develop choreographic material by manipulating the elements of dance.</p> <p>Describe the solutions, using accurate language.</p>	<p>a. Build content for choreography, using a variety of stimuli (e.g. music/sound, dance exemplars, literary forms, notation, ideas and images, own experiences, objects/props, natural phenomena, world news and social issues).</p> <p>b. Construct and solve multiple movement problems by using the elements of dance to develop choreographic content.</p> <p>Describe the process of creation and the solutions, using genre-specific vocabulary when appropriate.</p>	<p>a. Relate similar or contrasting ideas to develop choreography, using a variety of stimuli (e.g. music/sound, dance exemplars, literary forms, notation, ideas and images, personal experiences/recall, objects/props, natural phenomena, world news and social issues).</p> <p>b. Explore the elements of dance in various movement vocabularies to convey ideas through choreography.</p> <p>Describe the connection between the choreography and the ideas conveyed, using genre-specific vocabulary when appropriate.</p>	<p>a. Compare a variety of stimuli (e.g. music/sound, dance exemplars, literary forms, notation, natural phenomena, personal experiences/recall, world news, or social issues) and make selections to expand movement vocabulary and artistic expression for choreography.</p> <p>b. Explore the elements of dance in various movement vocabularies to express an artistic intent in choreography.</p> <p>Explain and discuss the choices made, using genre-specific dance terminology.</p>	<p>a. Evaluate and implement movement from a variety of stimuli (e.g. music/sound, dance exemplars, literary forms, notation, natural phenomena, personal experiences/recall, world news, or social issues) to develop dance content for an original dance study or dance.</p> <p>b. Identify and select personal preferences and elements of dance to create an original dance study or dance work.</p> <p>Use genre-specific dance terminology to articulate and justify choices made in movement development to communicate artistic intent.</p>	<p>a. Explore a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance study.</p> <p>Analyze the process and the relationship between the stimuli and the movement.</p> <p>b. Experiment with the elements of dance to explore personal movement preferences and strengths, and select movements that challenge skills and build on strengths in an original dance study or dance.</p> <p>View and discuss the dances of a variety of recognized choreographers, to see what choices they have made.</p>	<p>a. Synthesize content generated from stimulus materials to choreograph dance studies or dance works, using original and codified movement.</p> <p>b. Apply personal movement preferences and strengths with the movement vocabulary of several dance styles or genres to choreograph an original dance study or dance work that varies the elements of dance in such a way as to communicate an artistic intent.</p> <p>Compare personal choices to those made by well-known choreographers, basing the comparison on research of their work, using both primary and secondary sources.</p>	<p>a. Synthesize content generated from stimulus material.</p> <p>Experiment and take risks to discover a personal voice to communicate artistic intent.</p> <p>b. Expand personal movement preferences and strengths to discover new and unfamiliar solutions to communicate the artistic intent of an original dance work.</p> <p>Analyze the new and unfamiliar solutions, the use and variation of the elements of dance, and explain why they were effective in expanding artistic intent.</p>

DANCE ~ Creating ~ Conceiving and developing new artistic ideas and work ~ 2

Anchor Standard 2 Organize and develop artistic ideas and work.

Enduring Understanding 2.1 Essential Question

The elements of dance, dance structures, and choreographic structures serve as both a foundation and a departure point for choreographers.

- What choices do choreographers make to create a dance?

Artistic Process • CREATING Process Component • PLAN

Pre-K DA:Cr2.1.PK	Kindergarten DA:Cr2.1.K	1st DA:Cr2.1.1	2nd DA:Cr2.1.2	3rd DA:Cr2.1.3	4th DA:Cr2.1.4	5th DA:Cr2.1.5	6th DA:Cr2.1.6	7th DA:Cr2.1.7	8th DA:Cr2.1.8	HS Proficient DA:Cr2.1.HSI	HS Accomplished DA:Cr2.1.HSII	HS Advanced DA:Cr2.1.HSIII
<p>a. Improvise a dance that starts and stops on cue (e.g. shapes, active stillness).</p> <p>b. Engage in dance experiences moving alone or in relation to other people with or without props (e.g. scarves, bean bags).</p>	<p>a. Improvise a dance that has a clear beginning and end.</p> <p>b. Express an idea, feeling, or image, through improvised movement alone or in relationship to a partner, with or without props (e.g. scarves, bean bags, ribbons).</p>	<p>a. Improvise a dance phrase with a clear beginning, middle, and end.</p> <p>Describe the movement choices made, orally or in drawing.</p> <p>b. Choose and arrange movements that follow a musical phrase, express an idea or emotion in response to other people, objects, or the environment.</p>	<p>a. Improvise a dance phrase with a clear beginning, a middle that has a main idea, and a clear end.</p> <p>Describe the movement choices made, orally, drawing, or in writing.</p> <p>b. Choose and arrange movements that express an idea, emotion, or follow a musical phrase in response to other people, objects, or the environment.</p> <p>Explain the reasons for movement choices.</p>	<p>a. Identify and experiment with choreographic devices to create simple movement patterns and dance structures (e.g. repetition, AB, ABA, theme and variation).</p> <p>b. Develop a dance study that expresses and communicates an idea or feeling by exploring the elements of dance.</p> <p>Explain the artistic intent and effect of the movement choices.</p>	<p>a. Apply a variety of choreographic devices (e.g. unison, canon, repetition) to expand choreographic movement possibilities, patterns, and structures.</p> <p>b. Develop a dance study that expresses and communicates a main idea.</p> <p>Discuss the reasons and effectiveness of the movement choices.</p>	<p>a. Apply a variety of choreographic devices (e.g. addition, subtraction) to expand choreographic possibilities and develop a main idea.</p> <p>Explain reasoning for movement choices.</p> <p>b. Develop a dance study by selecting specific movement vocabulary to communicate a main idea.</p> <p>Discuss how the dance communicates the idea nonverbally.</p>	<p>a. Explore choreographic devices (e.g. juxtaposition, shifting formations) and dance structures (e.g. ABA, solo or duet with group) with teacher guidance to develop a dance study that supports an artistic intent.</p> <p>Explain the goal or purpose of the dance.</p> <p>Analyze why choreographers use exploration and experimentation.</p> <p>b. Determine artistic criteria to choreograph a dance study that communicates personal or cultural meaning.</p> <p>Based on the criteria, evaluate why some movements are more or less effective than others.</p>	<p>a. Use a variety of choreographic devices (e.g. counterpoint, solo vs. group, accumulation) and dance structures (e.g. theme and variation) with some teacher support to develop a dance study with a clear artistic intent.</p> <p>Articulate reasoning for movement, music and structural choices.</p> <p>Observe and describe peers' choreographic process.</p> <p>b. Determine artistic criteria to choreograph a dance study that communicates personal or cultural meaning.</p> <p>Articulate how the artistic criteria inform the choreographic process.</p>	<p>a. Collaborate to select and apply a variety of choreographic devices (e.g. retrograde, inversion) and dance structures (e.g. rondo, narrative, ABA) to choreograph an original dance study or dance with a clear artistic intent.</p> <p>Research how different professional choreographers approach their creative process and apply some of these ideas.</p> <p>Use genre-specific dance terminology to articulate the group process for making movement, sound and structural choices.</p> <p>b. Define and apply artistic criteria to choreograph a dance that communicates personal or cultural meaning.</p> <p>Discuss how the criteria clarify or intensify the meaning of the dance.</p>	<p>a. Collaborate to design a dance using choreographic processes and devices, and dance structures such as improvisation, observation, abstraction, randomization, rondo, canon, motif, retrograde, etc., to support an artistic intent.</p> <p>Explain how the choreographic devices, dance structures, and movement choices clarify, communicate, or effect the artistic intent.</p> <p>b. Develop an artistic statement that communicates the artistic intent of an original dance study or dance.</p> <p>Select and demonstrate movements that support the artistic statement.</p>	<p>a. Work individually and collaboratively to design and implement a variety of choreographic processes and devices and dance structures to develop original dances.</p> <p>Analyze how the structure and final composition informs the artistic intent.</p> <p>b. Develop an artistic statement that communicates a personal aesthetic, motivation, and artistic intent of an original dance study or dance.</p> <p>Discuss how the movement elements, choreographic devices and dance structures serve to support the artistic statement.</p>	<p>a. Demonstrate fluency and personal voice in designing and choreographing original dances.</p> <p>Justify choreographic choices and explain how they are used to intensify artistic intent.</p> <p>b. Construct an artistic statement that communicates a personal, cultural and artistic perspective.</p> <p>Discuss how the movement elements, choreographic devices and dance structures serve to support the artistic statement.</p>

Anchor Standard 2 (cont'd)

Pre-K DA:Cr2.1.PK	Kindergarten DA:Cr2.1.K	1st DA:Cr2.1.1	2nd DA:Cr2.1.2	3rd DA:Cr2.1.3	4th DA:Cr2.1.4	5th DA:Cr2.1.5	6th DA:Cr2.1.6	7th DA:Cr2.1.7	8th DA:Cr2.1.8	HS Proficient DA:Cr2.1.HSI	HS Accomplished DA:Cr2.1.HSII	HS Advanced DA:Cr2.1.HSIII
<p>c. Identify production elements (e.g. music/sound, props).</p> <p>Describe the job of a dancer.</p>	<p>c. Identify production elements (e.g. music/sound, props) that support performances.</p> <p>Describe the job of a dancer versus that of a choreographer.</p>	<p>c. Identify and explore production elements (e.g. music/sound, props) that support performances.</p> <p>Describe the job of a dancer, choreographer, and composer.</p>	<p>c. Identify and explore production elements (e.g. music/sound, props, costumes) that support formal or informal performances.</p> <p>Contrast the job of a composer and costume designer.</p>	<p>c. Identify, explore, and select production elements (e.g. music/sound, props, costumes) that support formal or informal performances.</p> <p>Contrast the various production jobs of choreographer, composer, and costume designer.</p>	<p>c. Identify, explore, and select production elements (e.g., music/sound, props, costumes, video) that support the artistic intent of a dance for formal or informal performances.</p> <p>Compare and contrast the various production jobs of composers and costume, lighting, and set designers.</p>	<p>c. Identify, explore, and select production elements (e.g. music/sound, props, costumes, lights, set, video) that heighten and intensify the artistry of a dance and are adaptable for various performance spaces.</p> <p>Analyze production and non-production dance jobs.</p>	<p>c. Compare and contrast a variety of possible production elements (e.g. music, props, costumes, lights, set, video) that would intensify and heighten the artistry of the work.</p> <p>Analyze how the choreographer works with all production and non-production professionals.</p>	<p>c. Explore the possibilities of producing dance in a variety of venues and for different audiences, using production terminology to explain how production elements (e.g. music, props, costumes, lights, set, video) are handled in different situations.</p> <p>Analyze the impact of production and non-production professionals on the presentation of a dance.</p>	<p>c. Collaborate to design production elements (e.g. music/sound, props, costumes, lights, set, video) that intensify and heighten the artistry of a dance performed on a stage, in different venues, or for various audiences.</p> <p>Explain reasoning for choices using production terminology.</p> <p>Research the methodology employed by diverse professional choreographers when working with production and non-production partners during the creation and presentation of a dance.</p>	<p>c. Refine the process of selecting production elements that intensify and heighten the artistic intent of the work.</p> <p>Inhabit the various roles of lighting, sound, costume designers and/or composers to design a comprehensive integration of movement and production elements.</p> <p>Explain the connection between the design, the artistic intent of the dance, and the artistic statement.</p> <p>Research how professional choreographers in a variety of genres work and have worked with other theatre professionals.</p>	<p>c. Collaborate with theatre technicians and designers to create a comprehensive integration of movement and production elements that intensifies and heightens the artistic intent of the work.</p> <p>Document the design, and explain the connection between the design, the artistic intent of the dance, and the artistic statement.</p> <p>Using primary and secondary sources, research the role of non-dance theatre professionals in dance productions, and the technical expertise and various processes that are used to design the production elements in performance.</p> <p>Consider traditional and alternative performance venues.</p>	<p>c. Research choreographers who have worked in alternative performance venues, focusing on site-specific pieces, and choreographers who have collaborated with theatre and/or visual and media artists, to create dances that were “outside the box” of the theatrical dance of the time.</p> <p>Using this knowledge, develop a plan for a work or works that are interdisciplinary or site-specific.</p>

DANCE ~ Creating ~ Conceiving and developing new artistic ideas and work ~ 3

Anchor Standard 3 Refine and complete artistic work.

Enduring Understanding 3.1 Choreographers analyze, evaluate, refine, and document their work to communicate meaning.

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

Pre-K DA:Cr3.1.PK	Kindergarten DA:Cr3.1.K	1st DA:Cr3.1.1	2nd DA:Cr3.1.2	3rd DA:Cr3.1.3	4th DA:Cr3.1.4	5th DA:Cr3.1.5	6th DA:Cr3.1.6	7th DA:Cr3.1.7	8th DA:Cr3.1.8	HS Proficient DA:Cr3.1.HSI	HS Accomplished DA:Cr3.1.HSII	HS Advanced DA:Cr3.1.HSIII
<p>a. Respond to peer and teacher suggestions for changing movement through guided improvisational experiences.</p> <p>b. Identify parts of the body and document a body shape or position through drawings (e.g. notation symbols) or oral language.</p>	<p>a. Apply self, peer, and teacher suggestions for changing movement through guided improvisational experiences.</p> <p>b. Depict a dance movement by drawing a picture, using a symbol, or working with media technology.</p>	<p>a. Apply self, peer, and teacher suggestions to revise and complete short sequences based on own movement ideas.</p> <p>b. Document a short movement sequence (e.g. jump, turn, slide) by drawing a picture, using a symbol, or working with media technology.</p>	<p>a. Explore movement choices in response to others' suggestions and develop improvisational and/or short remembered sequences.</p> <p>b. Document the levels (e.g. high, middle, low) of movement combinations by drawing a picture, using a symbol, or working with media technology.</p>	<p>a. Revise movement choices in response to teacher and peer feedback to improve a short dance study.</p> <p>Describe the changes made in the movements after revision.</p> <p>b. Document directions or spatial patterns in a dance study by drawing a picture or pathway map, using symbols, or working with media technology.</p>	<p>a. Revise movement material, using peer or teacher feedback and self-reflection, to improve communication of artistic intent in a short dance study.</p> <p>Explain movement choices and revisions made in the process.</p> <p>b. Document the relationships (e.g. next to, above, below, behind, in front of) between two or more dancers in a movement sequence by drawing a picture, pathway map, using symbols, or working with media technology.</p>	<p>a. Explore alternate movement revisions, using self, peer, or teacher feedback, to expand choreographic ideas for a dance study that communicates artistic intent.</p> <p>Explain movement choices and refinements.</p> <p>b. Document various stages in the revision of a dance sequence through writing, symbols, or media technology.</p>	<p>a. Revise dance compositions based on artistic criteria developed collaboratively, using self, peer, or teacher feedback.</p> <p>Explain rationale for revisions and how choices relate to artistic intent.</p> <p>b. Explore or invent a system to document a dance sequence through writing, symbols, or media technology.</p>	<p>a. Evaluate possible revisions of dance compositions and reconsider artistic criteria, based on self-reflection, and peer and teacher feedback.</p> <p>Explain rationale for choices and how they clarify artistic intent.</p> <p>b. Investigate a recognized system of documentation to record a dance sequence by using words, symbols, or media technologies.</p>	<p>a. Revise choreography independently or collaboratively, based on artistic criteria, self-reflection, and peer or teacher feedback.</p> <p>Articulate rationale for choices and revisions, and explain how they clarify and enhance artistic intent.</p> <p>b. Experiment with aspects of a recognized system of documentation to record a section of a dance by using words, symbols, or media technologies.</p>	<p>a. Clarify the artistic intent of a dance by manipulating choreographic devices and dance structures, based on established artistic criteria and feedback from others.</p> <p>Analyze and evaluate impact of choices made in the revision process.</p> <p>b. Compare and discuss recognized systems of documentation used to document dance using writing, symbols, or media technologies.</p> <p>Develop a strategy to record sections of a dance in order to remember dance phrases, movement ideas and revision.</p> <p>Peer and self-review will be facilitated by the use of media technologies.</p>	<p>a. Clarify the artistic intent of a dance by refining choreographic devices and dance structures, independently or collaboratively, using established artistic criteria, self-reflection and the feedback of others.</p> <p>Analyze and evaluate impact of choices made in the revision process.</p> <p>b. Research one or more official dance notation systems.</p> <p>Record the formations and dance phrases of the dances created in the class using a system of dance documentation (e.g. writing, a form of notation symbols, or using media technologies), in order to remember phrases, movement ideas, and revisions.</p> <p>Peer and self-review will be facilitated by the use of media technologies.</p>	<p>a. Clarify the artistic intent of a dance by manipulating and refining choreographic devices, dance structures, and artistic criteria, using self-reflection and feedback from others.</p> <p>Document choices made in the revision process and justify how the refinements support artistic intent.</p> <p>b. Document a dance (formations, steps, dynamics, artistic intent, expressions) as a tool to remember ideas and revisions, and for reflection and feedback using systems of dance documentation (e.g. writing, a form of notation symbols, or using media technologies).</p> <p>Peer and self-review will be facilitated by the use of media technologies.</p>

Artistic Process • CREATING
Process Component • REVISE

DANCE ~ Performing ~ Realizing artistic ideas and work through interpretation and presentation ~ 4

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

Enduring Understanding 4.1 Space, time, and energy are basic elements of dance.
Essential Question • How do dancers work with space, time, and energy to communicate artistic expression?

Artistic Process • PERFORMING
Process Component • EXPRESS

Pre-K DA:Pr4.1.PK	Kindergarten DA:Pr4.1.K	1st DA:Pr4.1.1	2nd DA:Pr4.1.2	3rd DA:Pr4.1.3	4th DA:Pr4.1.4	5th DA:Pr4.1.5	6th DA:Pr4.1.6	7th DA:Pr4.1.7	8th DA:Pr4.1.8	HS Proficient DA:Pr4.1.HSI	HS Accomplished DA:Pr4.1.HSII	HS Advanced DA:Pr4.1.HSIII
<p>a. Demonstrate basic full body locomotor movements (e.g. crawl, walk, run), non-locomotor movements (e.g. bend, twist, reach), and spatial relationships (e.g. over, under, around) while moving in general space.</p> <p>b. Identify the speed of a dance as fast or slow.</p> <p>Move to varied rhythmic sounds at different tempi.</p>	<p>a. Make still and moving body shapes that show lines (e.g. straight, bent, and curved), change levels (e.g. high, middle, low), and vary in size (e.g. large/small).</p> <p>Work with others to make a circle formation and change its dimensions.</p> <p>b. Demonstrate contrasts in tempo through movement by matching the tempo of sound stimuli.</p>	<p>a. Demonstrate locomotor and non-locomotor movements that change body shapes, levels, and facings.</p> <p>Move in straight, curved, and zig-zagged pathways.</p> <p>Find and return to place in space.</p> <p>Move with others to form straight lines and circles.</p> <p>b. Recognize and relate movement to steady beat.</p> <p>Demonstrate ability to adjust movement to slow, moderate, and quick tempi.</p>	<p>a. Demonstrate clear facings and intent when performing locomotor (e.g. walk, skip, gallop) and non-locomotor movement sequences (e.g. swing, twist, bend) that change body shapes, facings, and pathways in space.</p> <p>Identify symmetrical and asymmetrical body shapes and examine negative space between body parts and bodies.</p> <p>Differentiate between circling and turning as two separate ways of continuous directional change.</p> <p>b. Determine the length of time that a movement or phrase takes (e.g., long or short).</p> <p>Identify and move on the downbeat in duple and triple meter.</p> <p>Correlate metric phrasing with movement phrasing.</p>	<p>a. Estimate distance traveled and use space three dimensionally.</p> <p>Demonstrate shapes with positive and negative space.</p> <p>Perform movement sequences in clear pathways through space with intentionality and focus.</p> <p>b. Fulfill specified duration of time with improvised locomotor and non-locomotor movements.</p> <p>Differentiate between "in time" and "out of time" to music.</p> <p>Perform movements that follow or contrast the rhythmic pattern of the accompaniment.</p> <p>Use metric and kinesthetic phrasing.</p>	<p>a. Make static and dynamic shapes with positive and negative space.</p> <p>Perform jump shapes with safety awareness.</p> <p>Establish relationships with other dancers through focus.</p> <p>b. Accompany other dancers, using a variety of percussive instruments and sounds.</p> <p>Respond in movement to even and uneven rhythms.</p> <p>Recognize and respond to tempo changes as they occur in dance and music.</p>	<p>a. Integrate static and dynamic shapes and floor and air pathways into dance sequences.</p> <p>Establish relationships with other dancers through focus of eyes and other body parts.</p> <p>Convert inward focus to outward focus for projecting out to far space.</p> <p>b. Dance to a variety of rhythms generated from internal and external sources.</p> <p>Perform movement phrases that show the ability to respond to metric and rhythmical changes.</p>	<p>a. Refine skills for estimating distance and spatial design in partner and ensemble work.</p> <p>Establish diverse pathways, levels, and patterns in space.</p> <p>Maintain focus with partner or group in near and far space.</p> <p>b. Use combinations of sudden and sustained timing as it relates to both the tempo and the dynamics of a phrase or dance work.</p> <p>Accurately use accented and unaccented beats in various meters.</p>	<p>a. Expand movement vocabulary of spatial patterns/designs (floor and air).</p> <p>Incorporate and modify shapes and spatial elements from different dance genres and styles for interest and contrast.</p> <p>b. Vary dance phrasing by using accents and timing variations within a phrase to add interest kinesthetically, rhythmically, and visually.</p>	<p>a. Sculpt the body in space and design body shapes in relation to other dancers, objects, and the environment.</p> <p>Use focus of eyes during complex floor and air patterns or direct and indirect pathways.</p> <p>b. Analyze and select metric, kinetic, and breath phrasing and apply appropriately to dance phrases.</p> <p>Perform dance phrases of different lengths that use various tempi within the same section.</p> <p>Use different tempi in different body parts simultaneously.</p>	<p>a. Develop partner and ensemble skills that enable contrasting level changes while maintaining a sense of spatial design and relationship.</p> <p>Use space intentionally during dance phrases and through transitions between dance phrases.</p> <p>Establish and break physical and conceptual relationships with others as appropriate to the choreography.</p> <p>b. Use syncopation and accent movements related to different tempi.</p> <p>Take rhythmic cues from different aspects of accompaniment.</p> <p>Integrate breath phrasing with metric and kinesthetic phrasing.</p>	<p>a. Dance alone and with others with spatial intention.</p> <p>Expand partner and ensemble skills to greater ranges and skill levels.</p> <p>Execute complex floor and air sequences with others while maintaining relationships through focus and intentionality.</p> <p>Apply these skills in ways that express the ideas of the choreographer/choreography.</p> <p>b. Perform dance studies and compositions that use time and tempo in unpredictable ways.</p> <p>Use internal rhythms and kinetics as phrasing tools.</p> <p>Apply these skills in ways that express the ideas of the choreographer/choreography.</p>	<p>a. Modulate and use the broadest range of movement in space for artistic and expressive clarity.</p> <p>Use inward and outward focus to clarify movement and artistic intent.</p> <p>Establish and break spatial and conceptual relationships with other dancers and audience as appropriate to the dance.</p> <p>b. Modulate time factors for artistic interest and expressive acuity.</p> <p>Demonstrate complexity in phrasing with and without musical accompaniment.</p> <p>Use multiple and complex rhythms (e.g., contrapuntal, and/or polyrhythmic) at the same time.</p> <p>Work with and against rhythm of accompaniment or sound environments.</p>

Anchor Standard 4 (cont'd)

Pre-K DA:Pr4.1.PK	Kindergarten DA:Pr4.1.K	1st DA:Pr4.1.1	2nd DA:Pr4.1.2	3rd DA:Pr4.1.3	4th DA:Pr4.1.4	5th DA:Pr4.1.5	6th DA:Pr4.1.6	7th DA:Pr4.1.7	8th DA:Pr4.1.8	HS Proficient DA:Pr4.1.HSI	HS Accomplished DA:Pr4.1.HSII	HS Advanced DA:Pr4.1.HSIII
<p>c. Move with opposing qualities (e.g. loose/tight, light/heavy, shaky/smooth) in response to verbalizations, expressive qualities of music/sound, or other cues.</p>	<p>c. Identify and apply different qualities to movements (e.g. loose/tight, light/heavy, shaky/smooth, fast/slow) in response to verbalizations, expressive qualities of music/sound, or other cues.</p>	<p>c. Demonstrate qualities of movement motivated by descriptive vocabulary, such as adjectives and adverbs (e.g. quiet jump, narrow spin, wavy fall) in response to verbalizations, expressive qualities of music/sound, or other cues.</p>	<p>c. Demonstrate various movement qualities while maintaining kinesthetic awareness (e.g. bubble, near and far reach) in response to verbalizations, expressive qualities of music/sound, or other cues.</p>	<p>c. Change the use of energy and dynamics by modifying movements to heighten the expressive quality of the body and movement intent, in response to verbalizations, expressive qualities of music/sound, or other cues.</p>	<p>c. Analyze movements and phrases for use of energy and dynamic changes and their relationship to music (if present).</p> <p>Based on the analysis, refine the phrases by incorporating a range of movement qualities.</p>	<p>c. Explore a range of movement qualities, including the effect of music on phrasing and dynamics.</p> <p>Generate movement from both central initiation (torso) and peripheral initiation (distal) and analyze the relationship between initiation and energy.</p>	<p>c. Use varying tensions within one's musculature for movement initiation and dynamic expression.</p> <p>Appropriately apply a range of dynamics and musicality to technique exercises and dance phrases.</p>	<p>c. Compare and contrast movement characteristics from a variety of dance genres or styles.</p> <p>Examine the relationship between the movement dynamics, energy, and music.</p> <p>Discuss specific characteristics and determine what dancers must do to perform them clearly.</p>	<p>c. Direct energy and dynamics in such a way that movement is textured.</p> <p>Incorporate energy, dynamics, and musicality in technique classes and performances to enhance and project movements.</p>	<p>c. Connect energy and dynamics to movements by applying them in and through all parts of the body.</p> <p>Develop whole body awareness so that dance phrases demonstrate variations of energy, dynamics, and musicality.</p>	<p>c. Vary energy and dynamics over the length of a dance phrase.</p> <p>Transition smoothly between dance phrases, paying close attention to movement initiation and energy, and the relation to music (if present).</p> <p>Apply these skills in ways that express the ideas of the choreographer/choreography.</p>	<p>c. Modulate dynamics to clearly express artistic intent and musicality while performing dance phrases and choreography.</p> <p>Perform movement sequences expressively by using a broad dynamic range and employ dynamic skills for establishing relationships with other dancers and projecting to the audience.</p>

DANCE ~ Performing ~ Realizing artistic ideas and work through interpretation and presentation ~ 5

Anchor Standard 5 Develop and refine artistic techniques and work for presentation.

Enduring Understanding 5.1 Dancers use the body-mind principles and develop the body as an instrument for artistry and artistic expression.
Essential Question • What must the dancer do to prepare the mind and body for artistic expression?

Artistic Process • PERFORMING
Process Component • EMBODY

Pre-K DA:Pr5.1.PK	Kindergarten DA:Pr5.1.K	1st DA:Pr5.1.1	2nd DA:Pr5.1.2	3rd DA:Pr5.1.3	4th DA:Pr5.1.4	5th DA:Pr5.1.5	6th DA:Pr5.1.6	7th DA:Pr5.1.7	8th DA:Pr5.1.8	HS Proficient DA:Pr5.1.HSI	HS Accomplished DA:Pr5.1.HSII	HS Advanced DA:Pr5.1.HSIII
<p>a. Demonstrate basic full body locomotor movements (e.g. crawl, walk, run) non-locomotor movements (e.g. bend, twist, reach), and spatial relationships (e.g. over, under, around).</p>	<p>a. Demonstrate same side, and cross-body locomotor (e.g. gallop, skip) and non-locomotor movements (e.g. swing, twist, stretch), and spatial relationships (e.g. over, under, around, through).</p>	<p>a. Demonstrate same side and cross-body locomotor (e.g. gallop, skip) and non-locomotor movements (e.g. swing, twist, stretch), and spatial relationships (e.g., over, under, around, through).</p> <p>Show orientation of direction (e.g. stage right and left, upstage, downstage).</p>	<p>a. Demonstrate same side, and cross-body locomotor (e.g. gallop, skip) and non-locomotor movements (e.g. swing, twist, bend), and spatial relationships (e.g. over, under, around, through), and simple dance sequences that require moving through space with a variety of pathways (e.g. straight, curved, zig-zag).</p> <p>Show understanding of stage orientation (e.g., stage right and left, upstage, downstage).</p>	<p>a. Demonstrate the fundamental dance skills of awareness of body alignment and core support while performing body shapes (e.g. twisted, narrow), movement qualities (e.g. light, heavy), and patterns in simple dance sequences.</p>	<p>a. Demonstrate fundamental dance skills (e.g. alignment, coordination, balance, core support, kinesthetic awareness) and movement qualities when replicating and recalling patterns and sequences of locomotor and non-locomotor movements.</p>	<p>a. Recall and execute a series of dance phrases, using fundamental dance skills (e.g. alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement).</p>	<p>a. Embody technical dance skills (e.g. functional alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement) to accurately execute changes of direction, levels, facings, pathways, elevations and landings, extensions of limbs, and movement transitions.</p>	<p>a. Embody technical dance skills (e.g. functional alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement, weight shifts, flexibility/range of motion). Apply somatic strategies to facilitate the performance of dance skills.</p>	<p>a. Embody technical dance skills (e.g. functional alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement, weight shifts, flexibility/range of motion) to replicate, recall, and execute spatial designs and musical or rhythmical dance phrases. Deepen application and understanding of somatic strategies and their use in dance.</p>	<p>a. Embody technical dance skills to retain and execute full dance choreographies, continuing to develop somatic strategies.</p> <p>Move and dance with sensibility toward self, developing an understanding and awareness of the integration of cognition, body, and expression.</p> <p>Dance "in the moment."</p> <p><i>As choreographers:</i> Observe and critique the spatial execution by the dancers; give corrections and/or make changes that improve/enhance the communication or expression of the ideas central to the dance.</p>	<p>a. <i>As dancers:</i> Dance with sensibility toward other dancers while executing complex spatial, rhythmic, and dynamic sequences to meet performance goals.</p> <p>Self-evaluate performances and discuss and analyze performance ability with others.</p> <p><i>As choreographers:</i> Work closely with dancers to help them understand and internalize the concepts around which the dance work is built.</p> <p>Discuss and encourage the dancers to embody the meaning of the work within their use of the dance elements and their technique.</p>	

Anchor Standard 5 (cont'd)

Pre-K DA:Pr5.1.PK	Kindergarten DA:Pr5.1.K	1st DA:Pr5.1.1	2nd DA:Pr5.1.2	3rd DA:Pr5.1.3	4th DA:Pr5.1.4	5th DA:Pr5.1.5	6th DA:Pr5.1.6	7th DA:Pr5.1.7	8th DA:Pr5.1.8	HS Proficient DA:Pr5.1.HSI	HS Accomplished DA:Pr5.1.HSII	HS Advanced DA:Pr5.1.HSIII
<p>b. Move in general space and start and stop on cue, while maintaining personal space.</p>	<p>b. Move safely in general space by starting and stopping on cue during movement explorations, while maintaining personal space.</p>	<p>b. Move safely in general space during movement explorations, while changing levels and maintaining personal space.</p>	<p>b. Move safely in general space during movement explorations that change levels and vary pathways, while maintaining personal space.</p>	<p>b. Utilize fundamental dance skills to coordinate with a partner or other dancers to safely change levels, directions, and pathway designs.</p>	<p>b. Execute techniques that extend movement range, build strength, and develop endurance.</p>	<p>b. Demonstrate safe body use practices during technical exercises and movement combinations.</p>	<p>b. Apply basic anatomical knowledge, proprioceptive feedback, spatial awareness, and understanding of nutrition to promote safe and healthful strategies when warming up and dancing.</p>	<p>b. Employ healthful practices in dance and everyday life (e.g. good nutrition, adequate sleep, safe warm-ups).</p>	<p>b. Record and evaluate personal practices in dance activities and everyday life having to do with health, nutrition, and injury prevention.</p>	<p>b. Develop and apply a plan for healthful practices in dance activities and everyday life including nutrition and injury prevention.</p>	<p>b. Apply anatomical principles and healthful practices to a range of technical dance skills for achieving fluency of movement.</p>	<p>b. Research healthful and safe practices for dancers and modify personal practice, based on findings.</p>
<p>c. Identify and move body parts and repeat short movement sequences in preparation for informal sharing.</p>	<p>c. Move body parts in relation to other body parts.</p> <p>Repeat and recall movements upon request in preparation for formal and informal sharing.</p>	<p>c. Repeat and recall movements and spatial formations upon request in preparation for formal and informal sharing.</p>	<p>c. Repeat movements with an awareness of self and others in space.</p> <p>Self-adjust and modify movements or placement upon request.</p>	<p>c. Recall movement sequences with a partner or in group dances.</p> <p>Apply constructive feedback from teacher and peers, and self-assess to improve dance skills.</p>	<p>c. Coordinate phrases and timing with other dancers by cueing off of each other and responding to stimuli cues (e.g. music, text, or lighting).</p> <p>Reflect on constructive feedback from others to inform personal dance performance goals in rehearsal to improve performance quality.</p>	<p>c. Collaborate with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance quality.</p> <p>Synthesize kinesthetic awareness and constructive feedback to establish personal performance goals in daily class practice and rehearsal.</p>	<p>c. Collaborate as an ensemble to refine dances by identifying what works and does not work in executing complex patterns, sequences, and formations.</p> <p>Solve movement challenges in dances by investigating options and arriving at consensus decisions.</p> <p>Document self-improvements over time.</p>	<p>c. Collaborate with peers to practice and refine dances.</p> <p>Develop group performance expectations, based upon observation and analyses (e.g. view live or recorded professional dancers; and collaboratively develop group performance expectations in response to information gained from observations).</p>	<p>c. Collaborate with peers to discover strategies for achieving performance accuracy, clarity, and expressiveness.</p> <p>Articulate personal performance goals, and practice to achieve them.</p> <p>Document personal improvement over time (e.g. journaling, portfolio, or timeline).</p>	<p>c. Collaborate with peers to establish and implement a rehearsal plan to meet performance goals.</p> <p>Use a variety of strategies to analyze and evaluate performances of self and others (e.g. use video recordings of practice to analyze the difference between the way movements look and how they feel to match performance with visual affect).</p> <p>Articulate performance goals and justify reasons for selecting particular practice strategies.</p>	<p>c. Plan and execute collaborative and independent practice and rehearsal processes with attention to technique and artistry informed by personal performance goals.</p> <p>Perform thoughtful and repetitive practice of techniques and skills before and during rehearsal of dances.</p> <p>Apply feedback to daily practice to improve technical and expressive skills.</p> <p>Reflect on personal achievements.</p>	<p>c. Initiate, plan, and direct rehearsals with attention to technical details and fulfilling artistic expression.</p> <p>Use a range of rehearsal strategies to achieve performance excellence.</p>

DANCE ~ Performing ~ Realizing artistic ideas and work through interpretation and presentation ~ 6

Anchor Standard 6 Convey meaning through the presentation of artistic work.

Enduring Understanding 6.1 Dance performance is an interaction between performers, production elements, and audience that heightens and amplifies artistic expression.
Essential Question • How do dance artists heighten their artistry in performance?

Artistic Process • PERFORMING
Process Component • PRESENT

Pre-K DA:Pr6.1.PK	Kindergarten DA:Pr6.1.K	1st DA:Pr6.1.1	2nd DA:Pr6.1.2	3rd DA:Pr6.1.3	4th DA:Pr6.1.4	5th DA:Pr6.1.5	6th DA:Pr6.1.6	7th DA:Pr6.1.7	8th DA:Pr6.1.8	HS Proficient DA:Pr6.1.HSI	HS Accomplished DA:Pr6.1.HSII	HS Advanced DA:Pr6.1.HSIII
<p>a. Dance for others with awareness of performance expectations (e.g. silence, focus) in informal settings.</p>	<p>a. Dance for others while maintaining awareness of performance expectations (e.g. silence, focus) in both formal and informal settings.</p>	<p>a. Dance for and with others while maintaining awareness of performance expectations as a dancer (e.g. silence, focus) in both formal and informal settings.</p> <p>Demonstrate audience member expectations (e.g. attention, applause).</p>	<p>a. Dance for and with others while maintaining awareness of performance expectations as a dancer (e.g. silence, focus) in both formal and informal settings.</p> <p>As audience members, demonstrate curiosity, respect, appreciation, and engagement.</p>	<p>a. Identify the main areas of performance space by using production terminology (e.g., stage right, stage left, center stage, upstage, and downstage).</p> <p>Learn about the role of a stage manager.</p> <p>Demonstrate appropriate performer and audience etiquette in informal and formal performances.</p>	<p>a. Analyze the characteristics of alternative performance venues (e.g. gymnasium, grassy area, school yard) and modify spacing and movements accordingly.</p> <p>Demonstrate appropriate performer and audience etiquette in informal and formal performances.</p>	<p>a. Adapt dance to alternative performance venues by modifying spacing and movements in accordance with the performance space.</p> <p>Document the process in writing.</p> <p>Demonstrate appropriate performer and audience etiquette in informal and formal performances.</p> <p>Post-performance, share peer performance experiences and arrive at group decisions about improving performance.</p>	<p>a. Evaluate unique characteristics of a venue and adapt movements to the performance space.</p> <p>Document the process in writing and in other media.</p> <p>Use performance etiquette and performance practices during class, rehearsal, and performance.</p> <p>Post-performance, receive, record, and reflect upon notes from the choreographer, and apply corrections to future performances.</p>	<p>a. Recommend and implement various ways to adapt movements to a performance space.</p> <p>Document the process and progress over time in writing and in other media.</p> <p>Use performance etiquette and performance practices during class, rehearsal and performance.</p> <p>Post-performance, receive, record, and reflect upon notes from the choreographer, and apply corrections to future performances.</p>	<p>a. Demonstrate commitment, dependability, responsibility, and cooperation when preparing for performances.</p> <p>Document the process and progress in writing and in other media, and create a plan for ongoing improvement.</p> <p>Use performance etiquette and performance practices during class, rehearsal, and performance.</p> <p>Post-performance, receive, record, and reflect upon notes from the choreographer, and apply corrections to future performances.</p>	<p>a. Demonstrate commitment, dependability, responsibility, and cooperation when preparing for performances.</p> <p>Document the rehearsal and performance process and evaluate methods and strategies, using dance and production terminology.</p> <p>Demonstrate performance etiquette and performance practices during class, rehearsal, and performance.</p> <p>Post-performance, accept notes from the choreographer and apply corrections to future performances.</p>	<p>a. <i>As choreographers and dancers:</i> Demonstrate commitment, dependability, responsibility, and cooperation when preparing for performances.</p> <p>Document the rehearsal and performance process and evaluate methods and strategies using dance and production terminology.</p> <p>Model performance etiquette and performance practices during class, rehearsal, and performance.</p> <p>Implement performance strategies to enhance projection.</p> <p><i>As dancers:</i> Post-rehearsal, and post-performance, accept notes from the choreographer and apply corrections to future performances.</p> <p><i>As choreographers:</i> Give notes that guide the dancers to strengthen their performance and the conveyance of the dance's artistic intent to the audience.</p>	<p>a. Demonstrate commitment, dependability, responsibility, and cooperation when preparing for performances.</p> <p>Model performance etiquette and performance practices during class, rehearsal, and performance.</p> <p>Enhance performance by using a broad repertoire of strategies for dynamic projection.</p> <p>Develop a professional portfolio (resume, head shot, etc.) that documents the rehearsal and performance process with fluency in professional dance and production terminology.</p>

Anchor Standard 6 (cont'd)

Pre-K DA:Pr6.1.PK	Kindergarten DA:Pr6.1.K	1st DA:Pr6.1.1	2nd DA:Pr6.1.2	3rd DA:Pr6.1.3	4th DA:Pr6.1.4	5th DA:Pr6.1.5	6th DA:Pr6.1.6	7th DA:Pr6.1.7	8th DA:Pr6.1.8	HS Proficient DA:Pr6.1.HSI	HS Accomplished DA:Pr6.1.HSII	HS Advanced DA:Pr6.1.HSIII
<p>b. Explore movement with a simple prop as part of a dance.</p>	<p>b. Select and explore the use of a prop as part of a dance.</p>	<p>b. Explore moving with simple props to enhance performance.</p>	<p>b. Explore moving with simple props and scenery.</p> <p>Observe video recording as a tool to enhance performance.</p>	<p>b. Explore ways to dance with simple production elements (e.g. costumes, props, music, scenery, lighting, or media) for an audience in a designated performance space.</p> <p>Observe video recording as a tool to enhance performance.</p>	<p>b. Identify and explore ways to dance with a variety of production elements (e.g. music/ sound, props, costumes, sets) to enhance performance of a dance.</p> <p>Observe video recording as a tool to improve performance.</p>	<p>b. Explore solutions to adapt to interaction with production elements (e.g. music/ sound, props, costumes, sets) to enhance performance of a dance.</p> <p>Observe video recording as a tool to improve performance.</p>	<p>b. Explore and select solutions to adapt to interaction with production elements (e.g. music/ sound, props, costumes, sets, lighting) to enhance performance of a dance.</p> <p>Discuss the challenges of dancing with various production elements to intensify and heighten the artistic performance of a work, using dance and production terminology.</p>	<p>b. Explore, devise, and select solutions to adapt to interaction with production elements (e.g. music/sound, props, costumes, sets, lighting) to enhance the performance of a dance.</p> <p>Analyze the effects of various dancer interactions with production elements to intensify and heighten the artistic performance of a work, using dance and production terminology.</p>	<p>b. Explore, devise, and select solutions to adapt to interaction with production elements (e.g. music/sound, props, costumes, sets, lighting) to enhance performance of a dance.</p> <p>Evaluate the effects of various dancer interactions with production elements to intensify and heighten artistic performance of a work, using dance and production terminology.</p> <p>Experiment with diverse ways of incorporating these elements into performance, tailoring choices to different venues and audiences.</p>	<p>b. <i>As dancers:</i> Rehearse with the production elements to create a performance that expresses the choreographer's artistic intent.</p> <p><i>As choreographers:</i> Evaluate possible designs for the production elements of a performance and select and execute the ideas that would intensify and heighten the artistic intent of the dances.</p>	<p>b. <i>As dancers:</i> Rehearse with production elements to create a performance during which movement/ choreography works with non-movement elements to heighten and amplify artistic expression.</p> <p><i>As choreographers:</i> Work collaboratively to produce a dance concert on a stage or in an alternative performance venue.</p>	<p>b. <i>As dancers:</i> Rehearse with production elements to create a performance that is a unified whole during which movement/ choreography melds seamlessly with non-movement elements to heighten and amplify artistic expression.</p> <p><i>As dancers and choreographers:</i> Work collaboratively to produce dance concerts in a variety of venues.</p> <p><i>As choreographers:</i> Direct the use of production elements that would be necessary to fulfill the artistic intent of the dance works in each of the venues (act as artistic director).</p>

DANCE ~ Responding ~ Understanding and evaluating how the arts convey meaning ~ 7

Anchor Standard 7 Perceive and analyze artistic work.

Enduring Understanding 7.1 Dance is perceived and analyzed to comprehend its compositional structure.
Essential Question • How is dance constructed?

Artistic Process • RESPONDING
Process Component • ANALYZE

Pre-K DA:Re7.1.PK	Kindergarten DA:Re7.1.K	1st DA:Re7.1.1	2nd DA:Re7.1.2	3rd DA:Re7.1.3	4th DA:Re7.1.4	5th DA:Re7.1.5	6th DA:Re7.1.6	7th DA:Re7.1.7	8th DA:Re7.1.8	HS Proficient DA:Re7.1.HSI	HS Accomplished DA:Re7.1.HSII	HS Advanced DA:Re7.1.HSIII
<p>a. Identify a movement in a dance by repeating it.</p> <p>b. Demonstrate observed or performed movements originating from diverse dance genres.</p>	<p>a. Identify a movement that repeats in a dance.</p> <p>b. Demonstrate and describe observed or performed movements originating from diverse dance genres.</p>	<p>a. Identify movements that repeat to make a pattern in a dance.</p> <p>b. Demonstrate and describe observed or performed movements originating from diverse dance genres and cultural movement practices.</p>	<p>a. Identify contrasting movement patterns in a dance.</p> <p>b. Demonstrate and describe observed or performed movements originating from diverse dance genres, styles, and/or cultural movement practices.</p> <p>Explain differences.</p>	<p>a. Describe floor pathways and formations in a dance.</p> <p>Identify movement motifs that relate to the title of a dance.</p> <p>b. Compare and contrast observed or performed movements originating from diverse dance styles, genres, and/or cultural movement practices.</p>	<p>a. Differentiate simple choreographic devices in a dance (e.g. unison, canon, variation).</p> <p>b. Compare and contrast observed or performed movements originating from diverse dance styles, genres, and/or cultural movement practices, using basic dance terminology.</p>	<p>a. Explain the basic structure of a dance (e.g. ABA) and where choreographic devices (e.g. theme and variation, call and response) appear in the dance.</p> <p>b. Describe, using basic dance terminology, the qualities and characteristics of a dance from one's own cultural movement practice or other dance experiences.</p> <p>Compare them to the qualities and characteristics found in a different dance genre, style, or cultural movement practice.</p>	<p>a. Analyze the organization of choreographic devices and their relationships (e.g. transitions, contrasts) in a dance.</p> <p>b. Explain how the elements of dance are used in a variety of dance genres, styles, or cultural movement practices.</p>	<p>a. Compare, contrast, and analyze recurring patterns of movement, the organization of choreographic devices, and their relationships (e.g. transitions, contrasts) in a dance.</p> <p>Articulate how the dance is constructed.</p> <p>b. Compare and contrast how the elements of dance are used in a variety of genres, styles, or cultural movement practices.</p> <p>Use terminology specific to the dance form or practice.</p>	<p>a. Compare, contrast, and analyze recurring patterns of movement, formations, dynamics, key motifs, choreographic devices, and their relationships in a dance.</p> <p>Debate how the dance's structure relates to its effect, citing evidence in support.</p> <p>b. Examine the hallmarks of a variety of styles, genres, and cultural movement practices, identifying their movement characteristics by analyzing the use of the elements.</p> <p>Use terminology specific to the dance form or practice.</p>	<p>a. Compare, contrast, and analyze dynamics, patterns of movement, key motifs, and choreographic devices and structures, and their relationships.</p> <p>Explain how they support the structure and artistic expression of the dance.</p> <p>Examine how the dance's structure relates to its effect, and defend an analysis, citing specific evidence.</p> <p>b. Analyze how the elements of dance are used in a variety of genres, styles, and cultural movement practices within their cultural context.</p> <p>Use terminology specific to the dance form or practice.</p>	<p>a. Compare, contrast, and analyze dance works within a single genre or style, and provide examples of recurring patterns of movement, choreographic devices and structures, and the relationships between them.</p> <p>Critically examine the overall effect that the organization of these components has on different dances.</p> <p>Provide evidence and rationale for critiques.</p> <p>b. Within the cultural context, analyze and compare patterns of movement, and the relationships between them in a variety of genres, styles, and cultural movement practices.</p> <p>Use terminology specific to the dance form or practice.</p>	<p>a. Compare, contrast, and analyze dance works from a variety of dance genres and styles and explain how choreographic devices and structures, dynamics, formations and recurring patterns of movement and their relationships create well-structured choreography.</p> <p>Critically examine and evaluate the overall effect that the organization of these components has on different dances.</p> <p>Provide evidence and rationale for critiques.</p> <p>b. Explain how the movements and compositional structures of a dance communicate aesthetic and cultural values in a variety of genres, styles, and cultural movement practices.</p> <p>Use terminology specific to the dance form or practice.</p>

DANCE ~ Responding ~ Understanding and evaluating how the arts convey meaning ~ 8

Anchor Standard 8 Interpret meaning in artistic work.

Enduring Understanding 8.1 Meaningful interpretations of dance consider artistic intent, style, genre, the elements of dance, technique, structure, and context.
Essential Question • How can dance be interpreted?

Artistic Process • RESPONDING
Process Component • INTERPRET

Pre-K DA:Re8.1.PK	Kindergarten DA:Re8.1.K	1st DA:Re8.1.1	2nd DA:Re8.1.2	3rd DA:Re8.1.3	4th DA:Re8.1.4	5th DA:Re8.1.5	6th DA:Re8.1.6	7th DA:Re8.1.7	8th DA:Re8.1.8	HS Proficient DA:Re8.1.HSI	HS Accomplished DA:Re8.1.HSII	HS Advanced DA:Re8.1.HSIII
a. Observe a movement and share impressions.	a. Observe movement and describe it, using simple dance terminology .	a. Select movements from a dance that suggest ideas and explain how the movements capture the ideas, using simple dance terminology .	a. Identify characteristics of a dance style and, employing simple dance terminology , relate them to the meaning of the dances of that style.	a. Identify characteristics of various dance styles and genres and, employing basic dance terminology , relate them to the main ideas and to the meaning of the dances.	a. Use movements, ideas, and context to decipher meaning in a dance and describe that meaning by using basic dance terminology .	a. Interpret meaning in a dance from its movements and context. Explain how the movements communicate the main idea of the dance, using genre-specific dance terminology when appropriate.	a. Explain how a dance communicates meaning through the elements of dance , use of body, dance technique , and dance structure , using genre-specific dance terminology .	a. Speculate on the possible meanings of a dance. Explain how these meanings are expressed by the elements of dance , use of body, dance technique , dance structure , and context. Use genre-specific dance terminology .	a. Select a dance and explain how meaning is communicated through relationships between the elements of dance , use of body, dance technique , and context. Cite evidence in the dance to support your interpretation , using genre-specific dance terminology .	a. Analyze and discuss how the elements of dance , technique , structure , and context contribute to artistic expression and meaning. Use genre-specific dance terminology .	a. Analyze, compare, and contrast different dances. Research and discuss artistic intent and meaning. Explain how the relationships among the elements of dance , technique , production elements , and context enhance meaning and support artistic intent , using genre-specific dance terminology .	a. Analyze and interpret how the elements of dance , execution of dance elements , production elements , and context contribute to artistic expression , meaning, and artistic intent , across different genres , styles , or cultural movement practices . Use genre-specific dance terminology .

DANCE ~ Responding ~ Understanding and evaluating how the arts convey meaning ~ 9

Anchor Standard 9 Apply criteria to evaluate artistic work.

Enduring Understanding 9.1 Criteria for evaluating dance vary across genres, styles, and cultures.
Essential Question • What criteria are used to evaluate dance?

Artistic Process • RESPONDING
Process Component • CRITIQUE

Pre-K DA:Re9.1.PK	Kindergarten DA:Re9.1.K	1st DA:Re9.1.1	2nd DA:Re9.1.2	3rd DA:Re9.1.3	4th DA:Re9.1.4	5th DA:Re9.1.5	6th DA:Re9.1.6	7th DA:Re9.1.7	8th DA:Re9.1.8	HS Proficient DA:Re9.1.HSI	HS Accomplished DA:Re9.1.HSII	HS Advanced DA:Re9.1.HSIII
<p>a. Choose a movement in a dance work or practice that was fun to watch.</p> <p>Repeat it and explain why it was fun to both watch and do.</p>	<p>a. Select a movement that was prominent in a dance work or practice and demonstrate that movement.</p> <p>Explain what distinguished the movement from the others.</p>	<p>a. Identify and demonstrate several movements in a dance work or practice.</p> <p>Explain what characteristics make the movements interesting.</p>	<p>a. Observe and demonstrate dances from a variety of genres.</p> <p>Discuss movements and other aspects of the dances.</p> <p>Using simple dance terminology, explain how the movement characteristics of the dance make it interesting and create points of focus.</p>	<p>a. Demonstrate and discuss the characteristics of the movement elements used in various genres, styles, or cultural movement practices.</p> <p>Using basic dance terminology where appropriate, discuss how those characteristics contribute to the overall impression of the dances.</p>	<p>a. Demonstrate and discuss how the use of the elements of movement contribute to the overall impression of dances.</p> <p>Analyze the characteristics of movement elements observed or performed in a specific genre, style, or cultural movement practice and describe, using basic dance terminology.</p>	<p>a. Define the characteristics of a dance that give it a strong overall impression, in relation to the elements of dance in genres, styles, or cultural movement practices.</p> <p>Generate, with peers, criteria for excellence in a dance, considering its cultural context.</p> <p>Use genre-specific dance terminology when appropriate.</p>	<p>a. Discuss the characteristics and context of a dance from a genre, style, or cultural movement practice and develop criteria to critique the dance, using genre-specific dance terminology.</p> <p>Based on the comparison, refine artistic criteria, using genre-specific dance terminology.</p>	<p>a. Apply artistic criteria to determine what makes an effective performance.</p> <p>Consider content, context, genre, style, or cultural movement practice to comprehend artistic expression.</p> <p>Use genre-specific dance terminology.</p>	<p>a. Identify and use evaluative criteria to assess the overall effectiveness of dance works or practices.</p> <p>Relate the criteria to their cultural context.</p> <p>Use genre-specific dance terminology.</p>	<p>a. Compare and contrast two or more dance works or practices, using criteria to evaluate their overall effectiveness and situating the criteria within a cultural context.</p> <p>Consider societal values and a range of perspectives.</p> <p>Use genre-specific dance terminology.</p>	<p>a. Apply personal artistic preferences to the critique of dance works and practices.</p> <p>Consider societal and personal values, and a range of artistic expression.</p> <p>Discuss perspectives with peers and justify views.</p> <p>Evaluate and revise criteria by applying insights gained from these considerations and discussions.</p>	

DANCE ~ Connecting ~ Relating artistic ideas and work with personal meaning and external context ~ 10

Anchor Standard 10 Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.

Enduring Understanding 10.1 Personal experiences, knowledge, and contexts are integrated and synthesized to interpret and create dance.
Essential Question • How do empathy for others, understanding of ourselves, events around us, and other knowledge, deepen our dance experience?

Artistic Process • CONNECTING
Process Component • SYNTHESIZE

Pre-K DA:Cn10.1.PK	Kindergarten DA:Cn10.1.K	1st DA:Cn10.1.1	2nd DA:Cn10.1.2	3rd DA:Cn10.1.3	4th DA:Cn10.1.4	5th DA:Cn10.1.5	6th DA:Cn10.1.6	7th DA:Cn10.1.7	8th DA:Cn10.1.8	HS Proficient DA:Cn10.1.HSI	HS Accomplished DA:Cn10.1.HSII	HS Advanced DA:Cn10.1.HSIII
<p>a. Recognize an emotion expressed in a dance that is watched or performed.</p> <p>b. Observe a dance work or practice.</p> <p>Identify and replicate a movement from the piece, and ask a question that pertains to the choreography.</p>	<p>a. Recognize and identify an emotion that is experienced when watching, improvising, or performing a dance work or practice and relate it to a personal experience.</p> <p>b. Observe a work of visual art.</p> <p>Describe and express through movement something of interest about the artwork.</p> <p>Ask questions related to the connection between the movements and the artwork.</p>	<p>a. Recognize an emotion expressed or portrayed in a dance work or practice that relates to a familiar experience.</p> <p>Identify and analyze the movements that communicate this emotion.</p> <p>b. Observe illustrations from a story book.</p> <p>Discuss observations and identify ideas that inspire movement.</p> <p>Perform a dance sequence that portrays the main ideas from the story.</p>	<p>a. Create and perform a dance that expresses personal meaning.</p> <p>Explain how movement choices communicate one's own experiences.</p> <p>b. Respond to a dance work, using an inquiry-based set of questions (e.g. See.Think.Wonder.).</p> <p>Create a movement sequence based on the responses and explain how certain movements express a specific idea.</p>	<p>a. Compare the relationships expressed in a dance to relationships with others.</p> <p>Explain how they are the same or different.</p> <p>b. Investigate a research question about a dance that communicates a perspective on an issue or event and explore its key aspects through movement.</p> <p>Share the dance study and describe how the creative process helped discover new aspects of this topic.</p> <p>Communicate the new learning in oral or written form.</p>	<p>a. Relate and explain how the main idea of a dance is similar to or different from one's own experiences, relationships, ideas, or perspectives.</p> <p>b. Develop a question that relates to a topic of study.</p> <p>Research and select key aspects of the topic, using multiple sources.</p> <p>Choreograph and perform a short sequence that communicates the information.</p> <p>Describe what was learned from creating the dance and discuss how the topic might be portrayed using another form of expression.</p>	<p>a. Compare two dances with contrasting themes.</p> <p>Discuss feelings and ideas evoked by each.</p> <p>Describe how the themes and movements relate to points of view and experiences.</p> <p>b. Choose a topic, concept, or content from another discipline of study and research how other art forms have expressed the topic.</p> <p>Create a dance study that expresses the idea.</p> <p>Explain how the dance study expressed the idea and discuss how this learning process is similar to, or different from, other learning situations.</p>	<p>a. Analyze the movement characteristics or qualities observed in a specific dance genre.</p> <p>Relate what was observed to one's attitudes and movement preferences.</p> <p>b. Conduct research, using a variety of resources, to find information about a social issue of great interest.</p> <p>Use the information to create a dance study that expresses a specific point of view on the topic.</p> <p>Discuss whether the experience of creating and sharing the dance reinforces personal views or offers new knowledge and perspectives.</p>	<p>a. Compare and contrast the movement characteristics or qualities found in a variety of dance genres.</p> <p>Discuss how they differ from one's own personal movement characteristics and qualities, and how different perspectives can be communicated through movement.</p> <p>b. Research the historical development of a dance genre or style.</p> <p>Use knowledge gained from the research to create a dance study that evokes the essence of the genre or style.</p> <p>Share the study with peers as part of a lecture demonstration that tells the story of the historical journey of the chosen genre or style.</p> <p>Document the process of research and application.</p>	<p>a. Investigate and describe connections between different dance works and/or genres that are relevant to the development of one's personal perspectives.</p> <p>b. Investigate two contrasting topics, using a variety of research methods.</p> <p>Identify and organize ideas to create representative movement phrases.</p> <p>Create a dance study exploring the contrasting ideas.</p> <p>Discuss how the research informed the choreographic process and deepens understanding of the topics.</p>	<p>a. Examine the dance works of known choreographers and original classroom work and identify factors in personal experience and knowledge that shape interpretation and creation.</p> <p>b. Choose a concept from a field other than dance.</p> <p>Conduct research through text, interview, web-based resources, and/or other media.</p> <p>From the research, select relevant ideas and information and create a group dance work.</p> <p>Discuss how the dance work communicates new perspectives or realizations.</p> <p>Compare, orally and in writing, the choreographic process to that of other creative, academic, or scientific procedures.</p>	<p>a. Analyze a dance work that is related to content learned in other subjects and research its context.</p> <p>Synthesize information learned and share the effect that these new understandings have on one's perspective of the dance work.</p> <p>b. Use established research methods and techniques to investigate a topic other than dance.</p> <p>Collaborate with others to identify questions and solve movement problems that pertain to the topic.</p> <p>Create and perform a dance work based upon the research and discussion.</p> <p>Discuss, orally or in writing, the insights relating to knowledge gained through the research process, the synergy of collaboration, and the transfer of learning from this project to other learning situations.</p>	<p>a. Review original choreographies developed over time with respect to content and context and their relationship to personal knowledge and experiences.</p> <p>Reflect on and analyze the changes in one's personal growth and the variables that contributed to them.</p> <p>b. Choose a personally relevant and controversial idea to research through text, interview, web-based resources, and other media.</p> <p>Develop questions and movement problems from the research.</p> <p>Create and perform choreography that addresses these issues.</p> <p>Discuss, orally or in writing, the insights relating to knowledge gained through the research process and personal growth resulting from the creation and performance of this dance.</p>

DANCE ~ Connecting ~ Relating artistic ideas and work with personal meaning and external context ~ 11

Anchor Standard 11 Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.

Enduring Understanding 11.1 Societal, cultural, historical, and community contexts both influence and are influenced by dance.
Essential Question • How does dance reflect and influence the world?

Artistic Process • CONNECTING
Process Component • RELATE

Pre-K DA:Cn11.1.PK	Kindergarten DA:Cn11.1.K	1st DA:Cn11.1.1	2nd DA:Cn11.1.2	3rd DA:Cn11.1.3	4th DA:Cn11.1.4	5th DA:Cn11.1.5	6th DA:Cn11.1.6	7th DA:Cn11.1.7	8th DA:Cn11.1.8	HS Proficient DA:Cn11.1.HSI	HS Accomplished DA:Cn11.1.HSII	HS Advanced DA:Cn11.1.HSIII
a. Show a dance movement experienced at home or elsewhere.	a. Describe or demonstrate the movements in a dance that was watched or performed.	a. View and perform a dance work or practice from a different culture or context. Discuss the types of movements performed.	a. Observe a dance work or practice. Relate the movements to the people and environment in which the dance work or practice was created and performed.	a. Identify the relationship between movement in a dance work or practice to that of the society, or community and the culture from which the dance work or practice is derived. Explain which aspects of the culture are communicated through the dance work or practice.	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.	a. Describe how the movement characteristics and qualities of a dance in a specific dance genre or style communicate the ideas of the culture, historical period, or community from which it originated.	a. Interpret and show how the movement and qualities of a dance work or practice communicate its cultural, historical, and/or community purpose or meaning.	a. Compare, contrast, and discuss dance works or practices performed by people in various localities or communities. Formulate possible reasons why similarities and differences developed in relation to the ideas and perspectives important to each social group. Analyze the effect of each dance work or practice, if any, on its context.	a. Analyze and discuss how dance works or practices from a variety of cultures, societies, historical periods, or communities both reveal and affect the ideas and perspectives of the people. Present documentation of analysis in movement, orally, in writing, and/or via media technology .	a. Formulate reasons for the similarities and differences between dance works or practices from selected genres , geographical locations, and/or historical time periods. Identify changes that the dance works or practices and dance artists have engendered in society.	a. Analyze dance works or practices from several genres or styles , historical time periods, and/or cultural dance practices . Discuss how the movement characteristics, techniques, choreographic structures and devices , and purpose relate to the ideas and perspectives of the peoples from whom the dance works or practices originate.	a. Analyze dances from several genres or styles , historical time periods, and/or cultural dance practices . Discuss how the movement characteristics, techniques, choreographic structures and devices , and purpose relate to the ideas and perspectives of the peoples from whom the dances originate. Identify and discuss the political, cultural, and historical significance of the dances and dance artists as related to social movements and change. Explain how this new knowledge has expanded one's dance literacy .