

## Dance Pre 3 - 5 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 Examples
<b>3<sup>rd</sup> Grade</b>	<p><b>DA:Cr1.1.3</b></p> <p>a. Experiment with a variety of self-identified stimuli (for example music/sound, text, objects, images, notation, observed dance, experiences) for movement.</p> <p>b. Explore a given <b>movement problem</b>. Select and demonstrate a solution.</p>	<ul style="list-style-type: none"> <li>• Explore transferring rhythmic patterns from aural sense to kinesthetic sense.</li> <li>• Explore meter in music through movement.</li> <li>• Explore the principles of contrast and transition, order, and repetition, in a movement phrases.</li> <li>• Use time, space, shape, and dynamics.</li> <li>• Identify above elements in observed dance.</li> <li>• Explore translating text (sentences, short stories), photos, math or science concepts into movement.</li> <li>• Explore emotion, and everyday gestures as sources for movement.</li> <li>• Use movement to reinforce concepts from other disciplines               <ul style="list-style-type: none"> <li>○ time in math</li> <li>○ pattern or migration in dance and science</li> </ul> </li> <li>• Explore connections between dance and visual arts, drama, and music.</li> <li>• Explore nature and animals as sources for movement</li> </ul>
<b>4<sup>th</sup> Grade</b>	<p><b>DA:Cr1.1.4</b></p> <p>a. Identify ideas for choreography generated from a variety of stimuli (for example music/sound, text, objects, images, notation, observed dance, experience).</p> <p>b. Develop a <b>movement problem</b> and manipulate the <b>elements of dance</b> as tools to find a solution.</p>	
<b>5<sup>th</sup> Grade</b>	<p><b>DA:Cr1.1.1</b></p> <p>a. Build content for choreography generated from a variety of stimuli (for example music/sound, text, objects, images, notation, observed dance, experience).</p> <p>b. Construct and solve multiple <b>movement problems</b> to develop choreographic content.</p>	

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<b>Creating – Dance Pre 3 – 5 (DA:Cr2.1)</b> Process Component: Plan		
<b>Anchor Standard 2:</b> Organize and develop artistic ideas and work.		
<b>Enduring Understanding:</b> The elements of dance, dance structures, and choreographic devices serve as both a foundation and a departure point for choreographers.		
<b>Essential Question:</b> What influences choice-making in creating choreography?		
Performance Standards		Instructional Examples
<b>3<sup>rd</sup> Grade</b>	<b>DA:Cr2.1.3</b> a. Identify and experiment with <b>choreographic devices</b> to create simple movement patterns and <b>dance structures</b> (for example, 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.	<ul style="list-style-type: none"> <li>Explore the principles of contrast and transition, order, and repetition, in composition work.</li> <li>Demonstrates understanding of the elements of spatial design in movement.</li> <li>Explore the use of time, space, shape, and dynamics.</li> <li>Identify the use of time, space, shape, and dynamics in observed dance compositions.</li> <li>Explore the following skills: (a) leading, (b) following, (c) echoing, and (d) mirroring.</li> <li>Explore how different accompaniments, such as sound, music, or spoken text can affect the meaning of a dance.</li> <li>Discuss and explore ways all of the above may be</li> </ul>
<b>4<sup>th</sup> Grade</b>	<b>DA:Cr2.1.4</b> a. Manipulate or modify <b>choreographic devices</b> 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.	

<b>5<sup>th</sup> Grade</b>	<p><b>DA:Cr2.1.5</b></p> <p>a. Manipulate or modify a variety of <b>choreographic devices</b> to expand choreographic possibilities and develop a main idea. Explain reasons for movement choices.</p> <p>b. Develop a dance study by selecting a specific <b>movement vocabulary</b> to communicate a main idea. Discuss how the dance communicates non-verbally.</p>	used when creating a dance.
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<b>Creating – Dance Pre 3 - 5 (DA:Cr3.1)</b>		
<b>Process Component: Revise</b>		
<b>Anchor Standard 3: Refine and complete artistic work.</b>		
<b>Enduring Understanding:</b> Choreographers analyze, evaluate, refine, and document their work to communicate meaning.		
<b>Essential Question:</b> How do choreographers use self-reflection, feedback from others, and documentation to improve the quality of their work?		
<b>Performance Standards</b>		<b>Instructional Examples</b>
<b>3<sup>rd</sup> Grade</b>	<p><b>DA:Cr3.1.3</b></p> <p>a. Revise movement choices in response to feedback to improve a short <b>dance study</b>. Describe the differences the changes made in the movements.</p> <p>b. Depict directions or special pathways in a dance phrase by drawing a picture map or using a symbol.</p>	<ul style="list-style-type: none"> <li>• Observe and identify abstraction and realism in other art forms and relates these principles to dance.</li> <li>• Explore and abstract movement regarding its gestures and actions.</li> <li>• Explore and contrast pantomiming and abstract gesture.</li> <li>• Communicate an idea through both movement and pantomime.</li> <li>• Explore how different accompaniments, such as sound, music, and spoken text, can affect the expressive meaning of a dance.</li> </ul>
<b>4<sup>th</sup> Grade</b>	<p><b>DA:Cr3.1.4</b></p> <p>a. Revise movement based on peer feedback and self-reflection to improve communication of <b>artistic intent</b> in a short <b>dance study</b>. Explain choices made in the process.</p> <p>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,</p>	

	behind, in front of).	<ul style="list-style-type: none"> <li>• Observe the same phrase with different accompaniments.</li> <li>• Document the experience as observer, dancer, choreographer.</li> <li>• Explore how lighting and costuming can contribute to the expressive meaning of dance.</li> <li>• Explore video as a means for reviewing and evaluating different versions of the same phrase.</li> </ul>
<b>5th Grade</b>	<p><b>DA:Cr3.1.5</b></p> <p>a. Explore through movement the feedback from others to expand choreographic possibilities for a short <b>dance study</b> that communicates <b>artistic intent</b>. Explain the movement choices and refinements.</p> <p>b. Record changes in dance sequence through writing, symbols, or a form of media technology.</p>	

**Performing – Dance Pre 3 - 5 (DA:Pr4.1)**

**Process Component: Express**

**Anchor Standard 4:** Select, analyze, and interpret 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?

<b>Performance Standards</b>		<b>Instructional Examples</b>
<b>3<sup>rd</sup> Grade</b>	<p><b>DA:Pr4.1.3</b></p> <p>a. Judge spaces as distance traveled and use space three-dimensionally. Demonstrate shapes with positive and <b>negative space</b>. Perform movement sequences in and through space with intentionality and focus.</p> <p>b. Fulfill specified duration of time with improvised <b>locomotor</b> and <b>non-locomotor</b> 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 phrases.</p> <p>c. Change use of energy and dynamics by modifying movements and applying specific characteristics to</p>	<ul style="list-style-type: none"> <li>• Explore alignment, balance, initiation of movement, articulation of isolated body parts, weight shift, elevation and landing, and fall and recovery.</li> <li>• Explore the laws of motion, such as gravity and momentum, while exploring movement.</li> <li>• Explore aural awareness of the relationships between movement, time, and music.</li> <li>• Explore a range of dynamics and movement qualities.</li> <li>• Create a movement phrase using three or more dynamic qualities.</li> <li>• Explore how the meaning of movement phrases can be changed by altering dynamic elements.</li> </ul>

	heighten the effect of their intent.	
<b>4th Grade</b>	<p><b>DA:Pr4.1.4</b></p> <p>a. Make statistic and dynamic shapes with positive and <b>negative space</b>. Perform elevated shapes (jump shapes) with soft landing and movement sequences alone and with others, establishing relationships with other dancers through focus of eyes.</p> <p>b. Accompany other dancers using a variety of percussive instruments and sounds. Respond in movement to even and uneven rhythms. Recognize and respond to <b>tempo</b> changes as they occur in dance and music.</p> <p>c. Analyze movements and phrases for use of <b>energy</b> and <b>dynamic</b> changes and use adverbs and adjective to describe them. Based on the analysis refine the phrases by incorporating a range of <b>movement characteristics</b>.</p>	<ul style="list-style-type: none"> <li>• Revisit the principles of contrast and transition, order, and repetition, in composition.</li> <li>• Revisit elements of spatial design in movement.</li> <li>• Use time, space, shape, and dynamics to construct movement phrases.</li> <li>• Alter the above elements to change the energy, feel, or meaning of a phrase.</li> </ul>
<b>5th Grade</b>	<p><b>DA:Pr4.1.5</b></p> <p>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.</p> <p>b. Dance to a variety of <b>rhythms</b> generated from internal and external sources. Perform <b>movement phrases</b> that show the ability to respond to changes in time.</p> <p>a. Contrast <b>bound</b> and <b>free-flowing</b> movements. Motivate movement from both central initiation (torso) and peripheral initiation (distal) and analyze the relationship between initiation and <b>energy</b>.</p>	

## Performing – Dance 3 - 5 (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 Examples
3 <sup>rd</sup> Grade	<p><b>DA:Pr5.1.3</b></p> <ol style="list-style-type: none"><li>Replicate body shapes, <b>movement characteristics</b>, and movement patterns in a dance sequence with awareness of body alignment and core support.</li><li>Adjust body-use to coordinate with a partner or other dancers to safely to change levels, directions, and pathway designs.</li><li>Recall movement sequences with a partner or in group dance activities. Apply constructive feedback from teacher and self-check to improve dance skills.</li></ol>	<ul style="list-style-type: none"><li>Practice alignment, balance, initiation of movement, articulation of isolated body parts, weight shift, elevation and landing, and fall and recovery.</li><li>Through practice demonstrate increasing kinesthetic awareness, concentration, and focus while performing movement skills.</li><li>Practice static and dynamic alignment.</li><li>Apply an understanding of flexibility.</li><li>Understand and demonstrate the laws of motion, such as gravity and momentum, while moving.</li><li>Recognize relationship between feelings and progress as an artist and dancer.</li><li>Set clear goals to improve as a dancer.</li><li>Explore ways ways that behaviors used in dance may be applied in other aspects of life.</li><li>Explore how food choices affect the body in regard to dance.</li><li>Explore how exercise affects the body and its various</li></ul>
4 <sup>th</sup> Grade	<p><b>DA:Pr5.1.4</b></p> <ol style="list-style-type: none"><li>Demonstrate fundamental dance skills (for example, <b>alignment</b>, coordination, balance, core support, <b>kinesthetic awareness</b>) and <b>movement qualities</b> when replicating and recalling patterns and sequences of <b>locomotor</b> and <b>non-locomotor</b> movements.</li><li>Execute techniques that extend movement range, build strength, and develop endurance. Explain the relationship between execution of technique, safe body-use, healthful nutrition.</li><li>Coordinate phrases and timing with other dancers by</li></ol>	

	<p>cueing off each other and responding to <b>stimuli</b> cues (for example, music, text, or lighting). Reflect on feedback from others to inform personal dance performance goals.</p>	<p>systems in regard to dance.</p> <ul style="list-style-type: none"> <li>• Identify the value of discipline and dedication for achieving goals.</li> <li>• Discuss how the requirements of being a dancer relate to making responsible choices about physical and emotional health.</li> </ul>
<p><b>5th Grade</b></p>	<p><b>DA:Pr5.1.5</b></p> <ol style="list-style-type: none"> <li>Recall and execute a series of <b>dance phrases</b> using fundamental dance skills (for example, <b>alignment</b>, coordination, balance, core support, <b>kinesthetic awareness</b>, clarity of movement).</li> <li>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.</li> <li>Collaborate with peer ensemble members to repeat sequences, synchronize actions, and refine spatial relationships to improve performance equality. Apply feedback from others to establish personal performance goals.</li> </ol>	

**Performing – Dance 3 - 5 (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?

Performance Standards		Instructional Examples
<b>3<sup>rd</sup> Grade</b>	<p><b>DA:Pr6.1.3</b></p> <p>a. Identify the main areas of performance space using <b>production terminology</b> (for example, stage right, stage left, center stage, upstage, and downstage).</p> <p>b. Explore simple production elements (costumes, props, music, scenery, lighting, or media) for a dance performance for an audience in a designated specific performance space.</p>	<ul style="list-style-type: none"> <li>• Refine understanding of relationship of costuming, lighting, sound choices, spatial design impact quality of performance.</li> <li>• Explore how above elements can enhance or detract from quality of artistic expression and communication.</li> <li>• Explore how mastery of physical skills creates more choreographic choice.</li> </ul>
<b>4<sup>th</sup> Grade</b>	<p><b>DA:Pr6.1.4</b></p> <p>a. Consider how to establish a formal performance space from an informal setting (for example, gymnasium or grassy area).</p> <p>b. Identify, explore, and experiment with a variety of <b>production elements</b> to heighten the <b>artistic intent</b> and audience experience.</p>	
<b>5<sup>th</sup> Grade</b>	<p><b>DA:Pr6.1.5</b></p> <p>a. Demonstrate the ability to adapt dance to <b>alternative performance venues</b> by modifying spacing and movements to the performance space.</p> <p>b. Identify, explore, and select <b>production elements</b> that heighten and intensify the <b>artistic intent</b> of a dance and are adaptable for various performance spaces.</p>	

## Responding – Dance 3 - 5 (DA:Re7.1)

### 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?

Performance Standards		Instructional Examples
<b>3<sup>rd</sup> Grade</b>	<b>DA:Re7.1.3</b> a. Find a movement pattern that creates a <b>movement phrase</b> in a dance work. b. Demonstrate and explain how one dance <b>genre</b> is different from another, or how one <b>cultural movement practice</b> is different from another.	<ul style="list-style-type: none"><li>• Document how different movements and movement qualities make the observer feel.</li><li>• Document how different types of music make the observer feel.</li><li>• Observe movement qualities, rhythm, tempo, originality, variety and contrast.</li><li>• Record visual and/or emotional impact created in observers by above elements.</li><li>• Discuss the role of dance in community or ancestral roots.</li><li>• Discuss the historical context of dance within different communities and cultures.</li></ul>
<b>4<sup>th</sup> Grade</b>	<b>DA:Re7.1.4</b> a. Find patterns of movement in dance works that create a <b>style</b> or <b>theme</b> . b. Demonstrate and explain how dance <b>styles</b> differ within a <b>genre</b> or within a <b>cultural movement practice</b> .	
<b>5<sup>th</sup> Grade</b>	<b>DA:Re7.1.5</b> a. Find meaning or <b>artistic intent</b> from the patterns of movement in a dance form. b. Describe, using <b>dance terminology</b> , the qualities and characteristics of <b>style</b> used in a dance from one's own <b>cultural movement practice</b> . Compare them to the qualities and characteristics of <b>style</b> found in different dance <b>genre, style, or cultural movement practice</b> , also using basic <b>dance terminology</b> .	

## Responding – Dance 3 - 5 (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 Examples
<b>3<sup>rd</sup> Grade</b>	<b>DA:Re8.1.3</b> a. Select specific <b>context cues</b> from movement. Explain how they relate to the main idea of the dance using basic <b>dance terminology</b> .	<ul style="list-style-type: none"><li>• Discuss the role of dance in community or ancestral roots.</li><li>• Discuss the historical context of dance within different communities and cultures.</li><li>• Identify and describe specific movements in a dance.</li><li>• Identify and describe how a dance uses time.</li><li>• Identify and describe how spatial form is used in dance.</li><li>• Identify and describe dynamic elements.</li><li>• Identify and describe how a dance relates to its accompanying music.</li></ul>
<b>4<sup>th</sup> Grade</b>	<b>DA:Re8.1.4</b> a. Relate movements, ideas, and context to decipher meaning in a dance using basic <b>dance terminology</b> .	
<b>5<sup>th</sup> Grade</b>	<b>DA:Re8.1.5</b> a. Interpret meaning in a dance based on its movements. Explain how the movements communicate the main idea of the dance using basic <b>dance terminology</b> .	

## Responding – Dance 3 - 5 (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 Examples
<b>3<sup>rd</sup> Grade</b>	<b>DA:Re9.1.3</b> a. Select dance movements from specific <b>genres, styles,</b> or cultures. Identify characteristic movements from these dances and describe in basic <b>dance terminology</b> ways in which they are alike and different.	<ul style="list-style-type: none"><li>• Discuss personal preference in evaluating dance.</li><li>• Discuss cultural and historical contexts that observers bring to the evaluation of dance.</li><li>• Discuss cultural and historical contexts of specific movements in a dance.</li><li>• Discuss uses of time, spatial form, and dynamic elements.</li><li>• Discuss cultural and historical contexts of how a dance relates to its accompanying music.</li></ul>
<b>4<sup>th</sup> Grade</b>	<b>DA:Re9.1.4</b> a. Discuss and demonstrate the characteristics that make a dance artistic and apply those characteristics to dances observed or performed in a specific <b>genre, style,</b> or <b>cultural movement practice.</b> Use basic <b>dance terminology.</b>	
<b>5<sup>th</sup> Grade</b>	<b>DA:Re9.1.5</b> a. Define the characteristics of dance that make a dance artistic and meaningful. Relate them to the <b>elements of dance</b> in <b>genres, styles,</b> or <b>cultural movement practices.</b> Use basic <b>dance terminology</b> to describe characteristics that make a dance artistic and meaningful.	

## Connecting – Dance 3 - 5 (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?

Performance Standards		Instructional Examples
<b>3<sup>rd</sup> Grade</b>	<b>DA:Cn10.1.3</b> 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 key aspects 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.	<ul style="list-style-type: none"><li>• Identify the basic elements of form and content of a dance.</li><li>• Identify how ideas are expressed through movement.</li><li>• Explore the movements that are used to create meaning in the dance.</li><li>• Explore how the movements can be changed to change the perceived meaning of the dance.</li><li>• Discuss ways the ideas in the dance could be expressed using other disciplines – music, visual art, poetry, text, etc.</li></ul>
<b>4<sup>th</sup> Grade</b>	<b>DA:Cn10.1.4</b> 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	<ul style="list-style-type: none"><li>• Explore how movement heightens or diffuses the emotional ideas expressed in the dance.</li><li>• Discuss how organizing the elements of dance can help communicate ideas through movement.</li><li>• Discuss which types of movements and elements of dance (tempo, dynamics, direction) are most effective</li></ul>

	the dance and describe how the topic might be communicated using another form of expression.	for communicating ideas.
<b>5th Grade</b>	<p><b>DA:Cn10.1.5</b></p> <p>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.</p> <p>b. Choose a topic, concept, or content from another discipline of study and research how other art forms have expressed the topic. Create a <b>dance study</b> that expresses the idea. Explain how the <b>dance study</b> expressed the idea and discuss how this learning process is similar to, or different from, other learning situations.</p>	

<b>Connecting – Dance 3 - 5 (DA:Cn11.1)</b>	
<b>Process Component: Relate</b>	
<b>Anchor Standard 11:</b> Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.	
<b>Enduring Understanding:</b> Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.	
<b>Essential Question:</b> How does knowing about societal, cultural, historical and community experiences expand dance literacy?	
<b>Performance Standards</b>	<b>Instructional Examples</b>

<p style="text-align: center;"><b>3<sup>rd</sup> Grade</b></p>	<p><b>DA:Cn11.1.3</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Discuss how movement and elements of dance are used in different cultures and parts of society.</li> <li>• Identify social, sacred, theatrical dance forms.</li> <li>• Discuss how these forms are perceived in different cultures.</li> <li>• Explore how tempo, dynamics, direction, music, costume and props are used in different cultures.</li> <li>• Discuss fusion in dance and other art forms.</li> <li>• Discuss how different cultures use dance to communicate ideas.</li> </ul>
<p style="text-align: center;"><b>4<sup>th</sup> Grade</b></p>	<p><b>DA:Cn11.1.4</b></p> <p>a. Select and describe movements in a specific <b>genre</b> or <b>style</b> and explain how the movements relate to the culture, society, historical period, or community from which the dance originated.</p>	
<p style="text-align: center;"><b>5<sup>th</sup> Grade</b></p>	<p><b>DA:Cn11.1.5</b></p> <p>a. Describe how the <b>movement characteristics</b> and qualities of a dance in a specific <b>genre</b> or <b>style</b> communicate the ideas and perspectives of the culture, historical period, or community from which the genre or style originated.</p>	