



**Manhattan Beach
Unified School District**

Visual and Performing Arts Standards

Dance

Grades PreK - 12

Curriculum Map

Visual and Performing Arts Standards - Dance
GRADES PREKINDERGARTEN THROUGH FOUR

PreK/Kindergarten	Kindergarten	Grade One	Grade Two	Grade Three	Grade Four
ARTISTIC PERCEPTION					
1.0 Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance					
<i>Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.</i>					
Development of Motor Skills and Technical Expertise					
1.1 Move in a variety of directed ways. 1.2 Imitate the movements shown.	1.1 Build the range and capacity to move in a variety of ways. 1.2 Perform basic locomotor skills (e.g., walk, run, gallop, jump, hop, and balance).	1.1 Demonstrate the ability to vary control and direct force/energy used in basic locomotor and axial movements (e.g., skip lightly, turn strongly, fall heavily).	1.1 Show a variety of combinations of basic locomotor skills (e.g., walk and run, gallop and jump, hop and skip, slide and roll). 1.2 Show a variety of combinations of axial movements (e.g. swing and balanced shapes, turn and stretch, bend and twist).	1.1 Combine and perform basic locomotor skills, moving on a specific pathway (e.g., skip in circles, slide in zigzags, run in a variety of linear paths). Combine and perform locomotor and axial movements (e.g., walk and turn, stretch and slide). 1.2 Demonstrate the ability to start, change, and stop movement.	1.1 Demonstrate mental concentration and physical control in performing dance skills. 1.2 Demonstrate the ability to use smooth transitions when connecting one movement phrase to another.
Comprehension and Analysis of Dance Elements					
1.3 Respond in movement to opposites (e.g., big/small, fast/slow, tight/loose, move/stop).	1.3 Understand and respond to a wide range of opposites (e.g., high/low, forward/backward, wiggle/freeze).	1.2 Perform short movement problems, emphasizing the element of space (e.g., shapes/lines, big/small, high/low).	1.3 Perform short movement problems, emphasizing the element of time (e.g., varied tempos, rhythmic patterns, counting). 1.4 Expand the ability to incorporate spatial concepts with movement problems.	1.3 Perform short movement problems, emphasizing the element of force/energy (e.g., swing, melt, explode, quiver). 1.4 Expand the ability to incorporate spatial and time concepts in movement problems (e.g., select and combine three locomotor movements traveling in three different pathways and using three different tempos).	1.3 Demonstrate increased range and use of space, time, and force/energy concepts (e.g., pulse/accents, melt/collapse, weak/strong). 1.4 Explain the principles of variety, contrast, and unity and apply to a dance sequence.
Development of Dance Vocabulary					
1.4 Name the opposites in basic movements (e.g., big/small).	1.4 Perform simple movements in response to oral instructions (e.g., walk, turn, reach).	1.3 Name basic locomotor and axial movements (e.g., skip, slide, stretch, roll).	1.5 Name a large number of locomotor and axial movements used in dance.	1.5 Describe dance elements used in personal work and that of others.	1.5 Describe a specific movement, using appropriate dance vocabulary. 1.6 Identify, define, and use <i>phrasing</i> in dances learned or observed.
CREATIVE EXPRESSION					
2.0 Creating, Performing, and Participating in Dance					
<i>Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.</i>					
Creation / Invention of Dance Movements					
2.1 Create movements that reflect a variety of daily tasks and activities. 2.2 Respond to visual and sound stimuli (e.g., bubbles, feathers, bell, clock, ball) with original movement. 2.3 Respond spontaneously to different types of music and rhythms.	2.1 Create movements that reflect a variety of personal experiences (e.g., recall feeling happy, sad, angry, excited). 2.2 Respond to a variety of stimuli (e.g., sounds, words, songs, props, and images) with original movements. 2.3 Respond spontaneously to different types of music, rhythms, and sounds.	2.1 Use improvisation to discover movements in response to a specific movement problem (e.g., find a variety of ways to walk; create five types of circular movement). 2.2 Respond in movement to a wide range of stimuli (e.g., music, books, pictures, rhymes, fabrics, props).	2.1 Create and improvise movement patterns and sequences. 2.2 Demonstrate multiple solutions in response to a given movement problem (e.g., In how many ways can you travel from point A to point B?).	2.1 Create and perform complex improvised movement patterns, dance sequences, and studies. 2.2 Improvise and select multiple possibilities to solve a given movement problem (e.g., find four different ways to combine a turn, stretch, and jump).	2.1 Create, develop, and memorize set movement patterns and sequences. 2.2 Improvise extended movement phrases.
Application of Choreographic Principles and Processes to Creating Dance					
n/a	n/a	2.3 Create a short movement sequence with a beginning, a middle, and an end. 2.4 Create shapes and movements at low, middle, and high levels. 2.5 Imitate simple movement patterns.	2.3 Create a simple sequence of movement with a beginning, a middle, and an end, incorporating level and directional changes. 2.4 Create shapes and movements, using fast and slow tempos. 2.5 Develop a dance phrase that has a sense of unity.	2.3 Create a sequence that has a beginning, a middle, and an end. Name and refine the parts of the sequence. 2.4 Create a wide variety of shapes and movements, using different levels in space.	2.3 Describe, discuss, and analyze the process used by choreographers to create a dance. 2.4 Create a dance study that has a beginning, a middle, and an end. Review, revise, and refine.
Communication of Meaning in Dance					
n/a	n/a	2.6 Express basic emotional qualities (e.g., angry, sad, excited, happy) through movement. 2.7 Perform improvised movement ideas for peers.	2.6 Create, memorize, and perform original expressive movements for peers.	2.5 Perform dances to communicate personal meaning, using focus and expression. 2.6 Compare and contrast the role of the performer with that of a member of the audience.	2.5 Convey a range of feelings through shape/postures and movements when performing for peers. 2.6 Perform improvised movement and dance studies with focus and expression.
Development of Partner and Group Skills					
n/a	n/a	2.8 Work with others in a group to solve a specific dance problem (e.g., design three shapes-high, medium, and low; create slow and fast movements).	2.7 Work cooperatively in small and large groups. 2.8 Demonstrate partner skills (e.g., imitating and leading/following).	2.7 Demonstrate a variety of partner skills (e.g., imitation, leading/following, mirroring). 2.8 Create, memorize, and perform original movement sequences with a partner or a small group.	2.7 Demonstrate additional partner and group skills (e.g., imitating, leading/following, mirroring, calling/responding, echoing).

Visual and Performing Arts Standards - Dance
GRADES FIVE THROUGH TWELVE

Grade Five	Grade Six	Grade Seven	Grade Eight	Grades Nine to Twelve Proficient ¹	Grades Nine to Twelve Advanced ²
ARTISTIC PERCEPTION					
1.0 Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance					
<i>Students perceive and respond, using the elements of dance. They demonstrate movement skills, process sensory information, and describe movement, using the vocabulary of dance.</i>					
Development of Motor Skills and Technical Expertise					
<p>1.1 Demonstrate focus, physical control (e.g., proper alignment, balance), and coordination in performing locomotor and axial movement.</p> <p>1.2 Name and use a wide variety of movements (e.g., isolations/whole body).</p>	<p>1.1 Demonstrate focus, physical control, coordination, and accurate reproduction in performing locomotor and axial movement.</p> <p>1.2 Incorporate a variety of force/energy qualities into executing a full range of movements.</p>	<p>1.1 Demonstrate increased focus, physical control, coordination, skill, and accurate reproduction in performing locomotor and axial movement.</p> <p>1.2 Demonstrate increased ability and skill to sustain longer and more complex movement sequences for expression in a variety of dance styles.</p> <p>1.3 Demonstrate risk taking in generating bigger and stronger movements through space in rehearsal and performance.</p>	<p>1.1 Demonstrate increased ability and skill to apply the elements of space, time, and force/energy in producing a wide range of dance sequences.</p> <p>1.2 Demonstrate capacity for centering/shifting body weight and tension/release in performing movement for artistic intent.</p> <p>1.3 Demonstrate greater technical control in generating bigger and stronger movements through space in rehearsal and performance.</p>	<p>1.1 Demonstrate refined physical coordination when performing movement phrases (e.g., alignment, agility, balance, strength).</p> <p>1.2 Memorize and perform works of dance, demonstrating technical accuracy and consistent artistic intent.</p> <p>1.3 Perform in multiple dance genres (e.g., modern, ballet, jazz, tap, traditional/recreational).</p>	<p>1.1 Demonstrate highly developed physical coordination and control when performing complex locomotor and axial movement phrases from a variety of genres (e.g., refined body articulation, agility, balance, strength).</p> <p>1.2 Perform in multiple dance genres, integrating an advanced level of technical skill and clear intent.</p> <p>1.3 Memorize and perform complicated works of dance at a level of professionalism (i.e., a high level of refinement).</p>
Comprehension and Analysis of Dance Elements					
<p>1.3 Demonstrate a greater dynamic range in movement utilizing space, time, and force/energy concepts.</p> <p>1.4 Incorporate the principles of variety, contrast, and unity with dance studies.</p>	<p>1.3 Identify and use force/energy variations when executing gesture and locomotor and axial movements.</p> <p>1.4 Use the principles of contrast, unity, and variety in phrasing in dance studies and dances.</p>	<p>1.4 Identify and use a wider range of space, time, and force/energy to manipulate locomotor and axial movements.</p>	<p>1.4 Analyze gestures and movements viewed in live or recorded professional dance performances and apply that knowledge to dance activities.</p>	<p>1.4 Demonstrate clarity of intent while applying kinesthetic principles for all dance elements.</p>	<p>1.4 Apply a wide range of kinesthetic communication, demonstrating clarity of intent and stylistic nuance.</p>
Development of Dance Vocabulary					
<p>1.5 Use appropriate dance vocabulary to describe dances.</p>	<p>1.5 Describe and analyze movements observed and performed, using appropriate dance vocabulary.</p>	<p>1.5 Use appropriate dance vocabulary to describe everyday gestures and other movements observed in viewing live or recorded dance performances. (Descriptions may take the form of a drawing or video/computer documentation.)</p>	<p>1.5 Identify and analyze the variety of ways in which a dancer can move, using space, time, and force/energy vocabulary.</p>	<p>1.5 Apply knowledge of dance vocabulary to distinguish how movement looks physically in space, time, and force/energy).</p>	<p>1.5 Select specific dance vocabulary to describe movement and dance elements in great detail.</p>
CREATIVE EXPRESSION					
2.0 Creating, Performing, and Participating in Dance					
<i>Students apply choreographic principles, processes, and skills to create and communicate meaning through the improvisation, composition, and performance of dance.</i>					
Creation / Invention of Dance Movements					
<p>2.1 Create, memorize, and perform complex sequences of movement with greater focus, force/energy, and intent.</p> <p>2.2 Invent multiple possibilities to solve a given movement problem and analyze problem-solving strategies and solutions.</p>	<p>2.1 Invent multiple possibilities to solve a given movement problem and develop the material into a short study.</p> <p>2.2 Compare and demonstrate the difference between imitating movement and creating original material.</p>	<p>2.1 Create, memorize, and perform improvised movement sequences, dance studies, and choreography with dynamic range and fulfillment.</p> <p>2.2 Demonstrate the ability to use personal discovery and invention through improvisation and choreography.</p>	<p>2.1 Create, memorize, and perform dance studies, demonstrating technical expertise and artistic expression.</p> <p>2.2 Expand and refine a personal repertoire of dance movement vocabulary.</p>	<p>2.1 Create a body of works of dance demonstrating originality, unity, and clarity of intent.</p>	<p>2.1 Create a diverse body of works of dance, each of which demonstrates originality, unity, clarity of intent, and a dynamic range of movement.</p>
Application of Choreographic Principles and Processes to Creating Dance					
<p>2.3 Describe and incorporate simple dance forms in dance studies (e.g., AB form, canon).</p> <p>2.4 Demonstrate principles of opposing weight and force/energy, balance and counterbalance, or cantilever.</p>	<p>2.3 Describe and incorporate dance forms in dance studies.</p> <p>2.4 Demonstrate the ability to coordinate movement with different musical rhythms and styles (e.g., ABA form, canon).</p> <p>2.5 Use the elements of dance to create short studies that demonstrate the development of ideas and thematic material.</p>	<p>2.3 Demonstrate the ability to use dance elements to develop dance phrases reflecting various musical rhythms, styles, and dynamics.</p> <p>2.4 Demonstrate skill in using ideas and themes to develop simple dance forms (e.g., rondo, ABA form).</p>	<p>2.3 Apply basic music elements to the making and performance of dances (e.g., rhythm, meter, accents).</p> <p>2.4 Record personal movement patterns and phrases, using a variety of methods (e.g., drawings, graphs, words).</p>	<p>2.2 Identify and apply basic music elements (e.g., rhythm, meter, tempo, timbre) to construct and perform dances.</p> <p>2.3 Design a dance that utilizes an established dance style or genre.</p>	<p>2.2 Use dance structures, musical forms, theatrical elements, and technology to create original works.</p> <p>2.3 Notate dances, using a variety of systems (e.g., labanotation, motif writing, personal systems).</p>
Communication of Meaning in Dance					
<p>2.5 Convey a wide range of feeling and expression through gestures, posture, and movement.</p>	<p>2.6 Demonstrate an awareness of the body as an instrument of expression when rehearsing and performing.</p> <p>2.7 Revise, memorize, and rehearse dance studies for the purpose of performing for others.</p>	<p>2.5 Demonstrate performance skill in the ability to interpret and communicate through dance.</p> <p>2.6 Collaborate with others in preparing a dance presentation for an audience (short informal dance, lecture/demo, evening concert).</p>	<p>2.5 Demonstrate performance skill in the ability to project energy and express ideas through dance.</p> <p>2.6 Demonstrate the use of personal images as motivation for individual and group dance performances.</p>	<p>2.4 Perform original works that employ personal artistic intent and communicate effectively.</p> <p>2.5 Perform works by various dance artists communicating the original intent of the work while employing personal artistic intent and interpretation.</p>	<p>2.4 Perform a diverse range of works by various dance artists, maintaining the integrity of the work while applying personal artistic expression.</p>
Development of Partner and Group Skills					
<p>2.6 Demonstrate cooperation, collaboration, and empathy in working with partners and in groups (e.g., leading/following, mirroring, calling/responding, echoing, opposing).</p>	<p>2.8 Demonstrate an ability to cooperate and collaborate with a wide range of partners and groups (e.g., imitating, leading/following, mirroring, calling/responding, echoing, sequence building).</p>	<p>2.7 Demonstrate increased originality in using partner or group relationships to define spatial floor patterns, shape designs, and entrances and exits.</p>	<p>2.7 Demonstrate originality in using partner or group relationships to define spatial patterns and the use of overall performing space.</p>	<p>2.6 Collaborate with peers in the development of choreography in groups (e.g., duets, trios, small ensembles).</p> <p>2.7 Teach movement patterns and phrases to peers.</p>	<p>2.5 Collaborate with peers in the development of complex choreography in diverse groupings (e.g., all male, all female, people standing with people sitting).</p> <p>2.6 Teach to peers a variety of complex movement patterns and phrases.</p>

Visual and Performing Arts Standards - Dance
GRADES PREKINDERGARTEN THROUGH FOUR

PreKindergarten	Kindergarten	Grade One	Grade Two	Grade Three	Grade Four
HISTORICAL AND CULTURAL CONTEXT					
3.0 Understanding the Historical Contributions and Cultural Dimensions of Dance					
<i>Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.</i>					
Development of Dance					
3.1 Name and play children 's dance games from countries around the world.	3.1 Name and perform folk/traditional dances from the United States and other countries.	3.1 Name and perform folk/traditional dances from other countries. 3.2 Describe aspects of the style, costumes, and music of a dance. 3.3 List commonalities among basic locomotor movements in dances from various countries.	3.1 Name and perform social and traditional dances from various cultures. 3.2 Explain commonalities among basic locomotor and axial movements in dances from various countries. 3.3 Name and perform rhythms from different cultures (e.g., through clapping, stamping, using whole body movement).	3.1 Describe commonalities among and differences between dances from various countries. 3.2 Describe and demonstrate ceremonial and folk/traditional dances that show work activities (e.g., harvesting, fishing, weaving).	3.1 Perform and identify dances from various countries with different arrangements of dancers (e.g., lines, circles, couples). 3.2 Name the musical accompaniment and explain how it relates to the dances they have studied.
History and Function of Dance					
n/a	n/a	3.4 Identify where and when people dance.	3.4 Describe dances seen in celebrations and community events.	3.3 Explain the function of dance in ceremonial and social community events in Native American cultures. 3.4 Describe how costumes and shoes influence dance movement.	3.3 Perform and describe dances that reflect the geographical place in which the dances are performed (e.g., deserts, rain forests, islands).
Diversity of Dance					
n/a	n/a	n/a	n/a	3.5 Name and demonstrate dances of Native Americans.	3.4 Perform and identify folk/traditional and social dances from California history.
AESTHETIC VALUING					
4.0 Responding to, Analyzing, and Making Judgments About Works of Dance					
<i>Students critically assess and derive meaning from works of dance, performance of dancers, and original works according to the elements of dance and aesthetic qualities.</i>					
Description, Analysis, and Criticism of Dance					
4.1 Describe how everyday movements can be used in dance (e.g., walk quickly, stretch slowly).	4.1 Explain basic features that distinguish one kind of dance from another (e.g., speed, force/energy use, costume, setting, music).	4.1 Use basic dance vocabulary to identify and describe a dance observed or performed (e.g., shapes, levels, directions, tempo/fast-slow).	4.1 Use basic dance vocabulary to name and describe a dance observed or performed (e.g., levels, rhythm patterns, type of energy). 4.2 Describe how the movement in dances of peers communicates ideas or moods to the viewer (e.g., ocean environment or a sad or joyous dance).	4.1 Name specific criteria to assess the quality of a dance performance of peers (e.g., focus, level of personal involvement, physical control). 4.2 Explain and demonstrate what it means to be a good audience member.	4.1 Use dance vocabulary to describe unique characteristics of dances they have watched or performed from countries studied in the history-social science curriculum (e.g., rhythms, spatial patterns, gestures, intent). 4.2 Name and use specific criteria in assessing personal and professional dance choreography (e.g., contrast, phrasing, unity).
Meaning and Impact of Dance					
n/a	n/a	4.2 Describe the experience of dancing two different dances (e.g., Seven Jumps, La Raspa). 4.3 Describe how they communicate an idea or a mood in a dance (e.g., with exaggerated everyday gesture or emotional energies).	4.3 Describe the similarities and differences in performing various dances (e.g., direction changes, steps, type of energy and tempo).	4.3 Explain how a performer 's dance skills contribute to communication of ideas and moods when performing a dance (e.g., focus, strength, coordination).	4.3 Describe ways in which a dancer effectively communicates ideas and moods (strong technique, projection, and expression). 4.4 List the expectations the audience has for a performer and vice versa.

GRADES FIVE THROUGH TWELVE

Grade Five	Grade Six	Grade Seven	Grade Eight	Grades Nine to Twelve Proficient ¹	Grades Nine to Twelve Advanced ²
HISTORICAL AND CULTURAL CONTEXT					
3.0 Understanding the Historical Contributions and Cultural Dimensions of Dance					
<i>Students analyze the function and development of dance in past and present cultures throughout the world, noting human diversity as it relates to dance and dancers.</i>					
Development of Dance					
3.1 Describe how and why a traditional dance may be changed when performed on stage for an audience.	3.1 Compare and contrast features of dances already performed from different countries.	3.1 Identify and perform dances from countries studied in the history-social science curriculum.	3.1 Compare and contrast specific kinds of dances (e.g., work, courtship, ritual, entertainment) that have been performed.	3.1 Identify and perform folk/traditional, social, and theatrical dances with appropriate stylistic nuances. 3.2 Describe ways in which folk/traditional, social, and theatrical dances reflect their specific cultural context.	3.1 Identify, analyze and perform folk/traditional, social, and theatrical dances with technical accuracy and appropriate stylistic nuances. 3.2 Analyze the role dancers and choreographers play in the interpretation of dances in various historical and cultural settings.
History and Function of Dance					
3.2 Identify and perform folk/traditional, social, and theatrical dances done by Americans in the eighteenth and nineteenth centuries.	3.2 Explain the importance and function of dance in students' lives.	3.2 Explain the function of dance in daily life during specific time periods and in countries being studied in history-social science (e.g., North African, Middle Eastern, and Central American dance in ceremonies, social events, traditional settings, and theatrical performances).	3.2 Explain the variety of roles dance plays among different socioeconomic groups in selected countries (e.g., royalty and peasants).	3.3 Explain how the works of dance by major choreographers communicate universal themes and sociopolitical issues in their historical/cultural contexts (e.g., seventeenth-century Italy, eighteenth-century France, the women's suffrage movement, dance in the French courts, Chinese cultural revolution).	3.3 Compare and contrast universal themes and sociopolitical issues in a variety of dances from different cultural contexts and time periods.
Diversity of Dance					
3.3 Select traditional dances that men, women, or children perform and explain the purpose(s) of the dances.	3.3 Explain the various ways people have experienced dance in their daily lives (e.g., Roman entertainments, Asian religious ceremonies, baby naming in Ghana, Latin American celebrations).	3.3 Explain how dance functions among people of different age groups, including their own.	3.3 Describe the roles of males and females in dance in the United States during various time periods.	3.4 Explain how dancers from various cultures and historical periods reflect diversity and values (e.g., ethnicity, gender, body types, and religious intent).	3.4 Explain how dancers and choreographers reflect roles, work, and values in selected cultures, countries, and historical periods.
AESTHETIC VALUING					
4.0 Responding to, Analyzing, and Making Judgments About Works of Dance					
<i>Students critically assess and derive meaning from works of dance, performance of dancers, and original works according to the elements of dance and aesthetic qualities.</i>					
Description, Analysis, and Criticism of Dance					
4.1 Use dance vocabulary to identify and support personal preferences for dances observed or performed. 4.2 Apply specific criteria to analyze and assess the quality of a dance performance by well-known dancers or dance companies (e.g., technical skill, musicality, dynamics, mood).	4.1 Apply knowledge of the elements of dance and the craft of choreography to critiquing (spatial design, variety, contrast, clear structure). 4.2 Propose ways to revise choreography according to established assessment criteria.	4.1 Demonstrate understanding of the elements of dance and the craft of choreography when critiquing two kinds of dance (e.g., solo, duet). 4.2 Identify assessment criteria used for outstanding performances in different styles of dance (e.g., theatre, social, ceremonial).	4.1 Identify preferences for choreography and discuss those preferences, using the elements of dance.	4.1 Describe how the qualities of a theatrical production contribute to the success of a dance performance (e.g., music, lighting, costuming, text, set design). 4.2 Apply criteria-based assessments appropriate to various dance forms (e.g., concert jazz, street, liturgical). 4.3 Defend personal preferences about dance styles and choreographic forms, using criteria-based assessment.	4.1 Critique dance works to improve choreographic structure and artistic presence. 4.2 Use selected criteria to compare, contrast, and assess various dance forms (e.g., concert jazz, street, liturgical). 4.3 Analyze evolving personal preferences about dance styles and choreographic forms to identify change and development in personal choices.
Meaning and Impact of Dance					
4.3 Identify the special and challenging characteristics of the experience of dancing for an audience. 4.4 Explain how outstanding dancers affect audience members emotionally or intellectually.	4.3 Discuss the experience of performing personal work for others. 4.4 Distinguish the differences between viewing live and recorded dance performances.	4.3 Explain and analyze the impact of live or recorded music on dance performances. (Recorded music is consistent. Live music can be altered.) 4.4 Explain how different venues influence the experience and impact of dancing (e.g., a studio setting, traditional stage, theater in the round).	4.2 Explain the advantages and disadvantages of various technologies in the presentation of dance (e.g., video, film, computer, DVD, recorded music). 4.3 Describe and analyze how differences in costumes, lighting, props, and venues can enhance or detract from the meaning of a dance.	4.4 Research and identify dances from different historic periods or cultures and make connections between social change and artistic expression in dance. 4.5 Identify and evaluate the advantages and limitations of viewing live and recorded dance performances.	4.4 Research and assess how specific dance works change because of the impact of historic and cultural influences on their interpretations (e.g., because of the loss of lives in war, Fancy Dancing, once performed only by men, is now also performed by women). 4.5 Evaluate how aesthetic principles apply to choreography designed for technological media (film, video, TV, computer imaging).

Visual and Performing Arts Standards - Dance
GRADES PREKINDERGARTEN THROUGH FOUR

PreKindergarten	Kindergarten	Grade One	Grade Two	Grade Three	Grade Four
CONNECTIONS, RELATIONSHIPS, APPLICATIONS					
5.0 Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers					
<i>Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They learn about careers in and related to dance.</i>					
Connections and Applications Across Disciplines					
5.1 Participate in dance games, sing songs, recite poems, and tell stories from countries around the world.	5.1 Give examples of the relationship between everyday movement in school and dance movement.	5.1 Demonstrate curricular concepts through dance (e.g., growth cycle, animal movement). 5.2 Give examples of how dance relates to other subjects (e.g., mathematics-shape, counting; language arts-beginning, middle, and end).	5.1 Use literature to inspire dance ideas (e.g., poem, cartoon, nursery rhyme). 5.2 Demonstrate language arts concepts through dance (e.g., show different punctuation marks through movement).	5.1 Explain relationships between dance elements and other subjects (e.g., spatial pathways-maps and grids; geometric shapes-body shapes). 5.2 Describe how dancing develops physical and mental well-being (e.g., control, flexibility, posture, strength, risk taking).	5.1 Explain how dance practice relates to and uses the vocabulary of other art subjects (e.g., positive and negative space, shape, line, rhythm, character). 5.2 Describe how dancing develops strength, flexibility, and endurance in accordance with physical education standards. 5.3 Demonstrate a recognition of personal space and respect for the personal space of others.
Development of Life Skills and Career Competencies					
n/a	n/a	n/a	5.3 Describe how choreographers create dances. 5.4 Describe how dancing requires good health-related habits (e.g., adequate nutrition, water, and rest; proper preparation for physical activity).	5.3 Explain how the time management, problem solving, and self-discipline skills required for composing a dance apply to other school activities. 5.4 Give examples of ways in which the activities of professionals in the performing arts are similar to each other (e.g., observing discipline, practicing skills, rehearsing performances).	5.4 Analyze the choreographic process and its relation to the writing process (e.g., brainstorming, exploring and developing ideas, putting ideas into a form, sequencing).

GRADES FIVE THROUGH TWELVE

Grade Five	Grade Six	Grade Seven	Grade Eight	Grades Nine to Twelve Proficient ¹	Grades Nine to Twelve Advanced ²
CONNECTIONS, RELATIONSHIPS, APPLICATIONS					
5.0 Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers					
<i>Students apply what they learn in dance to learning across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to dance.</i>					
Connections and Applications Across Disciplines					
<p>5.1 Describe how historical events relate to dance forms (e.g., the rebellion of the 1960s was represented in popular social dances with a move from partners to individual expression).</p> <p>5.2 Describe how dancing requires good health-related habits (e.g., individual and group goals for flexibility, strength, endurance, stress management, nutrition).</p> <p>5.3 Cite examples of the use of technology in the performing arts.</p>	<p>5.1 Describe how other arts disciplines are integrated into dance performances (e.g., music, lighting, set design).</p> <p>5.2 Describe the responsibilities a dancer has in maintaining health-related habits (e.g., balanced nutrition, regular exercise, adequate sleep).</p>	<p>5.1 Identify and use different sources to generate ideas for dance compositions (e.g., poetry, photographs, political/social issues).</p> <p>5.2 Describe how dancing builds physical and emotional well-being (e.g., positive body imaging, physical goals, creative goals, focus/concentration).</p>	<p>5.1 Identify and compare how learning habits acquired from dance can be applied to the study of other school subjects (e.g., memorizing, research, practicing).</p> <p>5.2 Describe how dancing builds positive mental, physical, and health-related practices (e.g., discipline, stress management, anatomic awareness).</p>	<p>5.1 Demonstrate effective use of technology for recording, analyzing, and creating dances.</p> <p>5.2 Apply concepts from anatomy, physiology, and physics to the study and practice of dance techniques.</p>	<p>5.1 Demonstrate effective knowledge and skills in using audiovisual equipment and technology when creating, recording, and producing dance.</p> <p>5.2 Compare the study and practice of dance techniques to motion, time, and physical principles from scientific disciplines (e.g., muscle and bone identification and usage; awareness of matter, space, time, and energy/force).</p>
Development of Life Skills and Career Competencies					
<p>5.4 Demonstrate social skills that enable students to become leaders/teachers and followers/learners.</p>	<p>5.3 Identify careers in dance and dance-related fields (e.g., teacher, therapist, videographer, dance critic, choreographer, notator).</p>	<p>5.3 Appraise how time management, listening, problem-solving, and teamwork skills used with other dancers in composing and rehearsing a dance can be applied to other group activities.</p> <p>5.4 Research and compare careers in dance and dance-related fields.</p>	<p>5.3 Research and explain how dancers leave their performing careers to enter into alternative careers.</p>	<p>5.3 Explain how dancing presents opportunities and challenges to maintain physical and emotional health and how to apply that information to current training and lifelong habits.</p> <p>5.4 Explain how participation in dance develops creative skills for lifelong learning and well-being that are interpersonal and intrapersonal.</p> <p>5.5 Examine the training, education, and experience needed to pursue dance career options (e.g., performer, choreographer, dance therapist, teacher, historian, critic, filmmaker).</p>	<p>5.3 Synthesize information from a variety of health-related resources to maintain physical and emotional health.</p> <p>5.4 Determine the appropriate training, experience, and education needed to pursue a variety of dance and dance-related careers.</p>

Notes:

¹The proficient level of achievement for students in grades nine through twelve can be attained at the end of one year of high school study within the discipline of dance after the student has attained the level of achievement in dance required of all students in grade eight.

²The advanced level of achievement for students in grades nine through twelve can be attained at the end of a second year of high school study within the discipline of dance and subsequent to the attainment of the proficient level of achievement.