NATIONAL CORE ARTS STANDARDS

Your Custom Handbook

Search Criteria

	CR	PR	RE	CN
Dance	✓	✓	✓	✓
Media Arts				
Music				
Theatre				
Visual Arts				

Artistic Disciplines: Dance

Artistic Processes: Creating, Presenting, Producing, Performing, Responding, Connecting

Grades: PK, K, 1st, 2nd, 3rd, 4th, 5th, 6th, 7th

Include: EUs and EQs, Process Components

Introduction

Understanding and Using the National Core Arts Standards

The arts have always served as the distinctive vehicle for discovering who we are. Providing ways of thinking as disciplined as science or math and as disparate as philosophy or literature, the arts are used by and have shaped every culture and individual on earth. They continue to infuse our lives on nearly all levels—generating a significant part of the creative and intellectual capital that drives our economy. The arts inform our lives with meaning every time we experience the joy of a well-remembered song, experience the flash of inspiration that comes with immersing ourselves in an artist's sculpture, enjoying a sublime dance, learning from an exciting animation, or being moved by a captivating play.

The central purposes of education standards are to identify the learning that we want for all of our students and to drive improvement in the system that delivers that learning. Standards, therefore, should embody the key concepts, processes and traditions of study in each subject area, and articulate the aspirations of those invested in our schools—students, teachers, administrators, and the community at large. To realize that end goal, these new, voluntary National Core Arts Standards are framed by artistic literacy, as outlined in philosophical foundations, lifelong goals, and artistic processes; articulated as anchor and performance standards that students should attain; and supported by instructional resources, including model cornerstone assessments that illustrate how literacy might be measured. The connective threads of this conceptual framework are designed to be understood by all stakeholders and, ultimately, to ensure success for both educators and students.

While broad in concept, the standards are also focused in a framework that delivers the educational nuance of standards in only four artistic processes, bringing together what artists do and what we want for our students. Within this simple and elegant structure, decision-makers from teachers, to superintendents, to parents will be able to move forward in the rich variety of approaches that have become part of the American educational landscape.

The National Core Arts Standards are designed to guide the delivery of arts education in the classroom with new ways of thinking, learning, and creating. The standards also inform policy-makers about implementation of arts programs for the traditional and emerging models and structures of education. As with other subject areas, a commitment to quality education, equitable opportunities, and comprehensive expectations is embedded within the new arts standards.

Inclusion Guidelines

Dance

The National Core Arts Standards in Dance are designed to enable students to achieve dance literacy.

To be literate in the arts, students need specific knowledge and skills in a particular arts discipline to a degree that allows for fluency and deep understanding. In dance, this means discovering the expressive elements of dance; knowing the terminology that is used to comprehend dance; having a clear sense of embodying dance; and being able to reflect, critique, and connect personal experience to dance.

Four artistic processes organize the standards across the arts disciplines: Creating, Performing, Responding, and Connecting. Each artistic process includes a set of overarching anchor standards. The anchor standards are consistent among the arts disciplines represented in the National Core Arts Standards and demonstrate the breadth of the work. They are held constant for student learning over time.

Each anchor standard in dance is supported by a process component, an enduring understanding, and an essential question. These additional features will benefit educational leaders and teachers as they consider curricular models and structure lessons aligned to the dance standards. Performance standards describe more specifically what students should know and be able to do in dance and are expressed as measurable outcomes across the grades pre-kindergarten to eighth grade and into high school at three levels of proficiency. The performance standards are the substantive portion of the work and represent the depth of study in dance.

Of significance is that the four artistic processes are addressed linearly in written standards, but are envisioned to occur simultaneously in the actual practice of dance. The dancer imagines, envisions, or improvises movements (creating), executes the movements (performing), reflects on them (responding), and connects the experience to all other contexts of meaning or knowledge (connecting). As a result, one lesson can address many standards at the same time. In a single class, students can learn by solving movement problems, showing their ideas through movement, thinking critically about them, and relating them to other ideas, experiences, contexts, and meanings.

The National Core Arts Standards in Dance are rooted in a creative approach to teaching and learning. They describe expectations for learning in dance regardless of culture, style or genre and impart the breadth and depth of the dance experience through the art-making processes. The goal of the standards is to inspire dance educators and their students to explore the many facets of dance and prepare them for a lifetime of engagement with the art form.

For more information about the National Core Arts Standards in Dance, please refer to the Dance Standards resource page and the National Coalition for Core Arts Standards Conceptual Framework for Arts Learning.

We partner with the National Dance Education Organization.

Model Cornerstone Assessments:

- 2021 MCAs
- Grade 2
- Grade 5
- Grade 8
- High School: Proficient
- High School: Accomplished
- High School: Advanced

Additional Resources:

- Inclusion Guidelines
- Elements of Dance
- NCAS Dance Intentions
- NDEO Understanding Context in NCAS Dance Standards
- NDEO Opportunity-to-Learn Standards for Dance
- Dance Standards Glossary

Dance / Creating

DA:Cr1.1

Process Component: Explore

Anchor Standard: 1. Generate and conceptualize artistic ideas and work.

Enduring Understanding: Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.

Essential Question: Where do choreographers get ideas for dances?

PK Grade

DA:Cr1.1.PK

DA:Cr1.1.PK.a - Respond in movement to a variety of sensory stimuli (for example, music/sound, visual, tactile).

DA:Cr1.1.PK.b - Find a different way to do several basic locomotor and non-locomotor movements.

K Grade

DA:Cr1.1.K

DA:Cr1.1.K.a - Respond in movement to a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance).

DA:Cr1.1.K.b - Explore different ways to do basic locomotor and non-locomotor movements by changing at least one of the elements of dance.

1st Grade

DA:Cr1.1.1

DA:Cr1.1.1.a - Explore movement inspired by a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance, experiences) and identify the source.

DA:Cr1.1.1.b - Explore a variety of locomotor and non-locomotor movements by experimenting with and changing the elements of dance.

2nd Grade

DA:Cr1.1.2

DA:Cr1.1.2.a - Explore movement inspired by a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance, experiences) and suggest additional sources for movement ideas.

DA:Cr1.1.2.b - Combine a variety of movements while manipulating the elements of dance.

3rd Grade

DA:Cr1.1.3

DA:Cr1.1.3.a - Experiment with a variety of self-identified stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences) for movement.

DA:Cr1.1.3.b - Explore a given movement problem. Select and demonstrate a solution.

4th Grade

DA:Cr1.1.4

DA:Cr1.1.4.a - Identify ideas for choreography generated from a variety of stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences).

DA:Cr1.1.4.b - Develop a movement problem and manipulate the elements of dance as tools to find a solution.

5th Grade

DA:Cr1.1.5

DA:Cr1.1.5.a - Build content for choreography using several stimuli (for example, music/sound, text, objects, images, notation, observed dance, experiences, literary forms, natural phenomena, current news, social events).

DA:Cr1.1.5.b - Construct and solve multiple movement problems to develop choreographic content.

6th Grade

DA:Cr1.1.6

DA:Cr1.1.6.a - Relate similar or contrasting ideas to develop choreography using a variety of stimuli (for example, music, observed dance, literary forms, notation, natural phenomena, personal experience/recall, current news or social events).

DA:Cr1.1.6.b - Explore various movement vocabularies to transfer ideas into choreography.

7th Grade

DA:Cr1.1.7

DA:Cr1.1.7.a - Compare a variety of stimuli (for example, 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.

DA:Cr1.1.7.b - Explore various movement vocabularies to express an artistic intent in choreography. Explain and discuss the choices made using genre-specific dance terminology.

DA:Cr2.1

Process Component: Plan

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

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

Essential Question: What influences choice-making in creating choreography?

PK Grade

DA:Cr2.1.PK

DA:Cr2.1.PK.a - Improvise dance that starts and stops on cue.

DA:Cr2.1.PK.b - Engage in dance experiences moving alone or with a partner.

K Grade

DA:Cr2.1.K

DA:Cr2.1.K.a - Improvise dance that has a beginning, middle, and end.

DA:Cr2.1.K.b - Express an idea, feeling, or image, through improvised movement moving alone or with a partner.

1st Grade

DA:Cr2.1.1

DA:Cr2.1.1.a - Improvise a series of movements that have a beginning, middle, and end, and describe movement choices.

DA:Cr2.1.1.b - Choose movements that express an idea or emotion, or follow a musical phrase.

2nd Grade

DA:Cr2.1.2

DA:Cr2.1.2.a - Improvise a dance phrase with a beginning, a middle that has a main idea, and a clear end.

DA:Cr2.1.2.b - Choose movements that express a main idea or emotion, or follow a musical phrase. Explain reasons for movement choices.

3rd Grade

DA:Cr2.1.3

DA:Cr2.1.3.a - Identify and experiment with choreographic devices to create simple movement patterns and dance structures (for example, AB, ABA, theme and development).

DA:Cr2.1.3.b - Develop a dance phrase that expresses and communicates an idea or feeling. Discuss the effect of the movement choices.

4th Grade

DA:Cr2.1.4

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.

DA:Cr2.1.4.b - Develop a dance study that expresses and communicates a main idea. Discuss the reasons and effectiveness of the movement choices.

5th Grade

DA:Cr2.1.5

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.

DA:Cr2.1.5.b - Develop a dance study by selecting a specific movement vocabulary to communicate a main idea. Discuss how the dance communicates non-verbally.

6th Grade

DA:Cr2.1.6

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.

DA:Cr2.1.6.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.

7th Grade

DA:Cr2.1.7

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.

DA:Cr2.1.7.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.

DA:Cr3.1

Process Component: Revise

Anchor Standard: 3. Refine and complete artistic work.

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

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

PK Grade

DA:Cr3.1.PK

DA:Cr3.1.PK.a - Respond to suggestions for changing movement through guided improvisational experiences.

DA:Cr3.1.PK.b - Identify parts of the body and document a body shape or position by drawing a picture

K Grade

DA:Cr3.1.K

DA:Cr3.1.K.a - a. Apply suggestions for changing movement through guided improvisational experiences.

DA:Cr3.1.K.b - b. Depict a dance movement by drawing a picture or using a symbol.

1st Grade

DA:Cr3.1.1

DA:Cr3.1.1.a - Explore suggestions to change movement from guided improvisation and/or short remembered sequences.

DA:Cr3.1.1.b - Depict several different types of movements of a dance by drawing a picture or using a symbol (for example, jump, turn, slide, bend, reach).

2nd Grade

DA:Cr3.1.2

DA:Cr3.1.2.a - Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.

DA:Cr3.1.2.b - Depict the levels of movements in a variety of dance movements by drawing a picture or using symbols (for example, high, middle, low).

3rd Grade

DA:Cr3.1.3

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.

DA:Cr3.1.3.b - Depict directions or spatial pathways in a dance phrase by drawing a picture map or using a symbol.

4th Grade

DA:Cr3.1.4

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.

DA:Cr3.1.4.b - Depict the relationships between two or more dancers in a dance phrase by drawing a picture or using symbols (for example, next to, above, below, behind, in front of).

5th Grade

DA:Cr3.1.5

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.

DA:Cr3.1.5.b - Record changes in a dance sequence through writing, symbols, or a form of media technology.

6th Grade

DA:Cr3.1.6

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.

DA:Cr3.1.6.b - Explore or invent a system to record a dance sequence through writing, symbols, or a form of media technology.

7th Grade

DA:Cr3.1.7

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.

DA:Cr3.1.7.b - Investigate a recognized system to document a dance sequence by using words, symbols, or media technologies.

Dance / **Performing**

Pr4.1

Process Component: Express

Anchor Standard: 4. Analyze, interpret, and select artistic work for presentation.

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

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

PK Grade

Pr4.1.PK

Pr4.1.PK.a - Identify and demonstrate directions for moving the body in general space (for example, forward, backwards, sideways, up, down, and turning) and finding and returning to a place in space.

Pr4.1.PK.b - Identify speed of dance as fast or slow. Move to varied rhythmic sounds at different tempi.

Pr4.1.PK.c - Move with opposing characteristics (for example, loose/tight, light/heavy, jerky/smooth).

K Grade

Pr4.1.K

Pr4.1.K.a - Make still and moving body shapes that show lines (for example, 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.

Pr4.1.K.b - Demonstrate tempo contrasts with movements that match to tempo of sound stimuli.

Pr4.1.K.c - Identify and apply different characteristics to movements (for example, slow, smooth, or wavy).

1st Grade

Pr4.1.1

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.

Pr4.1.1.b - Relate quick, moderate and slow movements to duration in time. Recognize steady beat and move to varying tempi of steady beat.

Pr4.1.1.c - Demonstrate movement characteristics along with movement vocabulary (for example, use adverbs and adjectives that apply to movement such as a bouncy leap, a floppy fall, a jolly jump, and joyful spin).

2nd Grade

Pr4.1.2

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.

Pr4.1.2.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.

Pr4.1.2.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.

3rd Grade

Pr4.1.3

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.

Pr4.1.3.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.

Pr4.1.3.c - Change use of energy and dynamics by modifying movements and applying specific characteristics to heighten the effect of their intent.

4th Grade

Pr4.1.4

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.

Pr4.1.4.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.

Pr4.1.4.c - Analyze movements and phrases for use of energy and dynamic changes and use adverbs and adjectives to describe them. Based on the analysis, refine the phrases by incorporating a range of movement characteristics.

5th Grade

Pr4.1.5

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.

Pr4.1.5.b - Dance to a variety of rhythms generated from internal and external sources. Perform movement phrases that show the ability to respond to changes in time.

Pr4.1.5.c - Contrast bound and free-flowing movements. Motivate movement from both central initiation (torso) and peripheral initiation (distal) and analyze the relationship between initiation and energy.

6th Grade

Pr4.1.6

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.

Pr4.1.6.b - Use combinations of sudden and sustained timing as it relates to both the time and the dynamics of a phrase or dance work. Accurately use accented and unaccented beats in 3/4 and 4/4 meter.

Pr4.1.6.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.

7th Grade

Pr4.1.7

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.

Pr4.1.7.b - Vary durational approach in dance phrasing by using timing accents and variations within a phrase to add interest kinesthetically, rhythmically, and visually.

Pr4.1.7.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.

DA:Pr5.1

Process Component: Embody

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

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

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

PK Grade

DA:Pr5.1.PK

DA:Pr5.1.PK.a - Demonstrate basic full body locomotor, non-locomotor movement, and body patterning with spatial relationships.

DA:Pr5.1.PK.b - Move in general space and start and stop on cue while maintaining personal space.

DA:Pr5.1.PK.c - Identify and move body parts and repeat movements upon request.

K Grade

DA:Pr5.1.K

DA:Pr5.1.K.a - Demonstrate same-side and cross-body locomotor and non-locomotor movements, body patterning movements, and body shapes.

DA:Pr5.1.K.b - Move safely in general space and start and stop on cue during activities, group formations, and creative explorations while maintaining personal space.

DA:Pr5.1.K.c - Move body parts in relation to other body parts and repeat and recall movements upon request.

1st Grade

DA:Pr5.1.1

DA:Pr5.1.1.a - Demonstrate a range of locomotor and non-locomotor movements, body patterning, body shapes, and directionality.

DA:Pr5.1.1.b - Move safely in general space through a range of activities and group formations while maintaining personal space.

DA:Pr5.1.1.c - Modify movements and spatial arrangements upon request.

2nd Grade

DA:Pr5.1.2

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.

DA:Pr5.1.2.b - Move safely in a variety of spatial relationships and formations with other dancers, sharing and maintaining personal space.

DA:Pr5.1.2.c - Repeat movements, with an awareness of self and others in space. Self-adjust and modify movements or placement upon request.

3rd Grade

DA:Pr5.1.3

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.

DA:Pr5.1.3.b - Adjust body-use to coordinate with a partner or other dancers to safely change levels, directions, and pathway designs.

DA:Pr5.1.3.c - Recall movement sequences with a partner or in group dance activities. Apply constructive feedback from teacher and self-check to improve dance skills

4th Grade

DA:Pr5.1.4

DA:Pr5.1.4.a - Demonstrate fundamental dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness) and movement qualities when replicating and recalling patterns and sequences of locomotor and non-locomotor movements.

DA:Pr5.1.4.b - Execute techniques that extend movement range, build strength, and develop endurance. Explain the relationship between execution of technique, safe body-use, and healthful nutrition.

DA:Pr5.1.4.c - Coordinate phrases and timing with other dancers by cueing off each other and responding to stimuli cues (for example, music, text, or lighting). Reflect on feedback from others to inform personal dance performance goals.

5th Grade

DA:Pr5.1.5

DA:Pr5.1.5.a - Recall and execute a series of dance phrases using fundamental dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement).

DA:Pr5.1.5.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.

DA:Pr5.1.5.c - Collaborate with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance quality. Apply feedback from others to establish personal performance goals.

6th Grade

DA:Pr5.1.6

DA:Pr5.1.6.a - Embody technical dance skills (for example, 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.

DA:Pr5.1.6.b - Apply basic anatomical knowledge, proprioceptive feedback, spatial awareness, and nutrition to promote safe and healthful strategies when warming up and dancing.

DA:Pr5.1.6.c - Collaborate as an ensemble to refine dances by identifying what works and does not work in executing complex patterns, sequences, and formations. Solve movement problems to dances by testing options and finding good results. Document self- improvements over time

7th Grade

DA:Pr5.1.7

DA:Pr5.1.7.a - Apply body-use strategies to accommodate physical maturational development to technical dance skills (for example, functional alignment, coordination, balance, core support, kinesthetic awareness, clarity of movement, weight shifts, flexibility/range of motion).

DA:Pr5.1.7.b - Utilize healthful practices and sound nutrition in dance activities and everyday life. Discuss benefits of practices and how choices enhance performance.

DA:Pr5.1.7.c - Collaborate with peers to practice and refine dances. Develop group performance expectations through observation and analyses (for example, view live or recorded professional dancers and collaboratively develop group performance expectations based on information gained from observations).

DA:Pr6.1

Process Component: Present

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

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

Essential Question: How does a dancer heighten artistry in a public performance?

PK Grade

DA:Pr6.1.PK

DA:Pr6.1.PK.a - Dance for others in a designated area or space.

DA:Pr6.1.PK.b - Use a simple prop as part of a dance.

K Grade

DA:Pr6.1.K

DA:Pr6.1.K.a - Dance for and with others in a designated space.

DA:Pr6.1.K.b - Select a prop to use as part of a dance.

1st Grade

DA:Pr6.1.1

DA:Pr6.1.1.a - Dance for others in a space where audience and performers occupy different areas.

DA:Pr6.1.1.b - Explore the use of simple props to enhance performance.

2nd Grade

DA:Pr6.1.2

DA:Pr6.1.2.a - Dance for and with others in a space where audience and performers occupy different areas.

DA:Pr6.1.2.b - Use limited production elements (for example, hand props, simple scenery, or media projections).

3rd Grade

DA:Pr6.1.3

DA:Pr6.1.3.a - Identify the main areas of a performance space using production terminology (for example, stage right, stage left, center stage, upstage, and downstage).

DA:Pr6.1.3.b - Explore simple production elements (costumes, props, music, scenery, lighting, or media) for a dance performed for an audience in a designated specific performance space.

4th Grade

DA:Pr6.1.4

DA:Pr6.1.4.a - Consider how to establish a formal performance space from an informal setting (for example, gymnasium or grassy area).

DA:Pr6.1.4.b - Identify, explore, and experiment with a variety of production elements to heighten the artistic intent and audience experience.

5th Grade

DA:Pr6.1.5

DA:Pr6.1.5.a - Demonstrate the ability to adapt dance to alternative performance venues by modifying spacing and movements to the performance space.

DA:Pr6.1.5.b - Identify, explore, and select production elements that heighten and intensify the artistic intent of a dance and are adaptable for various performance spaces.

6th Grade

DA:Pr6.1.6

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.

DA:Pr6.1.6.b - Compare and contrast a variety of possible production elements that would intensify and heighten the artistic intent of the work. Select choices and explain reasons for the decisions made using production terminology.

7th Grade

DA:Pr6.1.7

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.

DA:Pr6.1.7.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.

Dance / Responding

DA:Re.7.1

Process Component: Analyze

Anchor Standard: 7. Perceive and analyze artistic work.

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

Essential Question: How is a dance understood?

PK Grade

DA:Re.7.1.PK

DA:Re.7.1.PK.a - Identify a movement in a dance by repeating it.

DA:Re.7.1.PK.b - Demonstrate an observed or performed dance movement.

K Grade

DA:Re.7.1.K

DA:Re.7.1.K.a - Find a movement that repeats in a dance.

DA:Re.7.1.K.b - Demonstrate or describe observed or performed dance movements

1st Grade

DA:Re.7.1.1

DA:Re.7.1.1.a - Find a movement that repeats in a dance to make a pattern.

DA:Re.7.1.1.b - Demonstrate and describe observed or performed dance movements from a specific genre or culture

2nd Grade

DA:Re.7.1.2

DA:Re.7.1.2.a - Find movements in a dance that develop a pattern.

DA:Re.7.1.2.b - Demonstrate and describe movements in dances from different genres or cultures.

3rd Grade

DA:Re.7.1.3

DA:Re.7.1.3.a - Find a movement pattern that creates a movement phrase in a dance work

DA:Re.7.1.3.b - Demonstrate and explain how one dance genre is different from another, or how one cultural movement practice is different from another.

4th Grade

DA:Re.7.1.4

DA:Re.7.1.4.a - Find patterns of movement in dance works that create a style or theme.

DA:Re.7.1.4.b - Demonstrate and explain how dance styles differ within a genre or within a cultural movement practice.

5th Grade

DA:Re.7.1.5

DA:Re.7.1.5.a - Find meaning or artistic intent from the patterns of movement in a dance work.

DA:Re.7.1.5.b - Describe, using basic dance terminology, the qualities and characteristics of style used in a dance from one's own cultural movement practice. Compare them to the qualities and characteristics of style found in a different dance genre, style, or cultural movement practice, also using basic dance terminology.

6th Grade

DA:Re.7.1.6

DA:Re.7.1.6.a - Describe or demonstrate recurring patterns of movement and their relationships in dance.

DA:Re.7.1.6.b - Explain how the elements of dance are used in a variety of dance genres, styles, or cultural movement practices. Use genre-specific dance terminology.

7th Grade

DA:Re.7.1.7

DA:Re.7.1.7.a - Compare, contrast, and discuss patterns of movement and their relationships in dance.

DA:Re.7.1.7.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.

DA:Re8.1

Process Component: Interpret

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

Enduring Understanding: Dance is interpreted by considering intent, meaning, and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.

Essential Question: How is dance interpreted?

PK Grade

DA:Re8.1.PK

DA:Re8.1.PK.a - Observe a movement and share impressions.

K Grade

DA:Re8.1.K

DA:Re8.1.K.a - Observe movement and describe it using simple dance terminology.

1st Grade

DA:Re8.1.1

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.

2nd Grade

DA:Re8.1.2

DA:Re8.1.2.a - Use context cues from movement to identify meaning and intent in a dance using simple dance terminology.

3rd Grade

DA:Re8.1.3

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.

4th Grade

DA:Re8.1.4

DA:Re8.1.4.a - Relate movements, ideas, and context to decipher meaning in a dance using basic dance terminology.

5th Grade

DA:Re8.1.5

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.

6th Grade

DA:Re8.1.6

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.

7th Grade

DA:Re8.1.7

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.

DA:Re9.1

Process Component: Critique

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

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

Essential Question: What criteria are used to evaluate dance?

PK Grade

DA:Re9.1.PK

DA:Re9.1.PK.a - Find a movement in a dance that was fun to watch. Repeat it and explain why it is fun to watch and do.

K Grade

DA:Re9.1.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.

1st Grade

DA:Re9.1.1

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.

2nd Grade

DA:Re9.1.2

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.

3rd Grade

DA:Re9.1.3

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.

4th Grade

DA:Re9.1.4

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.

5th Grade

DA:Re9.1.5

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.

6th Grade

DA:Re9.1.6

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.

7th Grade

DA:Re9.1.7

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.

Dance / Connecting

DA:Cn10.1

Process Component: Synthesize

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

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

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

PK Grade

DA:Cn10.1.PK

DA:Cn10.1.PK.a - Recognize an emotion expressed in dance movement that is watched or performed

DA:Cn10.1.PK.b - Observe a dance work. Identify and imitate a movement from the dance, and ask a question about the dance.

K Grade

DA:Cn10.1.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.

DA:Cn10.1.K.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.

1st Grade

DA:Cn10.1.1

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.

DA:Cn10.1.1.b - Observe illustrations from a story. Discuss observations and identify ideas for dance movement and demonstrate the big ideas of the story.

2nd Grade

DA:Cn10.1.2

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.

DA:Cn10.1.2.b - Respond to a dance work using an inquiry-based set of questions (for example, See, Think, Wonder). Create movement using ideas from responses and explain how certain movements express a specific idea.

3rd Grade

DA:Cn10.1.3

DA:Cn10.1.3.a - Compare the relationships expressed in a dance to relationships with others. Explain how they are the same or different.

DA:Cn10.1.3.b - Ask and research a question about a key aspect of a dance that communicates a perspective about an issue or event. Explore the key aspect through movement. Share movements and describe how the movements help to remember or discover new qualities in these key aspects. Communicate the new learning in oral, written, or movement form.

4th Grade

DA:Cn10.1.4

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.

DA:Cn10.1.4.b - Develop and research a question relating to a topic of study in school using multiple sources of references. Select key aspects about the topic and choreograph movements that communicate the information. Discuss what was learned from creating the dance and describe how the topic might be communicated using another form of expression.

5th Grade

DA:Cn10.1.5

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.

DA:Cn10.1.5.b - Choose a topic, concept, or content from another discipline of study and research how other art forms have expressed the topic. Create a dance study that expresses the idea. Explain how the dance study expressed the idea and discuss how this learning process is similar to, or different from, other learning situations.

6th Grade

DA:Cn10.1.6

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.

DA:Cn10.1.6.b - Conduct research using a variety of resources to find information about a social issue of great interest. Use the information to create a dance study that expresses a specific point of view on the topic. Discuss whether the experience of creating and sharing the dance reinforces personal views or offers new knowledge and perspectives.

7th Grade

DA:Cn10.1.7

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.

DA:Cn10.1.7.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.

DA:Cn11.1

Process Component: Relate

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

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

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

PK Grade

DA:Cn11.1.PK

DA:Cn11.1.PK.a - Show a dance movement experienced at home or elsewhere.

K Grade

DA:Cn11.1.K

DA:Cn11.1.K.a - Describe or demonstrate the movements in a dance that was watched or performed.

1st Grade

DA:Cn11.1.1

DA:Cn11.1.1.a - Watch and/or perform a dance from a different culture and discuss or demonstrate the types of movement danced.

2nd Grade

DA:Cn11.1.2

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.

3rd Grade

DA:Cn11.1.3

DA:Cn11.1.3.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.

4th Grade

DA:Cn11.1.4

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.

5th Grade

DA:Cn11.1.5

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.

6th Grade

DA:Cn11.1.6

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.

7th Grade

DA:Cn11.1.7

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.

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Lincoln Center Education