



# Humanities

## Dance

Approved by the Idaho State Board of Education, April 17, 2009

**IDAHO CONTENT STANDARDS  
GRADE K-3  
HUMANITIES: DANCE**

**Standard 1: Historical and Cultural Contexts**

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

Students in grades K-3 demonstrate dance movements associated with places, historical events, and themes across various cultures and disciplines.

**Goal 1.1: Discuss historical and cultural contexts of dance and perform examples.**

**Objective(s): By the end of Grade 3, the student will be able to:**

- K-3.D.1.1.1 Identify and perform dances associated with particular places and events.
- K-3.D.1.1.2 Discuss common subjects, ideas, and themes in dances from different cultures.

**Goal 1.2: Demonstrate through movement interrelationships among visual and performing arts disciplines.**

**Objective(s): By the end of Grade 3, the student will be able to:**

- K-3.D.1.2.1 Compare dance and other art forms associated with various cultures in various time periods.
- K-3.D.1.2.2 Identify common ideas found in other art forms and explore them through movement (e.g., students identify the idea of sadness found and improvise the idea through movement using “sad” music).

**Standard 2: Critical Thinking**

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.

Students in grades K-3 develop an arts vocabulary and respond through movement and discussion to ideas and themes in dance.

**Goal 2.1: Exercise sound reasoning in understanding and making choices in dance.**

**Objective(s): By the end of Grade 3, the student will be able to:**

- K-3.D.2.1.1 Talk about dance as a means of communicating emotions (happy sad, angry).
- K-3.D.2.1.2 Develop dance vocabulary when discussing dance.
- K-3.D.2.1.3 Show through movement how the human body is used to express or communicate an action, idea, or experience.

**Goal 2.2: Formulate and express opinions about dance performances.**

**Objective(s): By the end of Grade 3, the student will be able to:**

- K-3.D.2.2.1 Voice personal preferences about dances within a classroom or other setting.
- K-3.D.2.2.2 Show how dance elicits various interpretations.

### **Standard 3: Performance**

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.

Students in grades K-3 identify and demonstrate movement qualities, body shapes, levels, pathways, and tempos. Students create and perform movement phrases individually and collectively.

#### **Goal 3.1: Identify and practice concepts essential to dance.**

##### **Objective(s): By the end of Grade 3, the student will be able to:**

- K-3.D.3.1.1 Identify and practice different movement qualities (e.g., rise, fall).
- K-3.D.3.1.2 Demonstrate how the body can change, create shapes, change levels, and move through pathways and in space at various speeds.
- K-3.D.3.1.3 Demonstrate dance phrases, following a specific floor pattern.

#### **Goal 3.2: Communicate in dance through application of artistic concepts, knowledge, and skills.**

##### **Objective(s): By the end of Grade 3, the student will be able to:**

- K-3.D.3.2.1 Repeat demonstrated body movements and rhythm patterns.
- K-3.D.3.2.2 Move as an individual and as part of a group without talking.
- K-3.D.3.2.3 Move at various tempos.

#### **Goal 3.3: Communicate in dance through creative expression.**

##### **Objective(s): By the end of Grade 3, the student will be able to:**

- K-3.D.3.3.1 Create movement based on a theme (e.g. improvise on the topic of the solar system).
- K-3.D.3.3.2 Create a dance phrase with a beginning, middle, and end.
- K-3.D.3.3.3 Communicate an idea through movement.
- K-3.D.3.3.4 Learn and perform a simple dance, following the cues of a leader.
- K-3.D.3.3.5 Create a dance phrase, working productively with others.

**IDAHO CONTENT STANDARDS  
GRADE 4-5  
HUMANITIES: DANCE**

**Students are expected to know content and apply skills from previous grades.**

**Standard 1: Historical and Cultural Contexts**

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

Students in grades 4-5 research and perform various existing dances and create their own original work based on other art disciplines.

**Goal 1.1: Discuss the historical and cultural contexts of dance and perform examples.**

**Objective(s): By the end of Grade 5, the student will be able to:**

- 4-5.D.1.1.1 Research and perform dance forms that have evolved during specific periods of history (e.g., ballet, jazz).
- 4-5.D.1.1.2 Explain how a dance from a culture or time period reflects values of its society.

**Goal 1.2: Demonstrate through movement interrelationships among visual and performing arts disciplines.**

**Objective(s): By the end of Grade 5, the student will be able to:**

- 4-5.D.1.2.1 Create a dance based on another art form (e.g., students create a dance phrase based on a poem, a piece of music, or from a costume).
- 4-5.D.1.2.2 Identify common themes or ideas found in other art forms and communicate them through movement.

**Standard 2: Critical Thinking**

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.

Students in grades 4-5 articulate how dance communicates ideas and meaning through artistic choices. Students draw conclusions about dance performances through discussion and observation.

**Goal 2.1: Exercise sound reasoning in understanding and making choices in dance.**

**Objective(s): By the end of Grade 5, the student will be able to:**

- 4-5.D.2.1.1 Discuss and show how dance creates and communicates meaning.
- 4-5.D.2.1.2 Develop and apply dance vocabulary when discussing dance.
- 4-5.D.2.1.3 Change one section of a dance and discuss how it affects the meaning of the dance.

**Goal 2.2: Formulate and express opinions about dance performances.**

**Objective(s): By the end of Grade 5, the student will be able to:**

- 4-5.D.2.2.1 Observe a dance performance, discuss its meaning, and voice a personal response to it.
- 4-5.D.2.2.2 Discuss the process and effort involved in developing an idea into a dance work.

**Standard 3: Performance**

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.

Students in grades 4-5 identify and practice weight shifts and jumps. Students practice warm-up skills and movement phrases from different genres. Students improvise and create choreography to solve movement problems with a partner or a group.

**Goal 3.1: Identify and practice concepts essential to dance.**

**Objective(s): By the end of Grade 5, the student will be able to:**

- 4-5.D.3.1.1 Identify and practice transfer of weight, elevation, turning, and falling at varying speeds.
- 4-5.D.3.1.2 Memorize set patterns of movement.
- 4-5.D.3.1.3 Identify and practice ways dancers warm up, stretch, and strengthen their bodies.

**Goal 3.2: Communicate in dance through application of artistic concepts, knowledge, and skills.**

**Objective(s): By the end of Grade 5, the student will be able to:**

- 4-5.D.3.2.1 Perform dances from at least two different dance disciplines (jazz, ballet, modern, tap, folk).
- 4-5.D.3.2.2 Demonstrate a rhythmic pattern through movement.
- 4-5.D.3.2.3 Create and follow a floor pattern.

**Goal 3.3: Communicate in dance through creative expression.**

**Objective(s): By the end of Grade 5, the student will be able to:**

- 4-5.D.3.3.1 Improvise or create choreography based on how the body can create shapes, change levels, and move through pathways, using stage directions.
- 4-5.D.3.3.2 Analyze a movement problem (e.g., move to the floor from standing without using your hands) with a partner or a group, and create a solution.
- 4-5.D.3.3.3 Develop and communicate new ideas through movement.
- 4-5.D.3.3.4 Learn and perform a simple dance, expressing its mood
- 4-5.D.3.3.5 Create a dance phrase, working productively with others, respecting diverse perspectives.

**IDAHO CONTENT STANDARDS  
GRADE 6-8  
HUMANITIES: DANCE**

**Students are expected to know content and apply skills from previous grades.**

**Standard 1: Historical and Cultural Contexts**

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

Students in grades 6-8 investigate and perform a historical dance. Students compare traditional and modern art forms.

**Goal 1.1: Discuss the historical and cultural contexts of dance and perform examples.**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 6-8.D.1.1.1 Investigate one dance tradition of the United States and perform it (e.g., square dance, tap dance, Native American dance).
- 6-8.D.1.1.2 Examine the influence of historical events or culture on the development of a dance form.

**Goal 1.2: Demonstrate through movement interrelationships among visual and performing arts disciplines.**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 6-8.D.1.2.1 Compare ballet and modern dance, and find music that is appropriate for each form of dance.
- 6-8.D.1.2.2 Create a set, costumes, or props for a dance.

**Standard 2: Critical Thinking**

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.

Students in grades 6-8 develop criteria and vocabulary for evaluating dance. Students apply the skills of critique in analyzing a dance performance.

**Goal 2.1: Exercise sound reasoning in understanding and making choices in dance.**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 6-8.D.2.1.1 Identify criteria for evaluating how well a dance performance conveys meaning.
- 6-8.D.2.1.2 Use appropriate vocabulary when analyzing a dance performance.
- 6-8.D.2.1.3 Experiment with how different artistic choices can change the meaning of a dance.

**Goal 2.2: Formulate and express opinions about dance performances.**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 6-8.D.2.2.1 Discuss how various dance disciplines express different ideas and voice a preference for one style.
- 6-8.D.2.2.2 Explain how lighting, music, and costuming can contribute to the meaning and/or success of a dance performance.

**Standard 3: Performance**

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.

Students in grades 6-8 practice correct increasing strength, flexibility, balance, alignment, and control. Students execute on-and off-balance movement and movement in the three planes. Students create and follow a floor pattern. Students develop their own choreography and work collaboratively with another choreographer.

**Goal 3.1: Identify and practice concepts essential to dance.**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 6-8.D.3.1.1 Practice correct strengthening and stretching sequences.
- 6-8.D.3.1.2 Practice maintaining both stationary and moving alignment, balance, and control.
- 6-8.D.3.1.3 Practice warming up, stretching, and strengthening body parts.

**Goal 3.2: Communicate in dance through application of artistic concepts, knowledge, and skills.**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 6-8.D.3.2.1 Identify and execute on- and off-balance movement phrases.
- 6-8.D.3.2.2 Identify and execute movements in the three planes (vertical, horizontal, and sagittal).
- 6-8.D.3.2.3 Create and follow a floor pattern.
- 6-8.D.3.2.4 Select and/or make costumes that support the intent of a dance.

**Goal 3.3: Communicate in dance through creative expression.**

**Objective(s): By the end of Grade 8, the student will be able to:**

- 6-8.D.3.3.1 Perform short dance works of two different dance disciplines.
- 6-8.D.3.3.2 Choreograph a duet.
- 6-8.D.3.3.3 Create a round or canon for a group of dancers to perform.
- 6-8.D.3.3.4 Memorize, practice, refine, and perform a dance created by someone else, interpreting its meaning.
- 6-8.D.3.3.5 Create a dance phrase, working productively with others, respecting diverse perspectives.

**IDAHO CONTENT STANDARDS  
GRADE 9-12  
HUMANITIES: DANCE**

**Students are expected to know content and apply skills from previous grades.**

**Standard 1: Historical and Cultural Contexts**

Students demonstrate an understanding of how people and cultures are connected across time. Humanities instruction prepares students to work and live as global citizens because of their greater understanding of their own culture and the cultures of others.

Students in grades 9-12 discuss the role of dance in history and culture and create a dance that reflects a specific historical influence. Students create technical support for dance using other art forms. Students choreograph a dance inspired by another art form.

**Goal 1.1: Discuss the historical and cultural contexts of dance and perform examples.**

**Objective(s): By the end of Grade 12, the student will be able to:**

- 9-12.D.1.1.1 Choreograph and perform a dance that illustrates a significant historical event, culture, or concept.
- 9-12.D.1.1.2 Discuss how dance has a history, purpose, and function in cultures.

**Goal 1.2: Explain the interrelationships among the visual and performing arts disciplines.**

**Objective(s): By the end of Grade 12, the student will be able to:**

- 9-12.D.1.2.1 Create functional scenery, properties, lighting, sound, and costumes that enhance a dance performance.
- 9-12.D.1.2.2 Create an original dance that is inspired by visual arts, music, theatre, or literary works.

**Standard 2: Critical Thinking**

Students understand the purposes and functions of the arts. They build literacy and develop critical thinking through analysis and interpretation.

Students in grades 9-12 critique dance performances based on meaning, technical support, aesthetics, political and cultural issues, and intent of choreographer. Students apply specific criteria for making informed critical evaluations of performances.

**Goal 2.1: Conduct analyses in dance.**

**Objective(s): By the end of Grade 12, the student will be able to:**

- 9-12.D.2.1.1 Write a critique of a dance performance, examining how dance creates and communicates meaning.
- 9-12.D.2.1.2 Develop and use dance vocabulary to discuss a variety of dance disciplines.
- 9-12.D.2.1.3 Discuss the aesthetics of dance.



## **Goal 2.2: Formulate and express opinions about dance performances.**

### **Objective(s): By the end of Grade 12, the student will be able to:**

- 9-12.D.2.2.1 Apply specific criteria for making informed critical evaluations of the quality and effectiveness of performance, choreography, or other aspects of a dance.
- 9-12.D.2.2.2 Explain how lighting, music, and costuming can contribute to the meaning and/or success of a dance performance.

## **Standard 3: Performance**

Students engage in the creation of original works and/or the interpretation of works of others, culminating in a performance or presentation.

Students in grades 9-12 practice lengthy and complex movement combinations, performing with contrasting movement qualities. Students identify characteristics of dance styles and perform them. Students choreograph movement phrases and complete dance works.

## **Goal 3.1: Identify and practice concepts essential to dance.**

### **Objective(s): By the end of Grade 12, the student will be able to:**

- 9-12.D.3.1.1 Practice lengthy and complex movement combinations in at least two different genres.
- 9-12.D.3.1.2 Perform contrasting movement qualities within a dance phrase (e.g., rise and fall, tension and release, glide and dart).
- 9-12.D.3.1.3 Perform new movement with an ever-increasing mastery of body alignment, balance, and control.

## **Goal 3.2: Communicate in dance through application of artistic concepts, knowledge, and skills.**

### **Objective(s): By the end of Grade 12, the student will be able to:**

- 9-12.D.3.2.1 Perform a dance using contrast in energy and tempo.
- 9-12.D.3.2.2 Illustrate the characteristics of a particular dance discipline through a performance that incorporates several skills.
- 9-12.D.3.2.3 Create a dance incorporating characteristics of a particular dance discipline.
- 9-12.D.3.2.4 Select and/or make costumes that support the intent of a dance.

## **Goal 3.3: Communicate in dance through creative expression.**

### **Objective(s): By the end of Grade 12, the student will be able to:**

- 9-12.D.3.3.1 Choreograph a dance based on a theme.
- 9-12.D.3.3.2 Choreograph a dance for a duet or a small ensemble.
- 9-12.D.3.3.3 Improvise a dance in silence or with an alternative accompaniment (e.g., spoken word, sound effects).
- 9-12.D.3.3.4 Memorize, practice, refine, and perform a dance created by someone else, interpreting its meaning and mood.
- 9-12.D.3.3.5 Create choreography, articulating reasons for artistic decisions.