

**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.



# IDAHO CONTENT STANDARDS

ARTS AND HUMANITIES

DANCE



STATE SUPERINTENDENT OF PUBLIC INSTRUCTION  
SHERRI YBARRA  
STATE DEPARTMENT OF EDUCATION  
PO BOX 83720  
BOISE, ID 83720-0027

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# Dance Grades K-3

<u>DA.Cr1.1 – Dance/Creating</u>	
<u>Process Component</u>	<u>Explore</u>
<u>Anchor Standard</u>	<u>Generate and conceptualize artistic ideas and work.</u>
<u>Enduring Understanding</u>	<u>Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.</u>
<u>Essential Question</u>	<u>Where do choreographers get ideas for dances?</u>

## Grade K - DA.Cr1.1.K

- a. Respond in movement to a variety of stimuli (e.g. music/sound, text, objects, images, symbols, observed dance).
- b. Explore different ways to do basic locomotor and non-locomotor movements by changing at least one of the elements of dance.

## Grade 1 - DA.Cr1.1.1

- a. Explore movement inspired by a variety of stimuli (e.g. music/sound, text, objects, images, symbols, observed dance, experiences) and identify the source.
- b. Explore a variety of locomotor and non-locomotor movements by experimenting with and changing the elements of dance.

## Grade 2 - DA.Cr1.1.2

- a. Explore movement inspired by a variety of stimuli (e.g. music/sound, text, objects, images, symbols, observed dance, experiences) and suggest additional sources for movement ideas.
- b. Combine a variety of movements while manipulating the elements of dance.

## Grade 3 - DA.Cr1.1.3

- a. Experiment with a variety of self-identified stimuli (e.g. music/sound, text, objects, images, notation, observed dance, experiences) for movement.
- b. Explore a given movement problem. Select and demonstrate a solution.

<u>DA.Cr2.1 – Dance/Creating</u>	
<u>Process Component</u>	<u>Plan</u>
<u>Anchor Standard</u>	<u>Organize and develop artistic ideas and work.</u>
<u>Enduring Understanding</u>	<u>The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.</u>
<u>Essential Question</u>	<u>What influences choice-making in creating choreography?</u>

**Grade K - DA.Cr2.1.K**

- a. Improvise dance that has a beginning, middle, and end.
- b. Express an idea, feeling, or image, through improvised movement moving alone or with a partner.

**Grade 1 - DA.Cr2.1.1**

- a. Improvise a series of movements that have a beginning, middle, and end, and describe movement choices.
- b. Choose movements that express an idea or emotion, or follow a musical phrase.

**Grade 2 - DA.Cr2.1.2**

- a. Improvise a dance phrase with a beginning, a middle that has a main idea, and a clear end.
- b. Choose movements that express a main idea or emotion, or follow a musical phrase. Explain reasons for movement choices.

**Grade 3 - DA.Cr2.1.3**

- a. Identify and experiment with choreographic devices to create simple movement patterns and dance structures (e.g. AB, ABA, theme and development).
- b. Develop a dance phrase that expresses and communicates an idea or feeling. Discuss the effect of the movement choices.

<b><u>DA.Cr3.1 – Dance/Creating</u></b>	
<b><u>Process Component</u></b>	<b><u>Revise</u></b>
<b><u>Anchor Standard</u></b>	<b><u>Refine and complete artistic work.</u></b>
<b><u>Enduring Understanding</u></b>	<b><u>Choreographers analyze, evaluate, refine, and document their work to communicate meaning.</u></b>
<b><u>Essential Question</u></b>	<b><u>How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?</u></b>

**Grade K - DA.Cr3.1.K**

- a. Apply suggestions for changing movement through guided improvisational experiences.
- b. Depict a dance movement by drawing a picture or using a symbol.

**Grade 1 - DA.Cr3.1.1**

- a. Explore suggestions to change movement from guided improvisation and/or short remembered sequences.
- b. Depict several different types of movements of a dance by drawing a picture or using a symbol (e.g. jump, turn, slide, bend, reach).

**Grade 2 - DA.Cr3.1.2**

- a. Explore suggestions and make choices to change movement from guided

- improvisation and/or short remembered sequences.
- b. Depict the levels of movements in a variety of dance movements by drawing a picture or using symbols, for example, high, middle, low.

**Grade 3 - DA.Cr3.1.3**

- a. Revise movement choices in response to feedback to improve a short dance study. Describe the differences the changes made in the movements.
- b. Depict directions or spatial pathways in a dance phrase by drawing a picture map or using a symbol.

<b><u>DA.Pr4.1 – Dance/Performing</u></b>	
<u>Process Component</u>	<u>Express</u>
<u>Anchor Standard</u>	<u>Select, analyze, and interpret artistic work for presentation.</u>
<u>Enduring Understanding</u>	<u>Space, time, and energy are basic elements of dance.</u>
<u>Essential Question</u>	<u>How do dancers work with space, time, and energy to communicate artistic expression?</u>

**Grade K - DA.Pr4.1.K**

- a. Make still and moving body shapes that show lines (e.g. straight, bent, and curved), changes levels, and vary in size (large/small). Join with others to make a circle formation and work with others to change its dimensions.
- b. Demonstrate tempo contrasts with movements that match to tempo of sound stimuli. c. Identify and apply different characteristics to movements (e.g. slow, smooth, or wavy).

**Grade 1 - DA.Pr4.1.1**

- a. Demonstrate locomotor and non-locomotor movements that change body shapes, levels, and facings. Move in straight, curved, and zig-zagged pathways. Find and return to place in space. Move with others to form straight lines and circles.
- b. Relate quick, moderate and slow movements to duration in time. Recognize steady beat and move to varying tempi of steady beat.
- c. Demonstrate movement characteristics along with movement vocabulary (e.g. use adverbs and adjectives that apply to movement such as a bouncy leap, a floppy fall, a jolly jump, and joyful spin).

**Grade 2 - DA.Pr4.1.2**

- a. Demonstrate clear directionality and intent when performing locomotor and non-locomotor movements that change body shapes, facings, and pathways in space. Identify symmetrical and asymmetrical body shapes and examine relationships between body parts. Differentiate between circling and turning as two separate ways of continuous directional change.
- b. Identify the length of time a move or phrase takes, for example, whether it is long or short. Identify and move on the downbeat in duple and triple meter. Correlate metric phrasing with movement phrasing.

- c. Select and apply appropriate characteristics to movements, for example, selecting specific adverbs and adjectives and apply them to movements. Demonstrate kinesthetic awareness while dancing the movement characteristics.

**Grade 3 - DA.Pr4.1.3**

- a. Judge spaces as distance traveled and use space three-dimensionally. Demonstrate shapes with positive and negative space. Perform movement sequences in and through space with intentionality and focus. Fulfill specified duration of time with improvised locomotor and non-locomotor movements. Differentiate between “in time” and “out of time” to music. Perform movements that are the same or of a different time orientation to accompaniment. Use metric and kinesthetic phrasing.
- b. Fulfill specified duration of time with improvised locomotor and non-locomotor movements. Differentiate between “in time” and “out of time” to music. Perform movements that are the same or of a different time orientation to accompaniment. Use metric and kinesthetic phrasing.

<b><u>DA.Pr5.1 – Dance/Performing</u></b>	
<u>Process Component</u>	<u>Embody</u>
<u>Anchor Standard</u>	<u>Develop and refine artistic technique and work for presentation.</u>
<u>Enduring Understanding</u>	<u>Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.</u>
<u>Essential Question</u>	<u>What must a dancer do to prepare the mind and body for artistic expression?</u>

**Grade K - DA.Pr5.1.K**

- a. Demonstrate same-side and cross-body locomotor and non-locomotor movements, body patterning movements, and body shapes.
- b. Move safely in general space and start and stop on cue during activities, group formations, and creative explorations while maintaining personal space.
- c. Move body parts in relation to other body parts and repeat and recall movements upon request.

**Grade 1 - DA.Pr5.1.1**

- a. Demonstrate a range of locomotor and non-locomotor movements, body patterning, body shapes, and directionality.
- b. Move safely in general space through a range of activities and group formations while maintaining personal space.
- c. Modify movements and spatial arrangements upon request.

**Grade 2 - DA.Pr5.1.2**

- a. Demonstrate a range of locomotor and non-locomotor movements, body patterning, and dance sequences that require moving through space using a variety of pathways.
- b. Move safely in a variety of spatial relationships and formations with other dancers.

- sharing and maintaining personal space.
- c. Repeat movements, with an awareness of self and others in space. Self-adjust and modify movements or placement upon request.

**Grade 3 - DA.Pr5.1.3**

- a. Replicate body shapes, movement characteristics, and movement patterns in a dance sequence with awareness of body alignment and core support.
- b. Adjust body-use to coordinate with a partner or other dancers to safely change levels, directions, and pathway designs.
- c. Recall movement sequences with a partner or in group dance activities. Apply constructive feedback from teacher and self-check to improve dance skills.

<b><u>DA.Pr6.1 – Dance/Performing</u></b>	
<u>Process Component</u>	<u>Present</u>
<u>Anchor Standard</u>	<u>Convey meaning through the presentation of artistic work.</u>
<u>Enduring Understanding</u>	<u>Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.</u>
<u>Essential Question</u>	<u>How does a dancer heighten artistry in a public performance?</u>

**Grade K - DA.Pr6.1.K**

- a. Dance for and with others in a designated space.
- b. Select a prop to use as part of a dance.

**Grade 1 - DA.Pr6.1.1**

- a. Dance for others in a space where audience and performers occupy different areas.
- b. Explore the use of simple props to enhance performance.

**Grade 2 - DA.Pr6.1.2**

- a. Dance for and with others in a space where audience and performers occupy different areas.
- b. Use limited production elements (e.g., hand props, simple scenery, or media projections).

**Grade 3 - DA.Pr6.1.3**

- a. Identify the main areas of a performance space using production terminology (e.g., stage right, stage left, center stage, upstage, and downstage).
- b. Explore simple production elements (e.g., costumes, props, music, scenery, lighting, or media) for a dance performed for an audience in a designated specific performance space.

**DA.Re7.1 – Dance/Responding**

<u>Process Component</u>	<u>Analyze</u>
<u>Anchor Standard</u>	<u>Perceive and analyze artistic work.</u>
<u>Enduring Understanding</u>	<u>Dance is perceived and analyzed to comprehend its meaning.</u>
<u>Essential Question</u>	<u>How is a dance understood?</u>

**Grade K - DA.Re7.1.K**

- a. Find a movement that repeats in a dance.
- b. Demonstrate or describe observed or performed dance movements.

**Grade 1 - DA.Re7.1.1**

- a. Find a movement that repeats in a dance to make a pattern.
- b. Demonstrate and describe observed or performed dance movements from a specific genre or culture.

**Grade 2 - DA.Re7.1.2**

- a. Find movements in a dance that develop a pattern.
- b. Demonstrate and describe movements in dances from different genres or cultures.

**Grade 3 - DA.Re7.1.3**

- a. Find a movement pattern that creates a movement phrase in a dance work.
- b. Demonstrate and explain how one dance genre is different from another, or how one cultural movement practice is different from another.

<b><u>DA.Re8.1 – Dance/Responding</u></b>	
<u>Process Component</u>	<u>Interpret</u>
<u>Anchor Standard</u>	<u>Interpret intent and meaning in artistic work.</u>
<u>Enduring Understanding</u>	<u>Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.</u>
<u>Essential Question</u>	<u>How is dance interpreted?</u>

**Grade K - DA.Re8.1.K**

- a. Observe movement and describe it using simple dance terminology.

**Grade 1 - DA.Re8.1.1**

- a. Select movements from a dance that suggest ideas and explain how the movement captures the idea using simple dance terminology.

**Grade 2 - DA.Re8.1.2**

- a. Use context cues from movement to identify meaning and intent in a dance using simple dance terminology.

**Grade 3 - DA.Re8.1.3**

- a. Select specific context cues from movement. Explain how they relate to the main idea of the dance using basic dance terminology.

<b><u>DA.Re9.1 – Dance/Responding</u></b>	
<u>Process Component</u>	<u>Critique</u>
<u>Anchor Standard</u>	<u>Apply criteria to evaluate artistic work.</u>
<u>Enduring Understanding</u>	<u>Criteria for evaluating dance vary across genres, styles, and cultures.</u>
<u>Essential Question</u>	<u>What criteria are used to evaluate dance?</u>

**Grade K - DA.Re9.1.K**

- a. Find a movement that was noticed in a dance. Demonstrate the movement that was noticed and explain why it attracted attention.

**Grade 1 - DA.Re9.1.1**

- a. Identify and demonstrate several movements in a dance that attracted attention. Describe the characteristics that make the movements interesting and talk about why they were chosen.

**Grade 2 - DA.Re9.1.2**

- a. Observe or demonstrate dances from a genre or culture. Discuss movements and other aspects of the dances that make the dances work well, and explain why they work. Use simple dance terminology.

**Grade 3 - DA.Re9.1.3**

- a. Select dance movements from specific genres, styles, or cultures. Identify characteristic movements from these dances and describe in basic dance terminology ways in which they are alike and different.

<b><u>DA.Cn10.1 – Dance/Connecting</u></b>	
<u>Process Component</u>	<u>Synthesize</u>
<u>Anchor Standard</u>	<u>Synthesize and relate knowledge and personal experiences to make art.</u>
<u>Enduring Understanding</u>	<u>As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.</u>
<u>Essential Question</u>	<u>How does dance deepen our understanding of ourselves, other knowledge, and events around us?</u>

**Grade K - DA.Cn10.1.K**

- a. Recognize and name an emotion that is experienced when watching, improvising, or



- performing dance and relate it to a personal experience.
- b. Observe a work of visual art. Describe and then express through movement something of interest about the artwork, and ask questions for discussion concerning the artwork.

**Grade 1 - DA.Cn10.1.1**

- a. Find an experience expressed or portrayed in a dance that relates to a familiar experience. Identify the movements that communicate this experience.
- b. Observe illustrations from a story. Discuss observations and identify ideas for dance movement and demonstrate the big ideas of the story.

**Grade 2 - DA.Cn10.1.2**

- a. Describe, create, and/or perform a dance that expresses personal meaning and explain how certain movements express this personal meaning.
- b. Respond to a dance work using an inquiry-based set of questions (e.g., See, Think, Wonder). Create movement using ideas from responses and explain how certain movements express a specific idea.

**Grade 3 - DA.Cn10.1.3**

- a. Compare the relationships expressed in a dance to relationships with others. Explain how they are the same or different.
- b. Ask and research a question about a key aspect of a dance that communicates a perspective about an issue or event. Explore the key aspect through movement. Share movements and describe how the movements help to remember or discover new qualities in these key aspects. Communicate the new learning in oral, written, or movement form.

<b><u>DA.Cn11.1 – Dance/Connecting</u></b>	
<u>Process Component</u>	<u>Relate</u>
<u>Anchor Standard</u>	<u>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</u>
<u>Enduring Understanding</u>	<u>Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.</u>
<u>Essential Question</u>	<u>How does knowing about societal, cultural, historical and community experiences expand dance literacy?</u>

**Grade K - DA.Cn11.1.K**

- a. Describe or demonstrate the movements in a dance that was watched or performed.

**Grade 1 - DA.Cn11.1.1**

- a. Watch and/or perform a dance from a different culture and discuss or demonstrate the types of movement danced.

**Grade 2 - DA.Cn11.1.2**

- a. Observe a dance and relate the movement to the people or environment in which the dance was created and performed.

**Grade 3 - DA.Cn1.1.3**

- a. Find a relationship between movement in a dance from a culture, society, or community and the culture from which the dance is derived. Explain what the movements communicate about key aspects of the culture, society, or community.

# Dance Grades 4-5

<u>DA.Cr1.1 – Dance/Creating</u>	
<u>Process Component</u>	<u>Explore</u>
<u>Anchor Standard</u>	<u>Generate and conceptualize artistic ideas and work.</u>
<u>Enduring Understanding</u>	<u>Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.</u>
<u>Essential Question</u>	<u>Where do choreographers get ideas for dances?</u>

## Grade 4 - DA.Cr1.1.4

- a. Identify ideas for choreography generated from a variety of stimuli (e.g. music/sound, text, objects, images, notation, observed dance, experiences).
- b. Develop a movement problem and manipulate the elements of dance as tools to find a solution.

## Grade 5 - DA.Cr1.1.5

- a. Build content for choreography using several stimuli (e.g. music/sound, text, objects, images, notation, observed dance, experiences, literary forms, natural phenomena, current news, and social events).
- b. Construct and solve multiple movement problems to develop choreographic content.

<u>DA.Cr2.1 – Dance/Creating</u>	
<u>Process Component</u>	<u>Plan</u>
<u>Anchor Standard</u>	<u>Organize and develop artistic ideas and work.</u>
<u>Enduring Understanding</u>	<u>The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.</u>
<u>Essential Question</u>	<u>What influences choice-making in creating choreography?</u>

## Grade 4 - DA.Cr2.1.4

- a. Manipulate or modify choreographic devices to expand movement possibilities and create a variety of movement patterns and structures. Discuss movement choices.
- b. Develop a dance study that expresses and communicates a main idea. Discuss the reasons and effectiveness of the movement choices.

## Grade 5 - DA.Cr2.1.5

- a. Manipulate or modify a variety of choreographic devices to expand choreographic possibilities and develop a main idea. Explain reasons for movement choices.
- b. Develop a dance study by selecting a specific movement vocabulary to communicate a

main idea. Discuss how the dance communicates non-verbally.

<b><u>DA.Cr3.1 – Dance/Creating</u></b>	
<u>Process Component</u>	<u>Revise</u>
<u>Anchor Standard</u>	<u>Refine and complete artistic work.</u>
<u>Enduring Understanding</u>	<u>Choreographers analyze, evaluate, refine, and document their work to communicate meaning.</u>
<u>Essential Question</u>	<u>How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?</u>

**Grade 4 - DA.Cr3.1.4**

- a. Revise movement based on peer feedback and self-reflection to improve communication of artistic intent in a short dance study. Explain choices made in the process.
- b. Depict the relationships between two or more dancers in a dance phrase by drawing a picture or using symbols (e.g., next to, above, below, behind, in front of).

**Grade 5 - DA.Cr3.1.5**

- a. Explore through movement the feedback from others to expand choreographic possibilities for a short dance study that communicates artistic intent. Explain the movement choices and refinements.
- b. Record changes in a dance sequence through writing, symbols, or a form of media technology.

<b><u>DA.Pr4.1 – Dance/Performing</u></b>	
<u>Process Component</u>	<u>Express</u>
<u>Anchor Standard</u>	<u>Select, analyze, and interpret artistic work for presentation.</u>
<u>Enduring Understanding</u>	<u>Space, time, and energy are basic elements of dance.</u>
<u>Essential Question</u>	<u>How do dancers work with space, time and energy to communicate artistic expression?</u>

**Grade 4 - DA.Pr4.1.4**

- a. Make static and dynamic shapes with positive and negative space. Perform elevated shapes (jump shapes) with soft landings and movement sequences alone and with others, establishing relationships with other dancers through focus of eyes.
- b. Accompany other dancers using a variety of percussive instruments and sounds. Respond in movement to even and uneven rhythms. Recognize and respond to tempo changes as they occur in dance and music.
- c. Analyze movements and phrases for use of energy and dynamic changes and use

adverbs and adjectives to describe them. Based on the analysis, refine the phrases by incorporating a range of movement characteristics.

**Grade 5 - DA.Pr4.1.5**

- a. Integrate static and dynamic shapes and floor and air pathways into dance sequences. Establish relationships with other dancers through focus of eyes and other body parts. Convert inward focus to outward focus for projecting out to far space.
- b. Dance to a variety of rhythms generated from internal and external sources. Perform movement phrases that show the ability to respond to changes in time.
- c. Contrast bound and free-flowing movements. Motivate movement from both central initiation (torso) and peripheral initiation (distal) and analyze the relationship between initiation and energy.

<b><u>DA.Pr5.1 – Dance/Performing</u></b>	
<u>Process Component</u>	<u>Embody</u>
<u>Anchor Standard</u>	<u>Develop and refine artistic technique and work for presentation.</u>
<u>Enduring Understanding</u>	<u>Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.</u>
<u>Essential Question</u>	<u>What must a dancer do to prepare the mind and body for artistic expression?</u>

**Grade 4 - DA.Pr5.1.4**

- 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.
- b. Execute techniques that extend movement range, build strength, and develop endurance. Explain the relationship between execution of technique, safe body-use, and healthful nutrition.
- c. Coordinate phrases and timing with other dancers by cueing off each other and responding to stimuli cues (e.g., music, text, or lighting). Reflect on feedback from others to inform personal dance performance goals.

**Grade 5 - DA.Pr5.1.5**

- 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).
- b. Demonstrate safe body-use practices during technical exercises and movement combinations. Discuss how these practices, along with healthful eating habits, promote strength, flexibility, endurance and injury prevention.
- c. Collaborate with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance quality. Apply feedback from others to establish personal performance goals.

<b><u>DA.Pr6.1 – Dance/Performing</u></b>	
<u>Process Component</u>	<u>Present</u>
<u>Anchor Standard</u>	<u>Convey meaning through the presentation of artistic work.</u>
<u>Enduring Understanding</u>	<u>Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.</u>
<u>Essential Question</u>	<u>How does a dancer heighten artistry in a public performance?</u>

**Grade 4 - DA.Pr6.1.4**

- a. Consider how to establish a formal performance space from an informal setting (for example, gymnasium or grassy area).
- b. Identify, explore, and experiment with a variety of production elements to heighten the artistic intent and audience experience.

**Grade 5 - DA.Pr6.1.5**

- a. Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movements to the performance space.
- b. Identify, explore, and select production elements that heighten and intensify the artistic intent of a dance and are adaptable for various performance spaces.

<b><u>DA.Re7.1 – Dance/Responding</u></b>	
<u>Process Component</u>	<u>Analyze</u>
<u>Anchor Standard</u>	<u>Perceive and analyze artistic work.</u>
<u>Enduring Understanding</u>	<u>Dance is perceived and analyzed to comprehend its meaning.</u>
<u>Essential Question</u>	<u>How is a dance understood?</u>

**Grade 4 - DA.Re7.1.4**

- a. Find patterns of movement in dance works that create a style or theme.
- b. Demonstrate and explain how dance styles differ within a genre or within a cultural movement practice.

**Grade 5 - DA.Re7.1.5**

- a. Find meaning or artistic intent from the patterns of movement in a dance work.
- b. Describe, using basic dance terminology, the qualities and characteristics of style used in a dance from one's own cultural movement practice. Compare them to the qualities and characteristics of style found in a different dance genre, style, or cultural movement practice, also using basic dance terminology.

<b><u>DA.Re8.1 – Dance/Responding</u></b>	
<u>Process Component</u>	<u>Interpret</u>
<u>Anchor Standard</u>	<u>Interpret intent and meaning in artistic work.</u>
<u>Enduring Understanding</u>	<u>Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.</u>
<u>Essential Question</u>	<u>How is dance interpreted?</u>

**Grade 4 - DA.Re8.1.4**

- a. Relate movements, ideas, and context to decipher meaning in a dance using basic dance terminology.

**Grade 5 - DA.Re8.1.5**

- a. Interpret meaning in a dance based on its movements. Explain how the movements communicate the main idea of the dance using basic dance terminology.

<b><u>DA.Re9.1 – Dance/Responding</u></b>	
<u>Process Component</u>	<u>Critique</u>
<u>Anchor Standard</u>	<u>Apply criteria to evaluate artistic work.</u>
<u>Enduring Understanding</u>	<u>Criteria for evaluating dance vary across genres, styles, and cultures.</u>
<u>Essential Question</u>	<u>What criteria are used to evaluate dance?</u>

**Grade 4 - DA.Re9.1.4**

- a. Discuss and demonstrate the characteristics that make a dance artistic and apply those characteristics to dances observed or performed in a specific genre, style, or cultural movement practice. Use basic dance terminology.

**Grade 5 - DA.Re9.1.5**

- a. Define the characteristics of dance that make a dance artistic and meaningful. Relate them to the elements of dance in genres, styles, or cultural movement practices. Use basic dance terminology to describe characteristics that make a dance artistic and meaningful.

<b><u>DA.Cn10.1 – Dance/Connecting</u></b>	
<u>Process Component</u>	<u>Synthesize</u>

<u>Anchor Standard</u>	<u>Synthesize and relate knowledge and personal experiences to make art.</u>
<u>Enduring Understanding</u>	<u>As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.</u>
<u>Essential Question</u>	<u>How does dance deepen our understanding of ourselves, other knowledge, and events around us?</u>

**Grade 4 - DA.Cn10.1.4**

- a. Relate the main idea or content in a dance to other experiences. Explain how the main idea of a dance is similar to or different from one's own experiences, relationships, ideas or perspectives.
- b. Develop and research a question relating to a topic of study in school using multiple sources of references. Select key aspects about the topic and choreograph movements that communicate the information. Discuss what was learned from creating the dance and describe how the topic might be communicated using another form of expression.

**Grade 5 - DA.Cn10.1.5**

- a. Compare two dances with contrasting themes. Discuss feelings and ideas evoked by each. Describe how the themes and movements relate to points of view and experiences.
- b. Choose a topic, concept, or content from another discipline of study and research how other art forms have expressed the topic. Create a dance study that expresses the idea. Explain how the dance study expressed the idea and discuss how this learning process is similar to, or different from, other learning situations.

<b><u>DA.Cn11.1 – Dance/Connecting</u></b>	
<u>Process Component</u>	<u>Relate</u>
<u>Anchor Standard</u>	<u>Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</u>
<u>Enduring Understanding</u>	<u>Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.</u>
<u>Essential Question</u>	<u>How does knowing about societal, cultural, historical and community experiences expand dance literacy?</u>

**Grade 4 - DA.Cn11.1.4**

- a. Select and describe movements in a specific genre or style and explain how the movements relate to the culture, society, historical period, or community from which the dance originated.

**Grade 5 - DA.Cn11.1.5**

- a. Describe how the movement characteristics and qualities of a dance in a specific genre or style communicate the ideas and perspectives of the culture, historical period, or community



from which the genre or style originated.

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## Dance Grades 6-8

<b><u>DA.Cr1.1 – Dance/Creating</u></b>	
<u>Process Component</u>	<u>Explore</u>
<u>Anchor Standard</u>	<u>Generate and conceptualize artistic ideas and work.</u>
<u>Enduring Understanding</u>	<u>Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.</u>
<u>Essential Question</u>	<u>Where do choreographers get ideas for dances?</u>

### **Grade 6 - DA.Cr1.1.6**

- a. Relate similar or contrasting ideas to develop choreography using a variety of stimuli (e.g., music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events).
- b. Explore various movement vocabularies to transfer ideas into choreography.

### **Grade 7 - DA.Cr1.1.7**

- a. Compare a variety of stimuli (e.g., music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) and make selections to expand movement vocabulary and artistic expression.
- b. Explore various movement vocabularies to express an artistic intent in choreography. Explain and discuss the choices made using genre-specific dance terminology.

### **Grade 8 - DA.Cr1.1.8**

- a. Implement movement from a variety of stimuli (e.g., music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events) to develop dance content for an original dance study or dance.
- b. Identify and select personal preferences to create an original dance study or dance. Use genre-specific dance terminology to articulate and justify choices made in movement development to communicate intent.

<b><u>DA.Cr2.1 – Dance/Creating</u></b>	
<u>Process Component</u>	<u>Plan</u>
<u>Anchor Standard</u>	<u>Organize and develop artistic ideas and work.</u>
<u>Enduring Understanding</u>	<u>The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.</u>
<u>Essential Question</u>	<u>What influences choice-making in creating choreography?</u>

### **Grade 6 - DA.Cr2.1.6**

- a. Explore choreographic devices and dance structures to develop a dance study that supports an artistic intent. Explain the goal or purpose of the dance.
- b. Determine artistic criteria to choreograph a dance study that communicates personal or cultural meaning. Based on the criteria, evaluate why some movements are more or less effective than others.

**Grade 7 - DA.Cr2.1.7**

- a. Use a variety of choreographic devices and dance structures to develop a dance study with a clear artistic intent. Articulate reasons for movement and structural choices.
- b. Determine artistic criteria to choreograph a dance study that communicates personal or cultural meaning. Articulate how the artistic criteria serve to communicate the meaning of the dance.

**Grade 8 - DA.Cr2.1.8**

- a. Collaborate to select and apply a variety of choreographic devices and dance structures to choreograph an original dance study or dance with a clear artistic intent. Articulate the group process for making movement and structural choices.
- b. Define and apply artistic criteria to choreograph a dance that communicates personal or cultural meaning. Discuss how the criteria clarify or intensify the meaning of the dance.

<b><u>DA.Cr3.1 – Dance/Creating</u></b>	
<u>Process Component</u>	<u>Revise</u>
<u>Anchor Standard</u>	<u>Refine and complete artistic work.</u>
<u>Enduring Understanding</u>	<u>Choreographers analyze, evaluate, refine, and document their work to communicate meaning.</u>
<u>Essential Question</u>	<u>How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?</u>

**Grade 6 - DA.Cr3.1.6**

- a. Revise dance compositions using collaboratively developed artistic criteria. Explain reasons for revisions and how choices made relate to artistic intent.
- b. Explore or invent a system to record a dance sequence through writing, symbols, or a form of media technology.

**Grade 7 - DA.Cr3.1.7**

- a. Evaluate possible revisions of dance compositions and, if necessary, consider revisions of artistic criteria based on self-reflection and feedback of others. Explain reasons for choices and how they clarify artistic intent.
- b. Investigate a recognized system to document a dance sequence by using words, symbols, or media technologies.

**Grade 8 - DA.Cr3.1.8**

- a. Revise choreography collaboratively or independently based on artistic criteria, self-reflection, and the feedback of others. Articulate the reasons for choices and revisions and explain how they clarify and enhance the artistic intent.
- b. Experiment with aspects of a recognized system to document a section of a dance by using words, symbols, or media technologies.

<b><u>DA.Pr4.1 – Dance/Performing</u></b>	
<u>Process Component</u>	<u>Express</u>
<u>Anchor Standard</u>	<u>Select, analyze, and interpret artistic work for presentation.</u>
<u>Enduring Understanding</u>	<u>Space, time, and energy are basic elements of dance.</u>
<u>Essential Question</u>	<u>How do dancers work with space, time and energy to communicate artistic expression?</u>

#### **Grade 6 - DA.Pr4.1.6**

- a. Refine partner and ensemble skills in the ability to judge distance and spatial design. Establish diverse pathways, levels, and patterns in space. Maintain focus with partner or group in near and far space.
- b. Use combinations of sudden and sustained timing as it relates to both the time and the dynamics of a phrase or dance work. Accurately use accented and unaccented beats in 3/4 and 4/4 meter.
- c. Use the internal body force created by varying tensions within one’s musculature for movement initiation and dynamic expression. Distinguish between bound and free-flowing movements and appropriately apply them to technique exercises and dance phrases.

#### **Grade 7 - DA.Pr4.1.7**

- a. Expand movement vocabulary of floor and air pattern designs. Incorporate and modify body designs from different dance genres and styles for the purpose of expanding movement vocabulary to include differently designed shapes and movements for interest and contrast.
- b. Vary durational approach in dance phrasing by using timing accents and variations within a phrase to add interest kinesthetically, rhythmically, and visually.
- c. Compare and contrast movement characteristics from a variety of dance genres or styles. Discuss specific characteristics and use adverbs and adjectives to describe them. Determine what dancers must do to perform them clearly.

#### **Grade 8 - DA.Pr4.1.8**

- a. Sculpt the body in space and design body shapes in relation to other dancers, objects, and environment. Use focus of eyes during complex floor and air patterns or direct and indirect pathways.
- b. Analyze and select metric, kinetic, and breath phrasing and apply appropriately to dance phrases. Perform dance phrases of different lengths that use various timings within the same section. Use different tempi in different body parts at the same time.

- c. Direct energy and dynamics in such a way that movement is textured. Incorporate energy and dynamics to technique exercises and dance performance. Use energy and dynamics to enhance and project movements.

<b><u>DA.Pr5.1 – Dance/Performing</u></b>	
<u>Process Component</u>	<u>Embody</u>
<u>Anchor Standard</u>	<u>Develop and refine artistic technique and work for presentation.</u>
<u>Enduring Understanding</u>	<u>Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression</u>
<u>Essential Question</u>	<u>What must a dancer do to prepare the mind and body for artistic expression?</u>

**Grade 6 - DA.Pr5.1.6**

- Embody technical dance skills (e.g. 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.
- Apply basic anatomical knowledge, proprioceptive feedback, spatial awareness, and nutrition to promote safe and healthful strategies when warming up and dancing.
- Collaborate as an ensemble to refine dances by identifying what works and does not work in executing complex patterns, sequences, and formations. Solve movement problems to dances by testing options and finding good results. Document self-improvements over time.

**Grade 7 - DA.Pr5.1.7**

- Apply body-use strategies to accommodate physical maturational development to technical dance skills (e.g. functional alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement, weight shifts, flexibility/range of motion).
- Utilize healthful practices and sound nutrition in dance activities and everyday life. Discuss benefits of practices and how choices enhance performance.
- Collaborate with peers to practice and refine dances. Develop group performance expectations through observation and analyses (e.g. view live or recorded professional dancers and collaboratively develop group performance expectations based on information gained from observations).

**Grade 8 - DA.Pr5.1.8**

- Embody technical dance skills (e.g. functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to replicate, recall, and execute spatial designs and musical or rhythmical dance phrases.
- Evaluate personal healthful practices in dance activities and everyday life including nutrition and injury prevention. Discuss choices made, the effects experienced, and methods for improvement.
- Collaborate with peers to discover strategies for achieving performance accuracy, clarity, and expressiveness. Articulate personal performance goals and practice to reach

goals. Document personal improvement over time (e.g. journaling, portfolio, or timeline).

<b><u>DA.Pr6.1 – Dance/Performing</u></b>	
<u>Process Component</u>	<u>Present</u>
<u>Anchor Standard</u>	<u>Convey meaning through the presentation of artistic work.</u>
<u>Enduring Understanding</u>	<u>Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.</u>
<u>Essential Question</u>	<u>How does a dancer heighten artistry in a public performance?</u>

**Grade 6 - DA.Pr6.1.6**

- a. Recognize needs and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Post-performance, accept notes from choreographer and make corrections as needed and apply to future performances.
- b. Compare and contrast a variety of possible production elements that would intensify and heighten the artistic intent of the work. Select choices and explain reasons for the decisions made using production terminology.

**Grade 7 – DA.Pr6.1.7**

- a. Recommend changes to and adapt movements to performance area. Use performance etiquette and performance practices during class, rehearsal and performance. Maintain journal documenting these efforts. Post-performance, accept notes from choreographer and apply corrections to future performances.
- b. Explore possibilities of producing dance in a variety of venues or for different audiences and, using production terminology, explain how the production elements would be handled in different situations.

**Grade 8 - DA.Pr6.1.8**

- a. Demonstrate leadership qualities (e.g. commitment, dependability, responsibility, and cooperation) when preparing for performances. Use performance etiquette and performance practices during class, rehearsal and performance. Document efforts and create a plan for ongoing improvements. Post- performance, accept notes from choreographer and apply corrections to future performances.
- b. Collaborate to design and execute production elements that would intensify and heighten the artistic intent of a dance performed on a stage, in a different venue, or for different audiences. Explain reasons for choices using production terminology.

<b><u>DA.Re7.1 – Dance/Responding</u></b>	
<u>Process Component</u>	<u>Analyze</u>

<u>Anchor Standard</u>	<u>Perceive and analyze artistic work.</u>
<u>Enduring Understanding</u>	<u>Dance is perceived and analyzed to comprehend its meaning.</u>
<u>Essential Question</u>	<u>How is a dance understood?</u>

**Grade 6 - DA.Re7.1.6**

- a. Describe or demonstrate recurring patterns of movement and their relationships in dance.
- b. Explain how the elements of dance are used in a variety of dance genres, styles, or cultural movement practices. Use genre-specific dance terminology.

**Grade 7 - DA.Re7.1.7**

- a. Compare, contrast, and discuss patterns of movement and their relationships in dance.
- b. Compare and contrast how the elements of dance are used in a variety of genres, styles, or cultural movement practices. Use genre-specific dance terminology.

**Grade 8 - DA.Re7.1.8**

- a. Describe, demonstrate and discuss patterns of movement and their relationships in dance in context of artistic intent.
- b. Explain how the elements of dance are used in a variety of genres, styles, or cultural movement practices to communicate intent. Use genre-specific dance terminology.

<b><u>DA.Re8.1 – Dance/Responding</u></b>	
<u>Process Component</u>	<u>Interpret</u>
<u>Anchor Standard</u>	<u>Interpret intent and meaning in artistic work.</u>
<u>Enduring Understanding</u>	<u>Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.</u>
<u>Essential Question</u>	<u>How is dance interpreted?</u>

**Grade 6 - DA.Re8.1.6**

- a. Explain how the artistic expression of a dance is achieved through the elements of dance, use of body, dance technique, dance structure, and context. Explain how these communicate the intent of the dance using genre specific dance terminology.

**Grade 7 - DA.Re8.1.7**

- a. Compare the meaning of different dances. Explain how the artistic expression of each dance is achieved through the elements of dance, use of body, dance technique, and context. Use genre specific dance terminology.

**Grade 8 - DA.Re8.1.8**

- a. Select a dance and explain how artistic expression is achieved through relationships

among 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.

<b><u>DA.Re9.1 – Dance/Responding</u></b>	
<u>Process Component</u>	<u>Critique</u>
<u>Anchor Standard</u>	<u>Apply criteria to evaluate artistic work.</u>
<u>Enduring Understanding</u>	<u>Criteria for evaluating dance vary across genres, styles, and cultures.</u>
<u>Essential Question</u>	<u>What criteria are used to evaluate dance?</u>

**Grade 6 - DA.Re9.1.6**

- a. Discuss the characteristics and artistic intent of a dance from a genre, style, or cultural movement practice and develop artistic criteria to critique the dance using genre-specific dance terminology.

**Grade 7 - DA.Re9.1.7**

- a. Compare artistic intent, content and context from dances to examine the characteristics of genre, style, or cultural movement practice. Based on the comparison, refine artistic criteria using genre-specific dance terminology.

**Grade 8 - DA.Re9.1.8**

- a. Use artistic criteria to determine what makes an effective performance. Consider content, context, genre, style, or cultural movement practice to comprehend artistic expression. Use genre- specific dance terminology.

<b><u>DA.Cn10.1 – Dance/Connecting</u></b>	
<u>Process Component</u>	<u>Synthesize</u>
<u>Anchor Standard</u>	<u>Synthesize and relate knowledge and personal experiences to make art.</u>
<u>Enduring Understanding</u>	<u>As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.</u>
<u>Essential Question</u>	<u>How does dance deepen our understanding of ourselves, other knowledge, and events around us?</u>

**Grade 6 - DA.Cn10.1.6**

- a. Observe the movement characteristics or qualities observed in a specific dance genre. Describe differences and similarities about what was observed to one’s attitudes and



movement preferences.

- b. Conduct research using a variety of resources to find information about a social issue of great interest. Use the information to create a dance study that expresses a specific point of view on the topic. Discuss whether the experience of creating and sharing the dance reinforces personal views or offers new knowledge and perspectives.

**Grade 7 - DA.Cn10.1.7**

- a. Compare and contrast the movement characteristics or qualities found in a variety of dance genres. Discuss how the movement characteristics or qualities differ from one's own movement characteristics or qualities and how different perspectives are communicated.
- b. Research the historical development of a dance genre or style. Use knowledge gained from the research to create a dance study that evokes the essence of the style or genre. 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. Document the process of research and application.

**Grade 8 - DA.Cn10.1.8**

- a. Relate connections found between different dances and discuss the relevance of the connections to the development of one's personal perspectives.
- b. Investigate two contrasting topics using a variety of research methods. Identify and organize ideas to create representative movement phrases. Create a dance study exploring the contrasting ideas. Discuss how the research informed the choreographic process and deepens understanding of the topics.

<b><u>DA.Cn11.1 – Dance/Connecting</u></b>	
<u>Process Component</u>	<u>Relate</u>
<u>Anchor Standard</u>	<u>Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</u>
<u>Enduring Understanding</u>	<u>Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts</u>
<u>Essential Question</u>	<u>How does knowing about societal, cultural, historical and community experiences expand dance literacy?</u>

**Grade 6 - DA.Cn11.1.6**

- a. Interpret and show how the movement and qualities of a dance communicate its cultural, historical, and/or community purpose or meaning.

**Grade 7 - DA.Cn11.1.7**

- a. Compare, contrast, and discuss dances 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.

**Grade 8 - DA.Cn11.1.8**

- a. Analyze and discuss, how dances from a variety of cultures, societies, historical periods,

or communities reveal the ideas and perspectives of the people.

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# Dance High School (HS)

<b><u>DA.Cr1.1 – Dance/Creating</u></b>	
<u>Process Component</u>	<u>Explore</u>
<u>Anchor Standard</u>	<u>Generate and conceptualize artistic ideas and work.</u>
<u>Enduring Understanding</u>	<u>Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.</u>
<u>Essential Question</u>	<u>Where do choreographers get ideas for dances?</u>

## **HS Proficient - DA.Cr1.1.HSI**

- Explore a variety of stimuli for sourcing movement to develop an improvisational or choreographed dance study. Analyze the process and the relationship between the stimuli and the movement.
- 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.

## **HS Advanced - DA.Cr1.1.HSIII**

- Synthesize content generated from stimulus material. Experiment and take risks to discover a personal voice to communicate artistic intent.
- Expand personal movement preferences and strengths to discover unexpected solutions that communicate the artistic intent of an original dance. Analyze the unexpected solutions and explain why they were effective in expanding artistic intent.

<b><u>DA.Cr2.1 – Dance/Creating</u></b>	
<u>Process Component</u>	<u>Plan</u>
<u>Anchor Standard</u>	<u>Organize and develop artistic ideas and work.</u>
<u>Enduring Understanding</u>	<u>The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.</u>
<u>Essential Question</u>	<u>What influences choice-making in creating choreography?</u>

## **HS Proficient - DA.Cr2.1.HSI**

- Collaborate to design a dance using choreographic devices and dance structures to support an artistic intent. Explain how the dance structures clarify the artistic intent.
- Develop an artistic statement for an original dance study or dance. Discuss how the use of movement elements, choreographic devices and dance structures serve to communicate the artistic statement.

## **HS Advanced - DA.Cr2.1.HSIII**

- Demonstrate fluency and personal voice in designing and choreographing original

- dances. Justify choreographic choices and explain how they are used to intensify artistic intent.
- b. Construct an artistic statement that communicates a personal, cultural and artistic perspective.

<b><u>DA.Cr3.1 – Dance/Creating</u></b>	
<u>Process Component</u>	<u>Revise</u>
<u>Anchor Standard</u>	<u>Refine and complete artistic work.</u>
<u>Enduring Understanding</u>	<u>Choreographers analyze, evaluate, refine, and document their work to communicate meaning.</u>
<u>Essential Question</u>	<u>How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?</u>

**HS Proficient - DA.Cr3.1.HSI**

- a. Clarify the artistic intent of a dance by manipulating choreographic devices and dance structures based on established artistic criteria and feedback from others. Analyze and evaluate impact of choices made in the revision process.
- b. Compare recognized systems to document a section of a dance using writing, symbols, or media technologies.

**HS Advanced - DA.Cr3.1.HSIII**

- 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. Document choices made in the revision process and justify how the refinements support artistic intent.
- b. Document a dance using recognized systems of dance documentation (e.g., writing, a form of notation symbols, or using media technologies).

<b><u>DA.Pr4.1 – Dance/Performing</u></b>	
<u>Process Component</u>	<u>Express</u>
<u>Anchor Standard</u>	<u>Select, analyze, and interpret artistic work for presentation.</u>
<u>Enduring Understanding</u>	<u>Space, time, and energy are basic elements of dance.</u>
<u>Essential Question</u>	<u>How do dancers work with space, time and energy to communicate artistic expression?</u>

**HS Proficient - DA: Pr4.1.HSI**

- a. Develop partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography.
- b. Use syncopation and accent movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing.
- c. Connect energy and dynamics to movements by applying them in and through all parts of the body. Develop total body awareness so that movement phrases demonstrate variances of energy and dynamics.

**HS Advanced - DA.Pr4.1.HSIII**

- a. Modulate and use the broadest range of movement in space for artistic and expressive clarity. Use inward and outward focus to clarify movement and intent. Establish and break relationships with other dancers and audience as appropriate to the dance.
- b. Modulate time factors for artistic interest and expressive acuity. Demonstrate time complexity in phrasing with and without musical accompaniment. Use multiple and complex rhythms (e.g. contrapuntal and/or polyrhythmic) at the same time. Work with and against rhythm of accompaniment or sound environments.
- c. Modulate dynamics to clearly express intent while performing dance phrases and choreography. Perform movement sequences expressively using a broad dynamic range and employ dynamic skills for establishing relationships with other dancers and projecting to the audience.

<b><u>DA.Pr5.1 – Dance/Performing</u></b>	
<u>Process Component</u>	<u>Embody</u>
<u>Anchor Standard</u>	<u>Develop and refine artistic technique and work for presentation.</u>
<u>Enduring Understanding</u>	<u>Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.</u>
<u>Essential Question</u>	<u>What must a dancer do to prepare the mind and body for artistic expression?</u>

**HS Proficient - DA.Pr5.1.HSI**

- a. Embody technical dance skills (e.g. functional alignment, coordination, balance, core support, clarity of movement, weight shifts, flexibility/range of motion) to retain and execute dance choreography.
- b. Develop a plan for healthful practices in dance activities and everyday life including nutrition and injury prevention. Discuss implementation of the plan and how it supports personal performance goals.
- c. Collaborate with peers to establish and implement a rehearsal plan to meet performance goals. Use a variety of strategies to analyze and evaluate performances of self and others, for example, use video recordings of practice to analyze the difference between the way movements look and how they feel to match performance with visual affect. Articulate

performance goals and justify reasons for selecting particular practice strategies.

**HS Advanced - DA.Pr5.1.HSIII**

- a. Apply body-mind principles to technical dance skills in complex choreography when performing solo, partnering, or dancing in ensemble works in a variety of dance genres and styles. Self-evaluate performances and discuss and analyze performance ability with others.
- b. Research healthful and safe practices for dancers and modify personal practice based on findings. Discuss how research informs practice.
- c. Initiate, plan, and direct rehearsals with attention to technical details and fulfilling artistic expression. Use a range of rehearsal strategies to achieve performance excellence.

<b><u>DA.Pr6.1 – Dance/Performing</u></b>	
<u>Process Component</u>	<u>Present</u>
<u>Anchor Standard</u>	<u>Convey meaning through the presentation of artistic work.</u>
<u>Enduring Understanding</u>	<u>Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.</u>
<u>Essential Question</u>	<u>How does a dancer heighten artistry in a public performance?</u>

**HS Proficient - DA.Pr6.1.HSI**

- a. Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, and cooperation) when preparing for performances. Demonstrate performance etiquette and performance practices during class, rehearsal and performance. Post-performance, accept notes from choreographer and apply corrections to future performances. Document the rehearsal and performance process and evaluate methods and strategies using dance terminology and production terminology.
- b. 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.

**HS Advanced - DA.Pr6.1.HSIII**

- a. Demonstrate leadership qualities (e.g., commitment, dependability, responsibility, and cooperation) when preparing for performances. Model performance etiquette and performance practices during class, rehearsal, and performance. Enhance performance using a broad repertoire of strategies for dynamic projection. Develop a professional portfolio (e.g., resume, head shot) that documents the rehearsal and performance process with fluency in professional dance terminology and production terminology.
- b. Work collaboratively to produce dance concerts in a variety of venues and design and organize the production elements that would be necessary to fulfill the artistic intent of the dance works in each of the venues.

<b><u>DA.Re7.1 – Dance/Responding</u></b>	
<u>Process Component</u>	<u>Analyze</u>
<u>Anchor Standard</u>	<u>Perceive and analyze artistic work.</u>
<u>Enduring Understanding</u>	<u>Dance is perceived and analyzed to comprehend its meaning.</u>
<u>Essential Question</u>	<u>How is a dance understood?</u>

**HS Proficient - DA.Re7.1.HSI**

- a. Analyze recurring patterns of movement and their relationships in dance in context of artistic intent.
- b. Analyze the use of elements of dance in a variety of genres, styles, or cultural movement practices within its cultural context to communicate intent. Use genre-specific dance terminology.

**HS Advanced - DA.Re7.1.HSIII**

- a. Analyze dance works from a variety of dance genres and styles and explain how recurring patterns of movement and their relationships create well-structured and meaningful choreography.
- b. Explain how dance communicates aesthetic and cultural values in a variety of genres, styles, or cultural movement practices. Use genre-specific dance terminology.

<b><u>DA.Re8.1 – Dance/Responding</u></b>	
<u>Process Component</u>	<u>Interpret</u>
<u>Anchor Standard</u>	<u>Interpret intent and meaning in artistic work.</u>
<u>Enduring Understanding</u>	<u>Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.</u>
<u>Essential Question</u>	<u>How is dance interpreted?</u>

**Grade HS Proficient - DA.Re8.1.HSI**

- a. Select and compare different dances and discuss their intent and artistic expression. Explain how the relationships among the elements of dance, use of body, dance technique, and context enhance meaning and support intent using genre specific dance terminology.

**Grade HS Advanced - DA.Re8.1.HSIII**

- a. Analyze and interpret how the elements of dance, execution of dance movement principles, and context contribute to artistic expression across different genres, styles, or cultural movement practices. Use genre specific dance terminology.

<b><u>DA.Re9.1 – Dance/Responding</u></b>	
<u>Process Component</u>	<u>Critique</u>
<u>Anchor Standard</u>	<u>Apply criteria to evaluate artistic work.</u>
<u>Enduring Understanding</u>	<u>Criteria for evaluating dance vary across genres, styles, and cultures.</u>
<u>Essential Question</u>	<u>What criteria are used to evaluate dance?</u>

**Grade HS Proficient - DA.Re9.1.HSI**

- a. Analyze the artistic expression of a dance. Discuss insights using evaluative criteria and dance terminology.

**Grade HS Advanced - DA.Re9.1.HSIII**

- a. Define personal artistic preferences to critique dance. Consider societal and personal values, and a range of artistic expression. Discuss perspectives with peers and justify views.

<b><u>DA.Cn10.1 – Dance/Connecting</u></b>	
<u>Process Component</u>	<u>Synthesize</u>
<u>Anchor Standard</u>	<u>Synthesize and relate knowledge and personal experiences to make art.</u>
<u>Enduring Understanding</u>	<u>As dance is experienced, all personal experiences, knowledge, and contexts are integrated and synthesized to interpret meaning.</u>
<u>Essential Question</u>	<u>How does dance deepen our understanding of ourselves, other knowledge, and events around us?</u>

**Grade HS Proficient - DA.Cn10.1.HSI**

- a. Analyze a dance to determine the ideas expressed by the choreographer. Explain how the perspectives expressed by the choreographer may impact one’s own interpretation. Provide evidence to support one’s analysis.
- b. Identify collaboratively a dance related question or problem. Conduct research through interview, research database, text, media, or movement. Analyze and apply information gathered by creating a group dance that answers the question posed. Discuss how the dance communicates new perspectives or realizations. Compare orally and in writing the process used in choreography to that of other creative, academic, or scientific procedures.

**Grade HS Advanced - DA.Cn10.1.HSIII**

- a. Review original choreography developed over time with respect to its content and context and its relationship to personal perspectives. Reflect on and analyze the variables that contributed to changes in one’s personal growth.
- b. Investigate various dance related careers through a variety of research methods and techniques. Select those careers of most interest. Develop and implement a Capstone Project that reflects a possible career choice.



<b><u>DA.Cn11.1 – Dance/Connecting</u></b>	
<u>Process Component</u>	<u>Relate</u>
<u>Anchor Standard</u>	<u>Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</u>
<u>Enduring Understanding</u>	<u>Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.</u>
<u>Essential Question</u>	<u>How does knowing about societal, cultural, historical and community experiences expand dance literacy?</u>

**Grade HS Proficient - DA.Cn11.1.HSI**

- a. Analyze and discuss dances from selected genres or styles and/or historical time periods, and formulate reasons for the similarities and differences between them in relation to the ideas and perspectives of the peoples from which the dances originate.

**Grade HS Advanced - DA.Cn11.1.HSIII**

- a. Analyze dances from several genres or styles, historical time periods, and/or world dance forms. Discuss how dance movement characteristics, techniques, and artistic criteria relate to the ideas and perspectives of the peoples from which the dances originate, and how the analysis has expanded one's dance literacy.

# Glossary Dance

## Aesthetic

A set of principles concerned with the nature and appreciation of beauty

## Alignment

The process of adjusting the skeletal and muscular system to gravity to support effective functionality

## Alternative performance venue

A performance site other than a standard Western style theater (e.g. classroom, site specific venue, or natural environment)

## Anatomical principles

The way the human body's skeletal, muscular and vascular systems work separately and in coordination

## Artistic criteria

Aspects of craft and skill used to fulfill artistic intent

## Artistic expression

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

## Artistic statement

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

## Body patterning

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

## Body-mind principles

Concepts explored and/or employed to support body-mind connections (e.g. breath, awareness of the environment, grounding, movement initiation, use of imagery, intention, inner-outer, stability-mobility)

## Body-use

The ways in which movement patterns and body parts are used in movement and dance practice; descriptive method of identifying patterns

## Bound movement

An "effort element" from Laban Movement Analysis in which energy flow is constricted

## Capstone Project

A culminating performance-based assessment that determines what 12th graders should know and be able to do in various educational disciplines; usually based on research and the development of a major product or project that is an extension of the research

### **Choreographic devices**

Manipulation of dance movement, sequences or phrases (repetition, inversion, accumulation, canon, retrograde, call and response)

### **Codified movement**

Common motion or motions set in a particular style that often have specific names and expectations associated with it

### **Context clues**

Information obtained from the dance that helps one understand or comprehend meaning and intent from a movement, group of movements, or a dance as a whole; requires seeing

### **Contrapuntal**

An adjective that describes the noun counterpoint; music that has at least two melodic lines (voices) played simultaneously against each other; in dance, at least two movement patterns, sequences or phrases danced simultaneously using different body parts or performed by different dancers

### **Cultural movement practice**

Physical movements of a dance that is associated with a particular country, community, or people

### **Dance literacy**

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

### **Dance movement principles**

Fundamentals related to the craft and skill with which dance movement is performed (e.g. the use of dynamic alignment, breath support, core support, rotation, initiation and sequencing, and weight shift)

### **Dance phrase**

A brief sequence of related movements that have a sense of continuity and artistic or rhythmic completion

### **Dance structures**

The organization of choreography and movement to fulfill the artistic intent of a dance or dance study (e.g. AB, ABA or theme and variation); often referred to as choreographic form

### **Dance study**

A short dance that is comprised of several dance phrases based on an artistic idea

### **Dance techniques**

The tools and skills needed to produce a particular style of movement

### **Dance terminology**

Vocabulary used to describe dance and dance experiences

Simple dance terminology (Tier 1/PreK-2):

Basic pedestrian language (e.g. locomotor words walk, run, tip-toe, slither, roll, crawl, jump, march, and gallop; and non-locomotor words, bend, twist, turn, open and close)

Basic dance terminology (Tier 2/grades 3-5):

Vocabulary used to describe dance movement techniques, structures, works, and experiences that are widely shared in the field of dance (e.g. stage terminology, compositional vocabulary, language defining dance structures and devices, anatomical references, dance techniques such as alignment or “line”)

Genre-specific dance terminology (Tier 3/grades 6 up):

Words used to describe movement within specific dance forms ballet, contemporary, culturally-specific dance, funk, hip-hop, jazz, modern, tap, and others (e.g. in Polynesian dance (Hula), auwana, kahiko, halau, kaholo, uwehe, ami); in ballet: glissade, pas de bouree, pas de chat, arabesque; in jazz: kick ball change, pencil turn, jazz walk, jazz run; in modern: contraction, triplets, spiral, pivot turn; and in tap: shuffle-step, cramp roll, riff, wing, time step

### **Dance work**

A complete dance that has a beginning, middle (development), and end

### **Dynamics**

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

### **Elements of dance**

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

### **Embody**

To physicalize a movement, concept, or idea throughout the body

### **Energy**

The dynamic quality, force attach, weight, and flow of movement

### **Evaluative Criteria**

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

### **Explore**

Investigate multiple movement possibilities to learn more about an idea

### **Free flowing movement**

An “effort element” from Laban Movement Analysis in which energy is continuous

### **Functional alignment**

The organization of the skeleton and musculature in a relationship to gravity that supports safe and efficient movement while dancing

### **General Space**

Spatial orientation that is not focused towards one area of a studio or stage

## **Genre**

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

## **Kinesthetic awareness**

Pertaining to sensations and understanding of bodily movement

## **Locomotor**

Movement that travels from one location to another or in a pathway through space (e.g. in Pre-K, walk, run, tip-toe, slither, roll, crawl, jump, march, gallop; in Kindergarten, the addition of prance, hop, skip, slide, leap)

## **Movement Characteristics**

The qualities, elements, or dynamics that describe or define a movement

## **Movement phrase**

A brief sequence of related movements that have a sense of continuity and artistic or rhythmic completion

## **Movement problem**

A specific focus that requires one find a solution and complete a task; gives direction and exploration in composition

## **Movement vocabulary**

Codified or personal movement characteristics that define a movement style

## **Negative space**

The area (space) around and between the dancer(s) or dance images(s) in a dance

## **Non-locomotor**

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

## **Performance etiquette**

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

## **Personal space**

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

## **Polyrhythmic**

In music, several rhythms layered on top of one another and played simultaneously; in dance, embodying several rhythms simultaneously in different body parts

## **Production elements**

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

### **Production terminology**

Words commonly used to refer to the stage, performance setting, or theatrical aspects of dance presentation

### **Rhythm**

The patterning or structuring of time through movement or sound

### **See.Think.Wonder**

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

### **Sound Environment**

Sound accompaniment for dancing other than music (for example, street noise, ocean surf, bird calls, spoken word)

### **Space**

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

### **Spatial design**

Pre-determined use of directions, levels, pathways, formations, and body shapes

### **Stimuli**

A thing or event that inspires action, feeling, or thought

### **Style**

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

### **Technical dance skills**

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

### **Tempi**

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

### **Tempo**

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

### **Theme**

A dance idea that is stated choreographically