

ART CONTENT STANDARDS FOR DANCE

Grades K-5

Strand: Dance	
Standard 1: Students will learn and develop skills and meet technical demands unique to dance, music, theatre/drama and visual arts.	
K-5 Benchmark 1A: Demonstrate body coordination and awareness.	
K-1	<ol style="list-style-type: none"> 1. Identify different parts of the body and improvise movements that use parts alone and in combination with one another. 2. Participate in movement studies (pattern or problem) that combine locomotor movements (walk, run, gallop, hop, crawl) and non-locomotor movements (freeze, balance, stretch, twist, sway, swing).
2-3	<ol style="list-style-type: none"> 1. Identify the major joints of the body (shoulders, elbows, wrists, spine, hips, knees, ankles) and explore their range of motion and alignment through exercises and improvisation. 2. Identify, demonstrate and create increasingly varied combinations of locomotor movements (including skip, leap, roll, slither) and non-locomotor movements (including turns, kicks, gestures and balances).
4-5	<ol style="list-style-type: none"> 1. Identify major muscles and bones of the body and explore and extend their range of motion through a variety of exercises and improvisational studies. 2. Create and perform movement studies for peers which employ and combine a variety of locomotor and non-locomotor movements
K-5 Benchmark 1B: Identify and demonstrate the elements of space, time and energy.	
K-1	<ol style="list-style-type: none"> 1. Move responsibly in personal and general (shared) space. 2. Form shapes and create designs with one's own body and with other dancers (e.g., geometric shapes, letters, numbers, animals and objects). 3. Move through space using a variety of directions (forward, backward, sideways, diagonally and turning) and pathways (curved, straight and zigzag) at low to increasing higher skill levels. 4. Explore rhythmic movement (e.g., moving to a steady beat and responding to changes in tempo).
2-3	<ol style="list-style-type: none"> 1. Create shapes and original designs with one's own body and with other dancers, accurately identifying symmetry and asymmetry and positive and negative space. <ol style="list-style-type: none"> (ii) Identify and demonstrate with non-locomotor and locomotor movements, the use of varied spatial elements such as directions, pathways and levels. 2. Participate in movement explorations with drum or recorded music, demonstrating accuracy in moving with a steady beat and responding to

	changes in tempo. 3. Respond with movement to a variety of opposites that relate to energy (e.g., sharp/fluid, strong/delicate, swinging/shaking, active/resting, soft/hard, light/heavy and free/controlled).
4-5	1. Demonstrate and describe shapes and designs (using appropriate vocabulary) that are made individually and in complementary relationships with others. 2. Create and perform movement studies for peers that utilize directions, pathways and levels (individually and in groups). 3. Demonstrate accuracy in movement explorations built upon increasingly demanding rhythmic patterns, tempos and meters. 4. Demonstrate a broader range of movement qualities with respect to energy (e.g., passive/active, bound/free, firm/fine, sustained/sudden).

Standard 2: Use dance, music, theatre/drama and visual arts to express ideas.	
K-5 Benchmark 2A: Use the elements of movement to express imaginative, literary and personal themes.	
K-1	1. Express personal feelings and experiences through movement and gestures. 2. Respond to the actions, emotion and mood of a story or poem with movement.
2-3	1. Develop and refine movements and gestures to express emotions, memories or personal stories. 2. Select from a variety of movements to accurately communicate the intention of an experience, idea, theme or story.
4-5	1. Develop and refine movements and gestures to express emotions, memories or personal stories. 2. Select from a variety of movements to accurately communicate the intention of an experience, idea, theme or story.
K-5 Benchmark 2B: Observe and respond to a variety of formal and informal dance performances.	
K-1	1. Describe how dance is differentiated from other movement activities (i.e., sports and work-related activities). 2. Use personal ideas to respond to observations of formal and informal dance performances.
2-3	1. Identify and communicate the ideas, experiences or feelings expressed by the movements. 2. Explain what a specific dance communicates or expresses.
4-5	1. Take an active role in a class discussion about interpretations of and reactions to a dance. 2. Discuss similarities and differences in the experience of a dance, as reported by the dancers and by the observers.

Standard 3: Integrate understanding of visual and performing arts by seeking connections and parallels among arts disciplines as well as other content areas.

K-5 Benchmark 3A: Explore connections between the elements of dance and other arts disciplines.

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| K-1 | 1. Participate in activities that combine dance with other arts disciplines. |
| 2-3 | 1. Create a dance that uses a concept found in another arts discipline. |
| 4-5 | 1. Create a project that shows understanding of an element of dance that is shared with another discipline (e.g., pattern in dance and visual arts). |

K-5 Benchmark 3B: Explore connections between the elements of dance and other content areas.

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| K-1 | 1. Generate inventive movement suggested by other content areas (e.g., math, language arts, science or social studies). |
| 2-3 | 1. Identify movement as described in a variety of content areas (e.g., pathways and force of weather; shapes and actions of animals; intersections, pathways and interruptions of transportation; shapes and spatial relationships of geometry) and respond through movement. |
| 4-5 | 1. Use dance to illustrate the movement that is inherent in other content areas. |

Standard 4: Demonstrate an understanding of the dynamics of the creative process.

Grades K-5 Benchmark 4A: Understand and apply choreographic principles and compositional forms.

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| K-1 | 1. Participate in movement activities that explore the principles of unity, variety and contrast (mirroring and contrasting movements).
2. Create a dance with a narrative form (based on the sequence of events of a story or song). |
| 2-3 | 1. Create movement sequences that explore the choreographic principles of unity, variety, contrast and repetition.
2. Create an original movement sequence with three distinct parts: a beginning, middle and end (ABA or ABC). |
| 4-5 | 1. Create movement sequences that explore the choreographic principles of unity, variety, contrast, repetition, harmony, emphasis and balance.
2. Create a movement study that utilizes the compositional forms of recurring theme and chance dance. |

Standard 5: Observe, discuss, analyze and make critical judgments about artistic works.

K-5 Benchmark 5A: Develop and use vocabulary that is unique to dance.

K-1	1. Observe, in a group, formal and informal performances; discuss reactions and reasons for responses.
2-3	1. Observe formal and informal performances and use the elements of dance and choreographic principles to analyze performances.
4-5	1. Observe formal and informal performances and use the elements of dance and choreographic principles to analyze and critique performances.

Standard 6: Show increased awareness of diverse peoples and cultures through visual and performing arts

K-5 Benchmark 6A: Develop knowledge and understanding of human diversity through dance.

K-1	1. Identify, through observation and experience, how dance is common to all cultures.
2-3	1. Demonstrate understanding, through observation and experience, that folk and social dances are common to all world cultures.
4-5	1. Perform and discuss folk and social dances from various local and world cultures and other historical periods.

Standard 7: Demonstrate knowledge about how technology and invention have historically influenced

artists and offered new possibilities for expression. Grades K-5 benchmark 7A: Expand dance horizons through the use of technology.

K-5 Benchmark 7A: Expand dance horizons through the use of technology.

K-1	1. Use a variety of media to experience dances from other cultures.
2-3	1. View and respond to a variety of dances from other cultures and infer the influence of media and technology.
4-5	1. View and respond to a variety of dances from other cultures and discuss the influence of media and technology. 2. Use media (e.g., photography, video, etc.) to create, record, reflect upon and critique personal dance experiences

Standard 8: Contribute to communities by sharing expertise in dance, music, theatre/drama and visual arts and by participating in the activities of cultural institutions.

K-5 Benchmark 8A: Share dance abilities and knowledge with the community through formal and informal dance presentations.

K-1	Participate in informal creative dance presentations
2-3	Participate in informal and formal dance presentations.
4-5	Participate in dance presentations, both informal and choreographed, for the school and the larger community.