

Dance Pre K – 2: Creating
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?

Performance Standards		Instructional Learning Ideas
Pre K	<p>DA:Cr1.1.Pk</p> <p>a. Respond in movement to a variety of sensory stimuli (for example, music/sound, visual, tactile).</p> <p>b. Find a different way to do several basic locomotor and non-locomotor movements.</p>	<ul style="list-style-type: none"> ● identify locomotor movements by moving through space ● identify non-locomotor movement by moving while stationary ● using movements from above. <ul style="list-style-type: none"> ○ respond to a regular pulse (heart pulse, breath pulse, music pulse). ○ explore what happens when using different sounds (text, found sound, etc.) as an accompaniment to the same movement phrase. ○ improvise in response to regularly and irregularly accented music. ● use items from different disciplines to inspire movement and movement qualities <ul style="list-style-type: none"> ○ items from nature ○ photos: abstract, scientific, realistic ○ images ○ stories
Kindergarten	<p>DA:Cr1.1.K</p> <p>a. Respond in movement to a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance).</p> <p>b. Explore different ways to do basic locomotor and non-locomotor movements by changing at least one of the elements of dance.</p>	
1st Grade	<p>DA:Cr1.1.1</p> <p>a. Explore movement inspired by a variety of stimuli (for example, music/sound, text, objects, images, symbols, observed dance, experiences) and identify the source.</p> <p>b. Explore a variety of locomotor and non-locomotor movements by experimenting with and changing the elements of dance.</p>	

2nd Grade	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. b. Combine a variety of movements while manipulating the elements of dance .	<ul style="list-style-type: none">● explore movement phrases; movement sentences with a beginning, middle, and end.● explore previous movements by varying and making changes in the time, space, force, and/or energy flow.
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Creating – Dance Pre K – 2 (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?

Performance Standards		Instructional Learning Ideas
Pre K	<p>DA:Cr2.1.Pk</p> <p>a. Improvise dance that starts and stops on cue.</p> <p>b. Engage in dance experiences moving alone or with a partner.</p>	<ul style="list-style-type: none"> ● explore planning and organizing a sequence of movements. ● explore movement as a means of expression by improvising to a short story with a beginning, middle and end as it is being read. ● explore basic choreographic structure/forms: <ul style="list-style-type: none"> ○ ABA phrasing ○ ABC phrasing ○ AABB phrasing ○ solo ○ duet ○ small group ● explores how dance communicates an idea, feeling, or story.
Kindergarten	<p>DA:Cr2.1.K</p> <p>a. Improvise dance that has a beginning, middle, and end.</p> <p>b. Express an idea, feeling, or image, through improvised movement moving alone or with a partner.</p>	
1st Grade	<p>DA:Cr2.1.1</p> <p>a. Improvise a series of movements that have a beginning, middle, and end, and describe movement choices.</p> <p>b. Choose movements that express an idea or emotion, or follow a musical phrase.</p>	
2nd Grade	<p>DA:Cr2.1.2</p> <p>a. Improvise a dance phrase with a beginning, a middle that has a main idea, and a clear end.</p> <p>b. Choose movements that express a main idea or emotion, or follow a musical phrase. Explain reasons for movement choices.</p>	

Creating – Dance Pre K – 2 (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?

Performance Standards		Instructional Learning Ideas
Pre K	DA:Cr3.1.Pk a. Respond to suggestions for changing movement through guided improvisational experiences. b. Identify parts of the body and document a body shape or position by drawing a picture.	<ul style="list-style-type: none">● observe and make connections between dance and other forms of movement.● draw or write about observations● explore how dance communicates an idea, feeling, or story.● draw or write about ideas, feelings, story evoked by moving or watching others move.● explore ways to change the movement<ul style="list-style-type: none">○ slow/fast○ change directions○ change levels● draw or write about how these changes may or may not have changed the ideas, feelings, or story of the movement.
Kindergarten	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.	
1 st Grade	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 (for example, jump, turn, slide, bend, reach).	
2nd Grade	<p>DA:Cr3.1.2</p> <p>a. Explore suggestions and make choices to change movement from guided improvisation and/or short remembered sequences.</p> <p>b. Depict the levels of movements in a variety of dance movements by drawing a picture or using symbols (for example, high, middle, low).</p>	
<p>Performing – Dance Pre K – 2 (DA:Pr4.1)</p> <p>Process Component: Express</p>		
<p>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p>		
<p>Enduring Understanding: Space, time, and energy are basic elements of dance.</p>		
<p>Essential Question: How do dancers work with space, time and energy to communicate artistic expression?</p>		
<p>Performance Standards</p>		<p>Instructional Learning Ideas</p>
Pre K	<p>DA:Pr4.1.Pk</p> <p>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.</p> <p>b. Identify speed of dance as fast or slow. Move to varied rhythmic sounds at different tempi.</p> <p>c. Move with opposing characteristics (for example, loose/tight, light/heavy,</p>	<ol style="list-style-type: none"> 1. explore general space by moving through levels, along pathways, in different directions, and shapes. 2. explore space moving fully in the kinesphere (far, middle, and near reach). 3. construct sequences of far, middle, and near reach movements. 4. create shapes at low, middle, and high levels. 5. explore and recognize movement in dimensions, planes, and diagonals. 6. explore and recognize directions and pathways through space.

	jerky/smooth).	
Kindergarten	<p>DA:Pr4.1.K</p> <p>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.</p> <p>b. Demonstrate tempo contrasts with movements that match to tempo of sound stimuli.</p> <p>c. Identify and apply different characteristics to movements (for example, slow, smooth, or wavy).</p>	<p>7. cooperate with other students to form lines, circles, and other spatial designs.</p> <p>8. explore different ways of traveling through space: walks, runs, hops, jumps, leaps, gallops, slides, skips, slithers, crawls, and rolls</p> <p>9. repeat above movements at different speeds.</p> <p>10. explore directions by traveling forward, backward, sideward, diagonally, and turning in straight and curved pathways.</p> <p>11. explore ways of moving the body: twist the torso; flex and extend the limbs and torso; swing and sway the body, limb, and head; rise and fall; push and pull.</p> <p>12. combine locomotor movements, such as run - run - jump, slide - hop, run - run - leap</p> <p>13. respond to a regular pulse (heart pulse, breath pulse, music pulse).</p> <p>14. improvise in response to regularly and irregularly accented music</p> <p>15. explores, describes, and demonstrates the differences between sustained and sudden movement.</p> <p>16. demonstrates gradual tempo changes in acceleration and deceleration.</p> <p>17. creates rhythmic patterns through exploration of long and short duration movement and clapping patterns alone, with a partner, or in a group.</p> <p>18. uses sound as an accompaniment to movement phrases.</p>
1st Grade	<p>DA:Pr4.1.1</p> <p>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.</p> <p>b. Relate quick, moderate and slow movements to duration in time. Recognize steady beat and move to varying tempi of steady beat.</p> <p>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).</p>	
2nd Grade	<p>DA:Pr4.1.2</p> <p>a. Demonstrate clear directionality and intent when performing locomotor and non-locomotor movements that change body</p>	

	<p>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.</p> <p>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.</p> <p>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.</p>	
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Performing – Dance Pre K – 2 (DA:Pr5.1)

Process Component: Embody

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

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

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

Performance Standards		Instructional Learning Ideas
Pre K	<p>DA:Pr5.1.Pk</p> <p>a. Demonstrate basic full body locomotor, non-locomotor movement, and body patterning with spatial relationships.</p> <p>b. Move in general space and start and stop on cue while maintaining personal space.</p> <p>c. Identify and move body parts and repeat movements upon request.</p>	<ul style="list-style-type: none"> ● identify ways dance enhances health and physical, emotional, and mental well-being. ● understand how healthy eating keeps the body strong and able to move in many different ways. ● understand physical safety <ul style="list-style-type: none"> ○ personal and group ● explore physical balance related to mental and emotional balance. ● explore how emotions can be communicated through movement. ● explore different qualities of movement <ul style="list-style-type: none"> ○ fast ○ slow ○ sharp ○ fluid ● make connections to feelings related to these movement qualities. ● explore doing the same movement with different qualities and observe how the meaning of the movement can be changed.
Kindergarten	<p>DA:Pr5.1.K</p> <p>a. Demonstrate same-side and cross-body locomotor and non-locomotor movements, body patterning movements, and body shapes.</p> <p>b. Move safely in general space and start and stop on cue during activities, group formations, and creative explorations while maintaining personal space.</p> <p>c. Move body parts in relation to other body parts and repeat and recall movements upon request.</p>	
1st Grade	<p>DA:Pr5.1.1</p> <p>a. Demonstrate a range of locomotor and non-locomotor movements, body patterning, body shapes, and directionality.</p> <p>b. Move safely in general space through a range of activities and group formations while maintaining personal space.</p> <p>c. Modify movements and spatial arrangements upon request.</p>	

<p style="text-align: center;">2nd Grade</p>	<p>DA:Pr5.1.2</p> <ul style="list-style-type: none"> 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. 	
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<p>Performing – Dance Pre K – 2 (DA:Pr6.1) Process Component: Present</p>
<p>Anchor Standard 6: Convey meaning through the presentation of artistic work.</p>
<p>Enduring Understanding Dance performance is an interaction between performer, production elements, and audience that heightens and amplifies artistic expression.</p>

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

Performance Standards		Instructional Learning Ideas
Pre K	<p>DA:Pr6.1.Pk</p> <p>a. Dance for others in a designated area or space.</p> <p>b. Use a simple prop as part of a dance.</p>	<ul style="list-style-type: none"> ● explore personal and general space and how these can be used to engage the audience. ● explore the relationship of sound to movement <ul style="list-style-type: none"> ○ create movement in silence ○ execute the set movement to different types of music and in silence ● observe audience’s responses to movement with different kinds of music. ● write or draw impressions of changes in meaning related to musical choices. ● explore ways props can be used to clarify meaning. ● explore changing dynamics and movement qualities. ● write or draw impressions of changes observed when dynamics and qualities are changed.
Kindergarten	<p>DA:Pr6.1.K</p> <p>a. Dance for and with others in a designated space.</p> <p>b. Select a prop to use as part of a dance.</p>	
1st Grade	<p>DA:Pr6.1.1</p> <p>a. Dance for others in a space where audience and performers occupy different areas.</p> <p>b. Explore the use of simple props to enhance performance.</p>	
2nd Grade	<p>DA:Pr6.1.2</p> <p>a. Dance for and with others in a space where audience and performers occupy different areas.</p> <p>b. Use limited production elements (for example, hand props, simple scenery, or media projections).</p>	

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?

Performance Standards		Instructional Learning Ideas
Pre K	<p>DA:Re7.1.Pk</p> <p>a. Identify a movement in a dance by repeating it.</p> <p>b. Demonstrate an observed or performed dance movement.</p>	<ul style="list-style-type: none"> ● observe movement. ● interpret the observed movement by moving <ul style="list-style-type: none"> ○ copying ○ reversing ○ improvising ● observe and discuss (draw or write) experience of interpreting movement. ● identify dance/movement in everyday life. ● identify the historical context of dance within culture or community. ● explore traditional dances from cultures throughout the world.
Kindergarten	<p>DA:Re7.1.K</p> <p>a. Find a movement that repeats in a dance.</p> <p>b. Demonstrate or describe observed or performed dance movements.</p>	
1st Grade	<p>DA:Re7.1.1</p> <p>a. Find a movement that repeats in a dance to make a pattern.</p> <p>b. Demonstrate and describe observed or performed dance movements from a specific genre or culture.</p>	
2nd Grade	<p>DA:Re7.1.2</p> <p>a. Find movements in a dance that develop a pattern.</p> <p>b. Demonstrate and describe movements in dances from different genres or cultures.</p>	

Responding – Dance Pre K – 2 (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?

Performance Standards		Instructional Learning Ideas
Pre K	DA:Re8.1.Pk a. Observe a movement and share impressions.	<ul style="list-style-type: none"> ● observe dance. ● write, draw, or move in response to the observed dance. ● observe and identify the historical context of dance within culture or community. ● discuss idea, feeling, or story conveyed in the observed dance.
Kindergarten	DA:Re8.1.K a. Observe movement and describe it using simple dance terminology .	
1st Grade	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 a. Use context cues from movement to identify meaning and intent in a dance using simple dance terminology .	

Responding – Dance Pre K – 2 (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?

Performance Standards		Instructional Learning Ideas
Pre K	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.	<ul style="list-style-type: none">● watch a dance.● discuss what observers see.● discuss what they like.● review movement qualities related to meaning and communication.● review dynamics related to meaning and communication.● observe and identify the historical context of dance within culture or community.● discuss idea, feeling, or story conveyed in the observed dance.
Kindergarten	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.	
1 st Grade	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.	
2 nd Grade	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 .	

Connecting – Dance Pre K – 2 (DA:Cn10.1)

Process Component: Plan

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?

Performance Standards		Instructional Learning Ideas
Pre K	<p>DA:Cn10.1.Pk</p> <p>a. Recognize an emotion expressed in dance movement that is watched or performed.</p> <p>b. Observe a dance work. Identify and imitate a movement from the dance, and ask a question about the dance.</p>	<ul style="list-style-type: none"> ● discuss how dancing and expressing ideas through movement can enhance health and physical, emotional, and mental well-being. ● discuss how nutrition enhances attention, stamina, focus in dance and life. ● explore moving in ways that convey different emotions <ul style="list-style-type: none"> ○ impatience ○ anger ○ happiness ○ peacefulness ● explore how moving through different emotions changes how the dancers feel
Kindergarten	<p>DA:Cn10.1.K</p> <p>a. Recognize and name an emotion that is experienced when watching, improvising, or performing dance and relate it to a personal experience.</p> <p>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.</p>	
1st Grade	<p>DA:Cn10.1.1</p> <p>a. Find an experience expressed or portrayed in a dance that relates to a familiar experience. Identify the movements that communicate this experience.</p> <p>b. Observe illustrations from a story. Discuss observations and identify ideas for dance</p>	

	<p>movement and demonstrate the big ideas of the story.</p>	<ul style="list-style-type: none"> ● explore elements of dance - repetition, dynamics, range, use of space, tempo, etc. as these relate to expressing different feelings
<p>2nd Grade</p>	<p>DA:Cn10.1.2</p> <p>a. Describe, create, and/or perform a dance that expresses personal meaning and explain how certain movements express this personal meaning.</p> <p>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.</p>	

Connecting – Dance Pre K – 2 (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?

Performance Standards		Instructional Learning Ideas
Pre K	<p>DA:Cn11.1.Pk</p> <p>a. Show a dance movement experienced at home or elsewhere.</p>	<ul style="list-style-type: none"> ● discuss historical context of specific dances or dance movements within the context of culture or community. ● learn traditional dances from different cultures around the world the world. ● learn dances from different periods in history. ● explore how dances in other cultures have been used for healing and storytelling. ● explore how dances in other cultures have been used in religious ceremonies.
Kindergarten	<p>DA:Cn11.1.K</p> <p>a. Describe or demonstrate the movements in a dance that was watched or performed.</p>	
1st Grade	<p>DA:Cn11.1.1</p> <p>a. Watch and/or perform a dance from a different culture and discuss or demonstrate the types of movement danced.</p>	
2nd Grade	<p>DA:Cn11.1.2</p> <p>a. Observe a dance and relate the movement to the people or environment in which the dance was created and performed.</p>	

Laura's notes:

Description of how to use the standards -

Teachers have creative freedom to develop lesson plans.

Starting with the Essential Questions, teachers may create activities for the students to complete. By completing the activities, the students will develop an Enduring Understanding of each Anchor Standard. Process components offer opportunities for students to experience all phases of the creative process through movement.

Instructional Learning Ideas are not lesson plans. They are suggested ideas for teachers to use when developing their lesson plans. They are general enough to allow for simple activities for Pre-K students and complex movement for 2nd grade students. Dance is a cumulative learning experience similar to learning to read. One must first learn the alphabet, then words, next how to read sentences and finally how to read whole books. In dance students must identify body parts, learn movement vocabulary, and ultimately how to put movements together to create phrases and finally dance compositions.